

**NORTH CAROLINA STATE  
UNIVERSITY**

**AFFIRMATIVE ACTION  
PLAN**

**Revised July 1978**

AFFIRMATIVE ACTION PLAN  
FOR  
EQUAL EMPLOYMENT OPPORTUNITY

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Prepared Pursuant to the Requirements  
of Executive Order 11246, as amended

July 17, 1978

TABLE OF CONTENTS

	<u>Page</u>
PREAMBLE	
I. INTRODUCTION	1
A. North Carolina State University at Raleigh	1
B. Development of the University's Affirmative Action Plan	1
C. Reaffirmation of Equal Employment Opportunity Policy/Affirmative Action Policy	3
D. Data Files Kept by North Carolina State University	5
1. General	5
2. Division of Personnel Services	6
3. Provost's Office	6
4. Affirmative Action Office	7
E. Dissemination of Policy Statements	
II. REVIEW OF PRESENT STAFF POLICIES AND PROCEDURES	8
A. Identification of Discipline Groupings	8
B. Composition of the NCSU Workforce	11
C. Recruitment Efforts 1974-1978	11
D. Appointment, Promotion, and Salary Setting Criteria	19
1. EPA Faculty	19
2. EPA Non-Faculty	22
3. SPA Personnel	23
E. Employment of Relatives Policy (Nepotism)	25
F. Leave Policy	26
G. Fringe Benefits	26
H. Testing Procedures	26
I. Training and Development	27

Table of Contents (Cont.)

	<u>Page</u>
J. Position Descriptions	29
III. ESTABLISHMENT OF GOALS FOR THE PERIOD 1978-1983	31
A. Analysis of Availability and Hiring Opportunities for Administrative Personnel With Faculty Rank -- Table 5A	32
B. Analysis of Availability and Hiring Opportunities	
1. Tenured/Tenure Track Faculty -- Table 6A	33
2. Non-Tenure Track Faculty -- Table 6B	34
C. Analysis of Availability and Hiring Opportunities	
1. EPA Administrators Without Faculty Rank -- Table 5B	35
2. EPA Professional Non-Faculty -- Table 7A	35
D. Analysis of Availability and Hiring Opportunities for SPA Personnel -- Categories 5C, 7B, 8, 9, 10, 11	36
IV. ADMINISTRATION OF THE AFFIRMATIVE ACTION PLAN	39
A. Organization for Affirmative Action	39
B. Reporting and Monitoring Procedures -- EPA	41
C. Reporting and Monitoring Procedures -- SPA	45
D. Grievance Procedures	47

APPENDICES

- I. North Carolina State University at Raleigh
  
- II. The Role and Mission of North Carolina State University at Raleigh
  
- III. Organization and Operation of North Carolina State University at Raleigh
  
- IV. Availability Data Sources
  - Section A. EPA Faculty
  - Section B. EPA Professional Non-Faculty
  - Section C. SPA Personnel
  
- V. Miscellaneous

TABLES

- Table 1: Internal Dissemination of Policy Statements
- Table 2: Composition of NCSU Work Force by Race and Sex
- Table 3: Comparison Between OCR 1000 Series AIA-1975 and OCR 3000 Series AIA-1977
- Table 4: Availability Percentages for Blacks, Females, and Other Minorities by Discipline Groupings
- Table 5A: Composition and New Hires of NCSU Full-Time Administrators With Faculty Rank by Race and Sex
- Table 5B: Composition and New Hires of NCSU Full-Time EPA Administrators Without Faculty Rank by Race and Sex
- Table 5C: Composition and New Hires of NCSU Full-Time SPA Administrators Without Faculty Rank
- Table 6A: Composition and New Hires of NCSU Full-Time Tenured/Tenure-Track Faculty by Race and Sex
- Tables 6A-6A10: Composition and New Hires of NCSU Full-Time Tenured/Tenure Track Faculty by Race and Sex of Discipline Groupings
- Table 7B: Composition and New Hires of NCSU Full-Time SPA Professionals Non-Faculty by Race and Sex
- Table 8: Composition and New Hires of NCSU Full-Time Secretarial/Clerical Employees by Race and Sex
- Table 9: Composition and New Hires of NCSU Full-Time Technical/Paraprofessional Employees by Race and Sex
- Table 10: Composition and New Hires of NCSU Full-Time Skilled Crafts Employees by Race and Sex
- Table 11: Composition and New Hires of NCSU Full-Time Service Maintenance Employees by Race and Sex

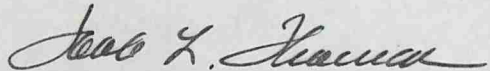
PREAMBLE

The following document represents the revision of the Affirmative Action Plan for North Carolina State University. This plan was prepared in accordance with Executive Order 11246 as amended by 11375, and the Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Higher Education Systems (State Plan), Phase II, as supplemented by the Board of Governors on May 12, 1978.

North Carolina State University is fully committed to the principles of equal opportunity and affirmative action. We are making every effort to ensure that the University community remains aware of these goals and obligations for the provision of equal opportunity.

Each of the major units of this campus has been involved in the compilation of our Revised Affirmative Action Plan. This broad based participation has provided a more thorough evaluation and should result in a more extensive commitment to the established goals.

This University is striving to develop not only a policy, but also a positive attitude toward equal opportunity that is consistent with the intellectual and moral objectives of the institution.



Joab L. Thomas  
Chancellor

## I. INTRODUCTION

### A. North Carolina State University at Raleigh

This document constitutes the Affirmative Action Plan of North Carolina State University, hereafter referred to as NCSU. General information regarding the University is set forth in Appendices I, II, and III.

### B. Development of the University's Affirmative Action Plan

The 1978 NCSU Affirmative Action Plan is a revised, expanded version of the Affirmative Action Plan of September 1, 1976. The Plan of September, 1976, was a revision of the Affirmative Action Plan of February 1, 1974. The Plan of February 1, 1974, was an expanded version of the NCSU Affirmative Action Plan of July 1, 1973. The Plan of July 1, 1973, represented our response to the request of the Regional Director (Atlanta), Office for Civil Rights, U. S. Department of Health, Education and Welfare, contained in the letter from Mr. William H. Thomas, Regional Director, to President William C. Friday of The University of North Carolina under the date of September 27, 1972. That request followed a contract compliance review by the Regional Office for Civil Rights.

This 1978 revision of the Affirmative Action Plan is being submitted to satisfy the requirements of Executive Order 11246 as amended by 11375, as discussed in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Higher Education Systems (State Plan), Phase II, as supplemented by the Board of Governors on May 12, 1978.

Initial steps in the development of this revised Affirmative Action Plan were taken shortly after receiving Vice President Raymond H. Dawson's memorandum of May 18, 1978. In his memorandum he informed



the Chief Academic Officers that:

"...in The Revised North Carolina State Plan for the Further Elimination of Racial Duality, Phase II, the Board of Governors commits the University to certain revisions in each constituent institution's Affirmative Action Plan by August 1, 1978 in order to fulfill the Board's commitments to its May 12, 1978 Supplemental Statement II -- the Board also provides that each institution's plan (and that of the General Administration) 'will be developed with the assistance of the President and will be approved by him ... and will contain the specific timetables and goals ... [and] measures' that Phase II agrees to posit."

NCSU decided that the most effective method of developing a functional and effective revision for this institution consistent with -- (a) the State Plan, Phase II-Second Supplement; (b) Executive Order 11246 as amended; (c) HEW "Memorandum to College and University Presidents" issued January 13, 1975; and (d) other applicable Federal statutes and regulations -- would be to follow the regular patterns of organization and administration at the campus. This structure has been utilized for each revision of NCSU's Affirmative Action Plan. Accordingly, in May, 1978, the following Affirmative Action Planning Units were identified:

- School of Agriculture and Life Sciences
- School of Design
- School of Education
- School of Engineering
- School of Forest Resources
- School of Humanities and Social Sciences
- School of Physical and Mathematical Sciences
- School of Textiles
- Division of Student Affairs
- Library
- Office of Business Affairs
- University Extension
- Special Units

Guidelines for planning were developed and distributed to each unit. Within these guidelines, each unit prepared its plan. This approach to affirmative action planning had several advantages: first, it followed the normal organizational patterns of the University; second, it compelled each unit to conduct its own utilization and

availability analysis consistent with the given numerical formulas and restricted availability data; and third, more individuals were involved in developing the Affirmative Action Plan than would have been if a central committee had been assigned this responsibility. Broad participation enhances the success of this type of endeavor in a multi-purpose, collegial institution like NCSU.

The NCSU Affirmative Action Officer, Lawrence M. Clark, representing the NCSU administration, worked with the staff of the General Administration of The University of North Carolina to provide data and other information to the 13 planning units.

Specific details concerning the groupings of faculty and other instructional staff, and non-instructional personnel, appear in Chapter II, Section A.

C. Reaffirmation of Equal Employment Opportunity Policy/Affirmative Action Policy

Fundamental to NCSU's Affirmative Action Plan is the sincere commitment to equal employment opportunity. That long standing commitment is hereby reaffirmed.

NCSU is dedicated to equality of opportunity within its community. Accordingly, NCSU does not practice or condone discrimination in any form against students, employees or applicants on the grounds of race, color, national origin, religion, sex, age, or handicap. This campus commits itself to positive action to secure equal opportunity.

NCSU supports the protection available to members of its community pursuant to all relevant State and Code provisions, and all applicable Federal laws including Title VII of the Civil Rights Act 1964, the Equal Pay and Age Discrimination Acts, Section 503 of the Rehabilitation Act of 1973, Executive Order 11246 as amended by 11375, and the Vietnam Veterans Readjustment Assistance Acts as amended.

NCSU is committed, without reservation, to the principle that employees shall be identified initially, and thereafter differentiated among, only on the basis of good-faith assessments of individual-professional merit. Therefore, our policy prohibits discrimination affecting all employees and prospective employees, and employment practices will operate to prevent discrimination.

The principle of equal employment opportunity shall apply to all aspects of the employment relationship, including: (1) initial consideration for employment; (2) job placement and assignment of responsibilities; (3) evaluation of performance; (4) promotion and advancement; (5) compensation and fringe benefits; (6) access to training and other professional-development opportunities; (7) formulation and application of personnel rules and regulations; (8) access to facilities; and (9) layoff, discipline, and termination.

Personnel policies and practices will be monitored continuously to determine whether any individual or class has been or is being affected adversely, contrary to the principle of equal employment opportunity. Prompt remedial action will be taken, in any case where there is discrimination based on race, color, religion, sex, national origin or handicap.

All employees are expected to support the principle of, and contribute to the realization of, equal employment opportunity. Any employees with responsibility and authority in the area of personnel relations who impose any detriment on any other employee through failure or refusal to subscribe to the principle of equal employment opportunity shall be subject to appropriate internal disciplinary action including dismissal.

NCSU is committed to eliminating any underutilization of women or members of minority groups within its staff complement.

Historically, employment opportunities for women and members of minority groups, in both the public and private sectors have been unduly restricted. To enhance significantly and promptly the employment opportunities of those who have suffered disadvantage in the past, it is necessary to do more than simply insure nondiscriminatory employment practices. Where there is significant evidence that members of a particular class have been underrepresented or underutilized within areas of the staff complement, specific goals and timetables designed to remedy that underrepresentation have been established.

As an institution which seeks to encourage excellence in all areas of endeavor, a university must with integrity maintain high standards in the evaluation of employees and prospective employees. It must also apply those standards fairly and consistently. Thus, the conscientious search for and effort to employ additional women and members of minority groups pursuant to established goals and timetables should not lead to a lowering of standards or a conferral of advantage on any person because of race, color, religion, sex, national origin or handicap. Rather, the affirmative efforts of NCSU shall be directed toward enlarging the opportunity for fair competition by qualified members of previously underrepresented groups for available appointment, positions, and promotions.

D. Data Files Kept by North Carolina State University

1. General

Personnel files are currently controlled by two separate offices within the University -- the Division of Personnel Services, and the Provost's Office. Personnel Services maintains individual

records for all employees classified under the State Personnel Act (SPA) and the Provost's Office controls individual records for all personnel exempt from the State Personnel Act (EPA), who are classified as either EPA faculty or EPA non-faculty.

## 2. Division of Personnel Services

Information in an individual's file in the Division of Personnel Services includes: the individual's application, a resume (if applicable), a copy of each (SPA) Staff Personnel Action Form (PD-105), and pertinent correspondence.

The following data, obtained from the (SPA) Staff Personnel Action Form, are currently being maintained on computer tape: employee's name, race, sex, birthdate, position title, part-time/full-time and permanent/temporary status, department, salary (grade, step, and amount), date of entry, date of last pay increase, and Federal Compliance Category Code. A separate computer file kept by the Payroll Office contains specific employee payroll information and social security number.

These files furnish the basis for a variety of reports useful in analyzing affirmative action progress. Staffing profiles are now being maintained for the purposes of review and future comparison with affirmative action goals.

## 3. Provost's Office

Information that is kept in an individual's file for the Provost's Office includes a copy of each EPA Personnel Action Form (PA-1) with all available supporting data and pertinent correspondence.

In addition, the following data are extracted from the forms to create a computerized data base: person's name, birthdate, sex, race, date first appointed, rank or administrative title, social security

number, tenure status, school, department, highest degree and where earned, full-time/part-time status, and salary. The Payroll Office has a separate tape for salary and budget code information.

#### 4. Affirmative Action Office

The units are required to submit affirmative action reports for each position vacancy they fill. These reports are kept in the affirmative action office. (The required reports are reproduced in Chapter IV.) From these reports EPA availability and applicant flow data for the entire University can be extracted, as well as information on individual position employment decisions.

#### E. Dissemination of Policy Statements

NCSU's Equal Employment Opportunity/Affirmative Action Policy has been formally disseminated both internally and externally. Within the University, the Policy has appeared and will continue to appear in several University-sponsored publications. (See Table I). These publications reach all levels of University employees. Additionally, formal statements of the Equal Employment Opportunity/Affirmative Action Policy are included in the Faculty Handbook and Staff Employee Handbook.

The revised 1978 Affirmative Action Plan shall be distributed to all units. All modifications and amplifications of the plan shall be similarly distributed. The following table lists particular publications, those persons reached by the publications, the individual responsible for each, and the time of publication.

TABLE I  
INTERNAL DISSEMINATION

<u>NAME</u>	<u>RESPONSIBILITY</u>	<u>TIME OF PUBLICATION</u>
<u>1. Publications Reaching All Employees</u>		
NCSU Journal	Director, Information Services	Continuous
Statelog	Director, Information Services	Continuous
Official Bulletin	Division of Student Affairs	Continuous
<u>2. Publications Reaching Faculty</u>		
Faculty Handbook	Provost	Continuous
<u>3. Publications Reaching SPA Personnel</u>		
Personnel Notes	Director, NCSU	Continuous
SPA Employee Handbook	Division of Personnel Services	Continuous
Employee Paycheck Bulletins		

EXTERNAL DISSEMINATION

<u>NAME</u>	<u>RESPONSIBILITY</u>	<u>TIME OF PUBLICATION</u>
EEO Policy statement included on all recruitment material and advertisements for students, staff, and faculty	Dean of Student Affairs, Director of Personnel, EEO Officer	Continuous
EEO statement included on purchase orders, contracts, etc., as required by Executive Order 11246	Vice Chancellor for Finance and Business	Continuous
Provide written notification of plan and basic contents to public and private organizations interested in employment opportunities for women and minorities; community agencies and leaders; secondary schools; colleges; and technical and business institutes	EEO Officer, Director of Personnel	Continuous

NAMERESPONSIBILITYTIME OF PUBLICATION

Subcontractors, vendors, and suppliers notified in writing of EEO Policy

Vice Chancellor for Finance and Business

Continuous

Publicize EEO progress, appointments of new personnel, promotions, etc., relating to EEO objectives, in public press and in office publications distributed externally.

EEO Officer

Continuous



## II. REVIEW OF PRESENT STAFF POLICIES AND PROCEDURES

NCSU employees are divided into two main categories: professional personnel (EPA) and staff personnel (SPA). For each of these groups there are major differences in employment procedures and job responsibilities. Because of these differences, the Plan includes separate staffing patterns and procedures for these categories, even within a single unit.

The professional personnel (EPA) category is subdivided into two groups. These are defined as:

(1) EPA Faculty - employees with faculty rank exempt from the State Personnel Act. (Examples: Instructors, Assistant Professors)

(2) EPA Non-Faculty - employees without faculty rank exempt from the State Personnel Act. (Examples: Librarians, Counselors, Research Associates, Coaches)

Staff personnel are those employees who are subject to the State Personnel Act. SPA employees include persons within the following classifications: Secretarial/Clerical, Professional, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance.

### A. Identification of Discipline Groupings

Following the regular pattern of organization and administration, ten discipline groupings are identified for faculty positions. These groupings and their school affiliation are given below.

School: Agriculture and Life Sciences

#### Discipline Groupings

##### I. Agricultural Sciences

Administration  
Adult and Community College Education  
Agricultural Information

Agricultural Economics  
 Animal Science  
 Biological and Agricultural Engineering  
 Crop Science  
 4-H and Youth Development  
 Food Science  
 Horticultural Science  
 Poultry Science  
 Rural Sociology  
 Soil Science  
 Veterinary Science

II. Biological Sciences

Biochemistry  
 Botany  
 Entomology  
 Genetics  
 Microbiology  
 Plant Pathology  
 Zoology

School: Design

Discipline Grouping

III. Design

Architecture  
 Landscape Architecture  
 Product/Visual Design

School: Education

Discipline Groupings

IV. Education

Curriculum and Instruction  
 Occupational Education  
 Math and Science Education  
 Counselor Education

V. Psychology

School: Engineering

Discipline Grouping

VI. Engineering

Chemical Engineering  
 Civil Engineering  
 Electrical Engineering  
 Engineering Mechanics  
 Engineering Research  
 Industrial Engineering

Mechanical Engineering  
 Materials Engineering  
 Nuclear Engineering  
 Industrial Extension Service  
 Freshman Engineering  
 Min. Res. Laboratory

School: Forest Resources

Discipline Grouping

VII. Forest Resources

Forestry  
 Wood and Paper Science  
 Recreation Resources Administration

School: Humanities and Social Sciences

Discipline Grouping

VIII. Humanities and Social Sciences

Economics and Business  
 English  
 Foreign Languages and Literatures  
 History  
 Philosophy and Religion  
 Physical Education  
 Political Science  
 Sociology and Anthropology  
 Speech Communication  
 University Studies

School: Physical and Mathematical Sciences

Discipline Grouping

IX. Physical and Mathematical Sciences

Chemistry  
 Statistics  
 Mathematics  
 Physics  
 Computer Science  
 Geosciences

School: Textiles

Discipline Grouping

X. Textiles

Textiles Materials and Management  
 Textile Chemistry

B. Composition of the NCSU Workforce

The race and sex composition of the NCSU workforce by EEO-6 categories is presented in Table 2.

Because of the differences in staffing patterns and procedures for EPA and SPA employees, as mentioned above, the employment categories are considered in four groups:

- a. Executive, Administrative, and Managerial with faculty rank (EPA)
- b. EPA Faculty
  - 1. Tenure/Tenure-Track
  - 2. Non-Tenure-Track
- c. EPA Non-Faculty
  - 1. Executive, Administrative, and Managerial without faculty rank
  - 2. Professionals
- d. SPA Personnel
  - 1. Executive, Administrative, and Managerial without faculty rank
  - 2. Professionals
  - 3. Secretarial/Clerical
  - 4. Technical/Paraprofessionals
  - 5. Skilled Crafts
  - 6. Service/Maintenance

C. Recruitment Efforts 1974-1978

Table 3 gives a comparison for the employee categories between OCR Series 1000 AIA, 1975, and OCR Series 3000 AIA, 1977.

Since January, 1974, the date of the Revised Affirmative Action Plan, NCSU has made extensive efforts to reach the goals set for the hiring of women, blacks, and other minorities. To date, we have been more successful in our employment of women than blacks. Currently, our employment complement of Tenured/Tenure-Track Faculty includes 21 blacks, 88 females, and 39 other minorities employed. These faculty members represent 1.9%, 7.9%, and 3.5% respectively of the total Tenured/Tenure-Track Faculty of 1106.

Each school has expanded its recruiting efforts so as to reach

COMPOSITION OF NCSU  
WORK FORCE BY RACE AND SEX

Table 2  
May 1978

Full-Time

EEO6 - Category	Line No.	OCR Line #	TOTAL	RACE/ETHNIC GROUP						SEX			
				White		Black		Other		Male		Female	
				#	%	#	%	#	%	#	%	#	%
1) Executive/ Administrative & Managerial	1	1	143	140	97.9	1	0.7	2	1.4	138	96.5	5	3.5
a) Administrators With Faculty Rank	2	1	108	105	97.2	1	0.9	2	1.9	105	97.2	3	2.8
b) Administrators Without Faculty Rank - EPA Non- Faculty	3	1	23	23	100.0	0	0.0	0	0.0	21	91.3	2	8.7
c) Administrators Without Faculty Rank - SPA Personnel	4	1	12	12	100.0	0	0.0	0	0.0	12	100.0	0	0.0
2) Instructional Faculty	5	2	1,152	1,090	94.6	23	2.0	39	3.4	1,055	91.6	97	8.4
a) Tenured/Tenure Track Faculty	6	2,9	1,116	1,056	94.6	21	1.9	39	3.5	1,028	92.1	88	7.9
b) Non-Tenure Track Faculty	7		36	34	94.4	2	5.6	0	0.0	27	75.0	9	25.0

Page 2 -- Table 2  
 Composition of NCSU Full-Time  
 Work Force by Race and Sex

EEO6 - Category	Line No.	OCR Line #	TOTAL	RACE/ETHNIC GROUP						SEX			
				White		Black		Other		Male		Female	
				#	%	#	%	#	%	#	%	#	%
3) Professionals -- Other than 1 and 2 above	8	24	578	521	90.2	32	5.5	25	4.3	414	71.6	164	28.4
a) Professionals EPA-Non-Faculty	9	24	428	376	87.9	28	6.5	24	5.6	310	72.4	118	27.6
b) Professionals SPA Personnel	10	24	150	145	96.6	4	2.7	1	0.7	104	69.3	46	30.7
4) Secretarial/Clerical	11	25	984	858	87.2	121	12.3	5	0.5	64	6.5	920	93.5
5) Technical/ Paraprofessional SPA Personnel	12	26	578	512	88.6	52	9.0	14	2.4	392	67.8	186	32.2
6) Skills Crafts SPA Personnel	13	27	214	182	85.0	32	15.0	0	0.0	202	94.4	12	5.6
7) Service/Maintenance SPA Personnel	14	28	513	90	17.5	423	82.5	0	0.0	340	66.3	173	33.7
8) SPA Total -- Lines 4, 10, 11, 12, 13, 14	15		2,451	1,799	73.4	632	25.8	20	0.8	1,114	45.5	1,337	54.5

Other Minorities include those persons classified as Hispanic, Asian or Pacific Islander, and American Indian or Alaskan Native.

COMPARISON BETWEEN OCR 1000 SERIES AIA - 1975  
AND OCR 3000 SERIES AIA - 1977

Table 3

		1975				1977				Change		Total %	New Hire		
		Male		Female		Male		Female		Male	Female				
		#	%	#	%	#	%	#	%	#	%				
1. Executive/Administrative Managerial	Black	2	1.28	0	0.00	2	1.28	2	1.28	0	0.00	2	1.28	0	0
	White	148	93.67	5	3.16	153	96.83	147	94.23	5	3.21	152	97.44	-.56	+0.05
	Other	3	1.89	0	0.00	3	1.89	2	1.28	0	0.00	2	1.28	-.61	0
	Total	153	96.84	5	3.16	158	100	151	96.79	5	3.21	156	100	-.05	+0.05
2. Instructional Faculty (Tenured)	Black	4	0.59	0	0.00	4	0.59	4	.69	2	.29	6	.88	0	+0.29
	White	651	96.02	16	2.36	667	98.38	650	95.17	19	2.78	669	97.95	-.85	+0.42
	Other	7	1.03	0	0.00	7	1.03	8	1.17	0	.00	8	1.17	+0.14	0
	Total	662	97.64	16	2.36	678	100	662	96.93	21	3.07	683	100	-.71	+0.71
3. Instructional Faculty (Non-Tenured but on track)	Black	8	3.90	2	0.98	10	4.88	11	3.48	3	.95	14	4.43	-.42	-.03
	White	170	82.93	24	11.70	194	94.63	241	76.27	56	17.72	297	93.99	-6.66	+6.02
	Other	1	0.49	0	.00	1	0.49	2	.63	3	.95	5	1.58	+0.14	+0.95
	Total	179	87.32	26	12.68	205	100	254	80.38	62	19.62	316	100	-6.94	+6.94
4. Instructional Faculty (Other Non-Tenured)	Black	4	3.60	1	0.90	5	4.50	2	6.67	0	.00	2	6.67	+3.07	-.90
	White	69	62.17	37	33.33	106	95.50	20	66.67	8	26.66	28	93.33	+4.50	-6.67
	Other	0	0.00	0	0.00	0	0.00	0	.00	0	.00	0	.00	0	0
	Total	73	65.77	38	34.23	111	100	22	73.34	8	26.66	30	100	+7.57	-7.57
6. Professional (Other than 1 and 2 above)	Black	18	3.98	10	2.21	28	6.19	16	3.39	13	2.75	29	6.14	-.59	+0.54
	White	325	71.90	96	21.24	421	93.14	330	69.92	108	22.88	438	92.80	-1.98	+1.64
	Other	0	0.00	3	0.67	3	0.67	3	.64	2	.42	5	1.06	+0.64	-.25
	Total	343	75.88	109	24.12	452	100	349	73.95	123	26.05	472	100	-1.93	+1.93
7. Secretarial/Clerical	Black	16	1.96	78	9.52	94	11.48	18	1.90	100	10.58	118	12.48	-.06	+1.06
	White	45	5.49	674	82.30	719	87.79	46	4.87	775	82.02	821	86.89	-.62	-.28
	Other	0	0.00	6	0.73	6	.73	0	0.00	6	.63	6	.63	0	-.10
	Total	61	7.45	758	92.55	819	100	64	6.77	881	93.23	945	100	-.68	+0.68
8. Technical/Paraprofessional	Black	28	5.80	15	3.11	43	8.91	33	5.85	18	3.19	51	9.04	+0.05	+0.08
	White	312	64.59	122	25.26	434	89.85	352	62.41	153	27.14	505	89.55	-2.18	+1.88
	Other	2	0.41	4	0.83	6	1.24	3	.53	5	.88	8	1.41	+0.12	+0.05
	Total	342	70.80	141	29.24	483	100	388	68.79	176	31.21	564	100	-2.01	+2.01

Table 3 (Cont.)

	1975				1977				Change		Total	New Hire				
	Male	Female	Total		Male	Female	Total	Male	Female							
	#	%	#	%	#	%	#	%	#	%	#	%				
9. Skilled Crafts																
Black	19	8.72	1	0.46	20	9.18	28	12.44	3	1.34	31	13.78	+3.72	+88	+4.6	+11
White	181	83.02	16	7.34	197	90.36	180	80.00	14	6.22	194	86.22	-3.02	-1.12	-4.14	-3
Other	1	0.46	0	0.00	1	0.46	0	.00	0	.00	0	.00	-.46	0	-.46	-1
Total	201	92.20	17	7.80	218	100	208	92.44	17	7.56	225	100	+.24	-.24	0	+10
10. Service/Maintenance																
Black	246	51.04	142	29.46	388	80.50	256	52.03	154	31.31	410	83.34	+.99	+1.85	+2.84	+22
White	83	17.22	11	2.28	94	19.50	69	14.02	12	2.44	81	16.46	-3.20	+1.16	-3.04	-13
Other	0	0.00	0	0.00	0	0.00	1	.20	0	.00	1	.20	+.20	0	+.20	+1
Total	329	68.26	153	31.74	482	100	326	66.25	166	33.75	492	100	-2.01	+2.01	0	+10
11. Total																
Black	345	9.57	249	6.90	594	16.47	370	9.53	293	7.55	663	17.08	-.04	+.65	+.61	+69
White	1984	55.02	1001	27.76	2985	82.78	2035	52.41	1150	29.62	3185	82.03	-2.61	+1.86	-.75	+200
Other	14	0.39	13	0.36	27	0.75	19	.49	16	.40	35	.89	+.10	+.04	+.14	+8
Total	2343	64.98	1263	35.02	3606	100	2424	62.43	1459	37.57	3883	100	-2.55	+2.55	0	+277
12. Number of Persons in Item 1 with Academic Rank																
Black	1	0.81	0	.00	1	0.81	1	.86	0	.00	1	.86	+.05	0	+.05	0
White	116	94.31	3	2.44	119	96.75	111	94.87	3	2.56	114	97.43	+.56	+1.12	+.68	-5
Other	3	2.44	0	0.00	3	2.44	2	1.71	0	.00	2	1.71	-.73	0	-.73	-1
Total	120	97.56	3	2.44	123	100	114	97.44	3	2.56	117	100	-.12	+.12	0	-6
13. Number of Persons in Item 1 above with Tenure																
Black	1	0.83	0	0.00	1	0.83	1	.88	0	.00	1	.88	+.05	0	+.05	0
White	113	94.17	3	2.50	116	96.67	107	94.69	3	2.66	110	97.35	+.52	+1.16	+.68	-6
Other	3	2.50	0	0.00	3	2.50	2	1.77	0	0.00	2	1.77	-.73	0	-.73	-1
Total	117	97.50	3	2.50	120	100	110	97.34	3	2.66	113	100	-.16	+.16	0	-7



a broader pool of candidates for each position opening. The schools have demonstrated a serious commitment to recruiting and hiring minority and female candidates. A summary of their recruiting and hiring activities is given below.

#### Agriculture and Life Sciences

The advertising of position openings has been expanded to reach more blacks and females. Since 1974 six offers have been extended to blacks for tenure track positions. Five of these offers were accepted and the persons employed -- the other was contingent on the completion of the Ph. D. and is now pending.

Nine offers were extended to females and eight individuals were employed. No specific reason was cited in the letter of declination for the other female. There have been six faculty resignations among blacks and females since 1974. Three were to accept other positions, two were due to moving out of state and one was to seek employment closer to home to reduce commuting distance and time away from a young family.

#### Design

The School of Design has actively recruited women and minorities through formal listings or media advertisements including:

1. Associated Collegiate Schools of Architecture Newsletter
2. UNC-Central Faculty Position Listing
3. New York Times
4. College Art Association Publications
5. Industrial Designer Society of America Publications.

Announcements of position openings are sent to all accredited schools of Architecture, Landscape Architecture, and Industrial Design. Personal letters, visits, and phone calls to other institutions and professional offices have also been used to attract faculty candidates. Other methods of recruitment include personal contacts at conferences, professional meetings, and other events related to the American

Institute of Architects, American Society of Landscape Architects, and Industrial Designers Society of America.

Since January, 1974, the School of Design has offered full-time faculty positions to seven females and two blacks. One of the blacks declined the offer. The School of Design has thus hired seven females and one black full-time faculty member during this time period.

Three female faculty members have resigned. Their reasons were as follows:

1. marriage -- relocated to Illinois
2. marriage -- relocated to Massachusetts
3. to accept a faculty position at The University of Pennsylvania.

In addition, during this time, the contracts of two female faculty members were not renewed.

The major difficulty the School of Design faces in attracting blacks is the competition for the small number of qualified candidates. The competition comes from other schools, professional firms, and government -- all offering much higher salaries.

#### Education

Since 1974, the School of Education has extended nine offers for EPA faculty and non-faculty positions to blacks -- five of these offers were accepted. In 1974-1975, the Department of Counselor Education employed a black male, and the Department of Curriculum and Instruction employed a black female, in faculty positions. A black female accepted a faculty position in the Department of Psychology in 1975-1976. In 1976-1977, a black female was employed in an EPA non-faculty position in the Department of Adult and Community College Education, and a black male accepted a faculty position in the Department of Curriculum and Instruction.

The four blacks who rejected offers included a black male who in

1973-1974 declined an offer from the Department of Counselor Education because there was not also a faculty position for his wife who has her master's degree. In 1974-1975, a black male declined an offer made by the Department of Adult and Community College Education because the salary was too low. That same year a black male rejected an offer from the Department of Psychology because the offer salary was insufficient to attract him from the university where he was presently employed. In 1977-1978, an offer was made to a black male by the Department of Occupational Education. This offer was declined because the salary was considered to be too low.

The success rate in the employment of females has been better than that in the employment of blacks. However, the heavy proportion of faculty members in fields which have not traditionally attracted females, makes the internal male-female balance within the school difficult to achieve. Such fields as Agricultural Education, Industrial Arts Education, Industrial and Technical Education and Education Administration have been traditionally male-dominated, and these fields constitute a significant portion of the education faculty. The school-wide, female-male ratio required by the formula will result in some heavily male-dominated departments and other heavily female-dominated departments. Such internal maldistribution does not appear to be desirable.

In 1973-1974, position offers were made for the following year to two females -- one in Psychology and one in Curriculum and Instruction -- both of whom accepted. In 1974-1975, a female accepted an EPA non-faculty position offer made by the Department of Adult and Community College Education. Also in that year, three faculty position offers were made to, and accepted by, females for the 1975-1976 year; two in Curriculum and Instruction and one in Psychology. Two females were

employed in faculty positions for the 1976-1977 year in Psychology. In 1976-1977, the Department of Adult and Community College Education made an EPA non-faculty position offer to a black female who accepted. In 1977-1978, two position offers for the 1978-1979 year were made to females. The offer made by the Department of Psychology was accepted; the one in Education Administration was declined because tenure was not offered at the time of employment. Also in 1974-1975, a female declined an offer of a faculty position with the Department of Psychology for unknown reasons.

#### Engineering

One method by which NCSU can add blacks and females to its Engineering faculty, is to encourage outstanding undergraduate blacks and females enrolled in NCSU's engineering programs to continue through graduate school and complete the requirements for a Ph. D.

Indeed, in 1974, the Department of Chemical Engineering hired one of its own black Ph. D. graduates to its faculty. He was most helpful in the School's recruiting of black students and in working with black students to improve their retention. This same student also helped the Co-op Program in the chemical and nuclear engineering areas. Unfortunately, he left after the 1976-1977 academic year to gain industrial experience. Additional problems in encouraging minorities to continue into graduate work include the very high salaries being offered them for immediate employment, the high out of state tuition, and the small number of scholarships and assistantships that are available. The combination of these factors will cause minority and female membership on our faculty to grow very slowly.

#### Forest Resources

The Department of Forestry has had little success in recruitment and retention of blacks and females for EPA positions. This is the direct result of a small pool from which to draw -- not because of

any lack of concerted effort on the part of the department.

Over the period of January 1, 1974, through June 30, 1978, there were no applications for available EPA positions from blacks and there were none on our payroll at the beginning of the period. Thus, there were no offers made, no offers rejected, and no resignations. During the same period the department received an application from one female -- an offer was made and accepted. There were no female EPAs on the payroll at the beginning of the period and there have been no resignations.

The Wood and Paper Science Department has not been able to recruit blacks and females for EPA positions. The two EPA faculty vacancies which occurred since January 1, 1974, were filled with white males although strong efforts were made to recruit blacks and females. Since no applications were received from blacks or females, no offers were made, no offers rejected, and no resignations of blacks or females occurred. The above described situation clearly demonstrates the obvious lack of a pool of individuals qualified or interested in the vacancies. In cooperation with the Division of University Studies, a female was hired as a Visiting Assistant Professor. Thus, for the first time, Wood and Paper Science has a female faculty member, although she is not in a tenure track position.

#### Humanities and Social Sciences

Candidates for twenty tenure-track position openings in the School of Humanities and Social Sciences were interviewed during 1977-1978. A total of 51 persons were interviewed -- forty on campus, and an additional eleven at professional meetings. The candidates interviewed included thirteen females and four blacks. Job offers were made to five females, one of whom was black. Only one white female of the five accepted the offer. There is one offer to a naturalized American female still outstanding.

The poor showing of the School of Humanities and Social Sciences may be attributed to several factors, but basically it is a matter of the competitive nature of today's market. Availability studies show that there are few qualified minorities on the market, and many institutions besides NCSU competing to hire them. Qualified females are more available, and this is an area where the school must make more intensive recruiting efforts in the future.

While the magnitude of the challenge being faced in meeting the goals should not be minimized, the School of Humanities and Social Sciences is confident that the five year, and long-range goals are attainable.

#### Physical and Mathematical Sciences

The School of Physical and Mathematical Sciences has been involved in intensive recruiting efforts for minorities and females. The Mathematics Department has offered faculty positions to five blacks, two of whom accepted (one being primarily in Mathematics Education). Of those who declined, two accepted other offers, and one declined because his wife did not wish to live in the South. The Mathematics Department also offered faculty positions to six females, one of whom declined because she accepted a position at another institution.

The Physics Department offered positions to two females; one accepted, and the other declined because of responsibility on a research project at her home institution (MIT). The Chemistry Department hired one black faculty member for a one year appointment. The Geosciences Department offered a position to one black who declined in order to accept an offer at a higher salary in industry. The Computer Science Department has hired two female faculty members, one of whom has subsequently resigned. The Statistics Department has offered positions to four females, one of whom declined, and three who accepted but

have subsequently resigned to take different positions. The Department of Chemistry has offered tenure-track positions to four females. Of these four, one declined and one has since resigned.

#### Textiles

Textiles suffers from an insufficient pool of blacks and females with training at desirable levels in its various disciplines. It is, however, hoped that the present greatly pleasing growth in enrollment of blacks and females will overcome this deficiency in the near future and will allow the School of Textiles a reasonable opportunity to increase their number in responsible positions in advanced textile education and research.

Advertisements describing the nature of work and the desired qualifications for vacant positions, have continued to appear in Journals with wide circulations, at home and abroad, and in periodicals such as Equal Opportunity Register, American Women in Science, Affirmative Action Register and the Pittsburgh Courier. Responses to these advertisements by the blacks and the females have generally been very low.

In spite of the above mentioned difficulty, the efforts of the School of Textiles have been successful in adding one female (second) and a black (first) to its pool of faculty. Lacking the required terminal Ph. D. degree, or the equivalent level of scholarly experience, both are presently employed as instructors in the school. However, both are pursuing work towards a Ph. D. degree, upon completion of which appropriate consideration for promotion to higher ranks will be given.

One other offer was made to a black for an Assistant Professor's position in the School of Textiles. This was, however, turned down by the candidate in favor of a more attractive offer from elsewhere.

D. Appointment, Promotion and Salary Setting Criteria

1. EPA Faculty

North Carolina State University has approximately 56 departments divided among its eight schools that initiate faculty appointments, promotions, and salary recommendations. (These recommendations are reviewed by the Provost prior to final approval by the Chancellor, the Board of Trustees, and the Board of Governors.)

Criteria for appointment, promotion, salary, and the nature of the appointee's responsibilities vary among the departments as do the education, skills, and experience required for faculty appointments in each. Competitive demand for persons in various academic fields also influences criteria and decision procedures. Many units have common factors among the criteria. However, depending on the mission of the department, components of the criteria may be weighed differently. (For instance, the Department of Entomology would emphasize research and/or extension, while the Department of English would emphasize undergraduate teaching since it does not have a doctoral level graduate program.)

Criteria for each rank as well as University policy on academic freedom and tenure, leave, and other benefits are explained in the Faculty Handbook. This handbook is distributed to all EPA Personnel at the time of their arrival on campus. Evaluation for promotion and salary increases is based on subjective evaluation of individual merit related to the stated criteria as deemed significant by the department and school. The primary evaluation occurs at the departmental level with reviews by the School Dean and the Provost. Any list of criteria is necessarily incomplete since the factors vary with the discipline and level of appointment.

As an illustration of the complexity of decisions on initial employment and promotion, the following outline shows the major factors



NCSU identifies in making the decision. The department head is responsible for the initial effective recommendation for appointment. Depending upon the organization of the department, the department head may consult as follows:

- a) Instructor - no one  
a personnel committee  
the entire department  
the senior faculty
- b) Assistant Professor - an elected or appointed search committee  
the entire department  
a personnel committee  
the senior faculty
- c) Associate Professor - an elected or appointed search committee  
the entire department  
a personnel committee  
the senior faculty
- d) Professor - a search committee, perhaps with members  
from other departments  
senior faculty

The approval of School Deans and the Provost is required, prior to an offer being made, for all appointments. For assistant professors and above, interviews with the Deans and the Provost are required and the Graduate Dean is included if graduate faculty status is to be requested. All appointments at the ranks of assistant professor or above must be approved by the Chancellor and the Board of Trustees. Appointments which confer tenure also require the approval of the Board of Governors.

Rank is determined by the department head with the approval of the Dean and the Provost. Individuals appointed to fill assistant professor positions who have completed all their work towards the doctorate, except for the dissertation, are appointed at the rank of instructor until they receive their Ph. D. degree. Normally the probable rank of a position is determined before the search is begun, i. e., a department decides it will fill an associated professorship in a particular speciality and then begins to consider individuals.

The minimum requirements are stated in the Faculty Handbook. (A copy is included and made a part of this plan.) The following factors may be considered in making a specific offer:

- a) the needs of the department in areas of scholarly competence and interest;
- b) evidence of ability and interest in teaching;
- c) evidence of potential contributions to scholarship and research;
- d) experience;
- e) market conditions for discipline specialty;
- f) salaries in the department;
- g) quality of educational background-source of highest degree and sponsor or director of dissertation;
- h) recommendations;
- i) publications, quality of publications counted;
- j) evidence of ability to participate in joint research projects;
- k) evidence of interest in and ability for public service and extension activities;
- l) compatibility with other members of the department.

Salary data analysis has revealed no salary discrimination based upon race. Several years ago, however, it was determined that some female faculty members had lower salaries than many males with the same rank and experience within the same department. Additional funds were made available to remedy the individual inequities. An Annual Salary Study made by the Provost's Office helps to identify potential situations and brings them to the attention of the Deans and Department Heads for special consideration. Where apparent differentials exist, administrators must justify them on the basis of performance.

In awarding salary increases, the Board of Governors may define or specify minimal percentage increases. Increases above this minimum are usually based on merit. Criteria which may be used include the following:

- a) teaching performance;
- b) research contributions;
- c) service to department, School, and University;
- d) service to community, State, and Nation;
- e) need to redress imbalances;
- f) receipt of other offers;
- g) market conditions for a particular field;
- h) cost of living;
- i) history of past increases;
- j) general overall performance;
- k) interpersonal relationships.

Workload for faculty is normally 12 credit hours of undergraduate teaching per semester. Wide variations from this norm allow for advanced graduate courses, variations in class size, number of different classes taught, research assignments, and the performance of other academic duties as departmental obligations permit or require. In essence, workload is adjusted on an individual basis and there does not appear to be any evidence of discrimination on the basis of race or sex in this matter at NCSU.

## 2. EPA Non-Faculty

Appointing and setting the salaries of EPA Non-Faculty personnel involve many of the same considerations as those applied to members of the faculty, for much of the work performed by these people is of professional caliber and closely akin to one or more aspects of that of the faculty. In general, and with the variations necessary

for the accommodation of a wide range of positions, the criteria previously stated for faculty appointments and salary decisions are applicable to EPA Non-Faculty personnel.

### 3. SPA Personnel

Under the direction of the Director of Staff Personnel, the Assistant Personnel Director for Staff Employment has centralized administrative responsibility for employment, reemployment, transfer, promotion, and demotion. In cooperation with the campus, the Recruitment Section of the NCSU Division of Personnel Services has developed and implemented sufficient control to insure that personnel actions are consistent with the equal employment opportunity policy and affirmative action commitments. Approval of the Recruitment Section is necessary prior to the completion of personnel actions involving employment, etc.

Recruitment of SPA personnel is initiated upon receipt of a personnel requisition by the Division of Personnel Services. A document entitled "Notice of Staff Vacancy" \* briefly outlines job duties and describes minimum and preferred hiring criteria. Referrals are based on job-related qualifications with special recruitment efforts triggered whenever the initial referral slate does not reflect labor -- market availability or where underutilization exists in a particular unit or job classification. The applications of employees who have expressed an interest in a transfer (lateral or promotional) are reviewed first. If an adequate slate of representative (sex, race, etc.) applicants can be developed from the transfer files, referrals of non-employees may not occur.

All referrals are accompanied by the Application Routing Sheet (DPS-2) \*which requires the hiring department to justify its actions relative to the referral. All Application Routing Sheets must be returned to Personnel Services satisfactorily completed before a

\* See Appendix V

department receives approval to extend an employment commitment. The Assistant Director for Staff Recruitment reviews each form to assure that departments are in compliance with policy.

Departments wishing to promote a qualified employee within the work unit may request a waiver of job posting and other recruitment activity. The request must be approved by the Division of Personnel Services and effective July 1, 1978 must also be approved by the unit's Affirmative Action Officer. The request must also address the impact of the waiver on affirmative action goals.

The Recruitment Section exercises similar centralized responsibilities with respect to salaries for new appointments, reinstatements, or transfers (lateral, promotional, demotional). The section follows established State classification, pay policies, and procedures.

The State position classification and pay system is established by the State Personnel Commission. The Office of State Personnel exercises overall administrative control of this system. Administration of this system at the University is the responsibility of the Division of Personnel Services. The system applies to all State employees who are subject to the State Personnel Act (SPA), including all such personnel at the University.

The system utilizes a written set of class specifications, which are established by the State Personnel Commission at the recommendation of the Office of State Personnel. There is a seven-step salary range for each class. An employee candidate or applicant with minimum qualifications in terms of the class specifications normally begins work at a hiring rate below step 1 of the state salary range. However, a candidate who possesses measurably greater qualifications appropriate to the duties and responsibilities of the specific position

may begin at a commensurately higher step in the salary range. An action of the latter type is taken in compliance with state compensation policy and the equal pay for equal work principle. Recommendations on the appropriate beginning step must be approved by the Recruitment Section. These decisions are subject to later review by the Office of State Personnel.

New employees are subject to a probationary period of three to nine months based on the complexity of the position and an employee's progress. Upon completion of the probationary period, a new employee at the hiring rate may be adjusted to the minimum, step 1 or to a higher step if merited.

Employees at step 1 or step 2 are eligible for a one step increase after serving twelve months at that step in the range. The immediate supervisor determines if the employee's performance justifies the increase at that time. If not, the increase may be given when justified.

Employees at step 3, 4, 5, or 6 may receive an annual increase of a full step or, effective July 1, 1979, a half step. Progression to step 4, 5, 6, or 7 is based on work performance, but is also subject to budget availability. Each department head assigns priorities for SPA personnel within the specific department. Such priorities are reviewed above the department level only as to the availability of funds for their payment. As a matter of state policy, funds allocated to the University for such increases are not sufficient to give all eligible employees merit increases.

E. Employment of Relatives Policy (Nepotism)

Employment of spouses and relatives by the University in EPA positions is governed by the policy of the Board of Governors, adopted April 13, 1973. This policy incorporates by reference the State Personnel Commission's policy governing the employment of relatives in SPA positions.

The two policies are essentially identical in their prohibition of employment of related persons only when such employment would result in direct supervision of one relative by another or evaluation of one relative by another, or where the qualifications of another candidate for the position are demonstrably superior to those of the relative.

The full text of these policies is included in Appendix V.

F. Leave Policy

With respect to SPA employees, the University's leave of absence policies are administered on the same basis for all SPA employees, irrespective of race or sex. The sick leave policies for temporary disabilities related to pregnancy are administered in the same way as for other temporary disabilities. The beginning and ending dates for child-bearing leave are medically determined. The employee may use her accumulated paid sick leave and annual leave, if any, prior to being placed on leave without pay.

NCSU does not have a sabbatical or other system of regular leaves for EPA personnel. Each year, the Chancellor approves a modest number of recommendations for faculty leaves, some of which are funded from internal sources and some from external sources. In all cases the policy of the University is to approve leaves without regard to race or sex. (Leaves related to pregnancy are administered in the same way as leaves for other temporary disabilities.)

G. Fringe Benefits

Employee "fringe benefits" (group insurance, the State Retirement System, etc.) are made available to all eligible employees without discrimination on the basis of race, color, religion, sex, national origin, or handicap.

H. Testing Procedures

NCSU has recently (6-78) entered into a testing agreement with the Employment Security Commission of North Carolina.

Effective July 1, 1978 all applicants for clerical positions requiring typing or shorthand skills must take the shorthand and/or typing skills test(s) administered by Employment Security. Minimum scores or cut-offs will not be established due to the disparity in skill needs from position to position within a given classification. Results of these skills tests will simply replace applicants' self-estimates of their skill levels. Each applicant's education, experience, skills, and job interests are compared. A limited number of applicants whose qualifications and interests most closely match needed skills, knowledges, and abilities are referred to the hiring department. Hiring department, with usual requirements (Technical Typist) may supplement the Employment Security Commission test with work sampling.

A test is also required for positions as Security Officers. The North Carolina Criminal Justice Training and Standards Council requires that all law enforcement officers "satisfactorily complete the Occupational Aptitude Test administered by the North Carolina Employment Security Commission for the Occupation of Police Patrolmen."

I. Training and Development

In 1977, NCSU created a staff training and employee relations section in the Division of Personnel Services. The intent of special emphasis on staff training is to create a better understanding of University goals, improve efficiency and effectiveness of non-academic support activities, and enhance employee morale. The degree of staff employee training that the University can undertake and maintain is, of course, limited by the nature of the educational enterprise and by financial constraints.

All educational and other training programs sponsored by the University are open to all qualified employees without regard to race, color, sex, religion, age, handicap, or national origin. Employees



are encouraged to avail themselves of the various educational and training benefits.

Our initial training program focuses on basic, fundamental needs of our staff employees. The following list indicates the types of training programs that are being developed:

1. supervisory development;
2. adult basic education;
3. skills training for the trades and service groups, including an apprenticeship training program (e.g. brickmasons, carpenters, plumbers);
4. clerical and office management -- basic shorthand, typing, dictaphone usage, telephone usage, writing effective letters;
5. effective disciplinary action;
6. effective disposition of grievance appeals;
7. interviewing, selecting, and placing staff employees;
8. affirmative action -- what it is and what is expected from hiring officials;
9. training supervisors to plan and execute on-the-job training for new employees;
10. women in management (for female supervisors to upgrade management skills).

Permanent, full-time employees may avail themselves of educational programs through the free tuition program. Attendance is voluntary, and limited to one course per semester. This benefit may be used for career or personal development courses.

New staff employees are given training on-the-job to acquaint them with job assignments and to aid them in meeting job standards as quickly as possible. While no specific class of "trainee" is

available for use during this training period, the new employee who does not possess the knowledge, skills, and abilities necessary to perform the face range of assigned duties is designated a "trainee". A trainee develops the required knowledge, skills, and abilities through on-the-job training and progressively receives a higher salary as he or she moves through a training sequence.

Generally, NCSU attempts to recruit qualified persons to fill an open position, as required by operating needs and in recognition of the limited staff resources available. However, labor market conditions may prevent recruitment of a person who meets all the requirements for a given position. In such cases, a candidate will be selected whose qualifications are nearest to the required minimums and placed into the position as a trainee until they meet minimum qualifications established for the position.

#### J. Position Descriptions

Under the direction of the Director, Division of Personnel Services, the Assistant Director of the Division is responsible for administering the state position classification system for SPA employees in the University. This staff receives functional guidance and review from the Office of State Personnel.

On a day-to-day basis, operating departments are responsible for the initial assignment of duties and responsibilities to positions and for changing these as operations require. The system then requires that the department prepare and submit to the Division of Personnel Services a detailed description for each new position. An analyst from the Position Management Staff reviews the description for clarity and understanding and interviews department representatives and supervisors as appropriate for any additional clarification of responsibilities. Following this and other necessary study, the

Position Management Staff classifies the position by assigning it to the correct classification and salary grade, based on the duties and responsibilities involved. Thus, the qualifications of any particular employee are not considered in classifying the position itself. Such classification actions are subject to later review by the Office of State Personnel.

When a department significantly changes the duties and responsibilities of a position, it is responsible for directing any employee affected to prepare a new position description. Following that, the department is responsible for requesting that the position be reclassified. The Division of Personnel Services evaluates the position, as described above, and in so doing also interviews each employee involved. It then reclassifies the position as warranted.

Thus, departments have the fundamental responsibility for maintaining accurate position descriptions with respect to actual duties performed for each position. As a complement to department maintenance efforts, the Division of Personnel Services and, frequently, the Office of State Personnel initiate studies of position families or classes. In these, the department is requested to have current position descriptions prepared for all the positions affected and to submit them for evaluation and review. The current schedule for these class studies provides that each occupational group will be reviewed at least once every five years.

### III. ESTABLISHMENT OF GOALS FOR THE PERIOD 1978-1983

The major portion of this revision of the NCSU Affirmative Action Plan involves a new analysis of workforce availability and the setting of new goals to eliminate underutilization by race and/or sex during the period 1978-1983.

Availability analysis and goal setting for the hiring of blacks in tenured/tenure-track positions and in administrative positions with faculty rank were accomplished in accordance with the May 12, 1978, Supplement to the State Plan, Phase II. The same procedures for analyzing availability and setting goals for the hiring of blacks in these two categories were also followed for females and other minorities.

Availability analysis and goal setting for the hiring of females, blacks, and other minorities in other positions classified by EEO-6 categories, were done in accordance with Executive Order 11246. Availability data for these EEO-6 categories were derived from the HEGIS data on doctoral, master's, and bachelor's degrees granted in the United States during 1975-1976; and North Carolina Employment Security Commission reports as indicated.

The availability data, employment profiles, hiring opportunities, and goals by race and sex for EEO-6 categories are presented in designated tables as follows:

<u>EEO-6 Category and Title</u>	<u>Table</u>
Executive, Administrative, and Managerial with Faculty Rank	5A
Executive, Administrative, and Managerial Without Faculty Rank (EPA Non-Faculty)	5B
Executive, Administrative, and Managerial Without Faculty Rank (SPA Personnel)	5C
Faculty, Tenured/Tenure-Track	6A
Faculty, Tenured/Tenure-Track by Discipline Groupings	6A1 - 6A10

<u>EEO-6 Category and Title</u>	<u>Table</u>
Faculty, Non-Tenure-Track	6B
Professional, Non-Faculty (EPA Non-Faculty)	7A
Secretarial/Clerical	8
Technical/Para-Professional	9
Skilled Crafts	10
Service/Maintenance	11

For purposes of the following brief analysis of availability and hiring opportunities, the employment categories are considered in four groups:

- A. Executive, Administrative, and Managerial With Faculty Rank -- Category 5A
- B. Faculty -- Category 6
- C. EPA Non-Faculty -- Categories 5B, 7A
- D. SPA Personnel -- Categories 5C, 7B, 8, 9, 10, and 11

A. Analysis of Availability and Hiring Opportunities for Administrative Personnel With Faculty Rank -- Table 5A

In calculating goals in this category, sole consideration was given to persons having the appropriate terminal degree. The availability figures drawn from the HEGIS data on doctoral degrees granted in the United States during 1975-1976 for all disciplinary categories, indicates that 3.6 percent and 3.2 percent were earned by blacks and other minorities, respectively. Hiring goals projected for blacks and other minorities in this category for the period 1978-1983 are defined so as to meet or exceed those derived from availability data.

The present and expected vacancies in this category are given below for the various fields. In these combined fields, a 12 percent availability for females was determined using the HEGIS data of 1975-1976.

The fields considered (along with their HEGIS codes) were: Agriculture and Natural Resources (0100), Biological Sciences (0400), Engineering (0900), Mathematics (1700), and Physical Science (1900).

Among persons currently holding positions in this category, nineteen (19) will reach retirement age during the period 1978-1983. During this period, no new positions are expected to be established.

B. Analysis of Availability and Hiring Opportunities

1. Tenured/Tenure-Track Faculty -- Table 6A

Tables 6A1-6A10 are arranged by discipline groupings. The availability analysis was preceded by determining the proportion of persons with and without the appropriate terminal degree among newly hired faculty for the period 1973-1974 through 1977-1978. Data on these new hires is on file in the Provost's Office identifying those with and without the appropriate terminal degree. For North Carolina State University as a whole, 83.4 percent of the new faculty hold the appropriate terminal degree and 16.6 percent held non-terminal degrees as of the date of employment. (These figures are somewhat misleading, since many of those holding non-terminal degrees were hired with the understanding that their work for the terminal degree would be completed within the first year of employment. They are not generally comparable to the population of newly-awarded master's degrees.)

Availability percentages for blacks were determined within each discipline grouping by adding the product of 83.4 percent times the national percentage of doctorates awarded to blacks in 1975-1976, and the product of 16.6 percent times the North Carolina percentage of master's degrees awarded to blacks in 1976-1977. (In several discipline groupings, however, the higher national percentages for master's degrees were used.)

Availability percentages for females and other minorities were

determined within each discipline grouping by adding the product of 83.4 percent times the national percentage of doctorates awarded to females and other minorities in 1975-1976, and the product of 16.6 percent times the national percentage of master's degrees awarded to females and other minorities in 1976-1977.

The specific source of availability data for each discipline grouping is given in Section A of Appendix IV.

Availability percentages for blacks, females, and other minorities, in each discipline grouping are given in Table 4.

The estimated growth of the total faculty, 1978-1983, was based upon projected increases in student enrollment for the next five years. Hypothetical allocations of these estimated new positions were made by the Provost to the eight schools, and in turn, to each discipline grouping. The Deans then used these new positions, together with estimates of annual retirements, resignations and terminations, to project the probable number of yearly hiring opportunities.

Availability percentages for blacks, females, and other minorities, in each discipline grouping on which goals are based, are given at the bottom of the page. Table 6A, Goal Profile 1978-1979 -- 1982-1983 (Line C), represents our most realistic assessment of the numbers of blacks, females, and other minorities that can be employed toward the attainment of the ultimate goal in the tenured/tenure-track faculty category.

## 2. Non-Tenure-Track Faculty -- Table 6B

There is no current active recruitment in the EEO-6 category "Instructional Faculty not on Tenure-Track". At the present time, there are thirty-six (36) faculty members in this category. A majority of these persons were reclassified, "Instructional Faculty not on Tenure-Track", after changes were made in the NCSU tenure regulations in 1976.

TABLE 4

AVAILABILITY PERCENTAGES FOR BLACKS,  
FEMALES, AND OTHER MINORITIES  
BY DISCIPLINE GROUPINGS

Race	Formula Calculation	Availability %
<u>Discipline Grouping - Agricultural Sciences</u>		
Blacks	(.834 x .0281) + (.166 x .0660)	3.4
Females	(.834 x .0612) + (.166 x .1339)	7.3
Other Min.	(.834 x .0596) + (.166 x .0347)	5.6
<u>Discipline Grouping - Biological Sciences</u>		
Blacks	(.834 x .0159) + (.166 x .1060)	3.1
Females	(.834 x .2104) + (.166 x .3155)	22.8
Other Min.	(.834 x .0387) + (.166 x .0381)	3.9
<u>Discipline Grouping - Design</u>		
Blacks	(.834 x .0609) + (.166 x .0597)	6.1
Females	(.834 x .2048) + (.166 x .1090)	18.9
Other Min.	(.834 x .0481) + (.166 x .0470)	4.8
<u>Discipline Grouping - Education</u>		
Blacks	(.834 x .0900) + (.166 x .1000)	9.2
Females	(.834 x .2400) + (.166 x .4800)	28.0
Other Min.	(.834 x .0300) + (.166 x .0300)	3.0
<u>Discipline Grouping - Humanities &amp; Social Sciences</u>		
Blacks	(.834 x .0348) + (.166 x .0783)	4.2
Females	(.834 x .2961) + (.166 x .4220)	31.7
Other Min.	(.834 x .0747) + (.166 x .0414)	6.9
<u>Discipline Grouping - Physical &amp; Mathematical Sciences</u>		
Blacks	(.834 x .0090) + (.166 x .0910)	2.3
Females	(.834 x .0920) + (.166 x .2120)	11.2
Other Min.	(.834 x .0370) + (.166 x .0410)	3.8
<u>Discipline Grouping - Textiles</u>		
Blacks	(.834 x .0062) + (.166 x .0227)	0.9
Females	(.834 x .0178) + (.166 x .0295)	2.0
Other Min.	(.834 x .0498) + (.166 x .0484)	5.0
<u>Discipline Grouping - Psychology</u>		
Blacks	(.834 x .0300) + (.166 x .0500)	3.3
Females	(.834 x .3300) + (.166 x .5000)	35.8
Other Min.	(.834 x .0300) + (.166 x .0400)	3.2
<u>Discipline Grouping - Engineering</u>		
Blacks	(.834 x .0062) + (.166 x .0227)	0.9
Females	(.834 x .0234) + (.166 x .0356)	2.5
Other Min.	(.834 x .0546) + (.166 x .0588)	5.5
<u>Discipline Grouping - Forest Resources</u>		
Blacks	(.834 x .0228) + (.166 x .0781)	3.2
Females	(.834 x .0760) + (.166 x .1595)	9.0
Other Min.	(.834 x .0398) + (.166 x .0262)	3.8



As position openings occur in this category, availability analysis will be based on the HEGIS figures for all disciplines at the doctoral level; i.e. 3.6 percent blacks, 22.9 percent females, and 3.2 percent other minorities.

C. Analysis of Availability and Hiring Opportunities

1. EPA Administrators Without Academic Rank -- Table 5B

No vacancies or new positions are anticipated in the five year period 1978-1983, for administrators without faculty rank. Goals for this group, therefore, were not set. Should a vacancy occur, availability data would be pooled, due to the diverse functions among administrators without faculty rank.

2. EPA Professional Non-Faculty -- Table 7A

Certain professional appointments, exempt from the provisions of the State Personnel Act, but without faculty rank, compose the EPA Professional Non-Faculty component of NCSU personnel. There are a total of 428 employees in this category, having diverse responsibilities and performing a wide range of functions. Twelve of the thirteen units employ EPA professional non-faculty personnel. The majority of these positions are in the Agricultural Extension Service, Agricultural Experiment Station, Library, Division of Student Affairs, University Extension, and the Schools of Education, Engineering, Forest Resources, and Physical and Mathematical Sciences.

Each reporting unit used the U. S. Summary O. E. Form 2300-2.1, 3/76, Bachelor's, Master's, and Doctorate Degrees, 1975-1976, as a data source for determining the availability percentages for blacks, females, and other minorities.

Because of the diversity in functions in this category, availability percentages for setting goals for blacks, females, and other minorities were derived from the twelve subgroups, then pooled in proportion to

the number of persons in each subgroup. The pooled availability percentages for blacks, females, and other minorities are 5.2 percent, 26.6 percent, and 5.3 percent respectively.

The source on availability data for each of the twelve units and the analysis of the pooled availability percentages are given in Section B of Appendix IV.

D. Analysis of Availability and Hiring Opportunities  
for SPA Personnel -- Categories 5C, 7B, 8, 9, 10, 11)

SPA personnel (those subject to the State Personnel Act) are employed in all thirteen affirmative action planning units at NCSU.

The NCSU EEO Information Report of May, 1978, indicates that blacks constitute 25.0 percent, females 56.0 percent, and other minorities 0.7 percent of the SPA workforce.

Availability data for the EEO-6 categories for SPA was developed by the NCSU Division of Personnel Services. The labor market data was supplied by the North Carolina Employment Security Research Bureau. The Bureau publishes reports on manpower for affirmative action programs in the State. The labor market data used was drawn from the following areas:

- (1) Raleigh-Durham Standard Metropolitan Statistical Area (Durham, Orange, and Wake Counties),
- (2) Johnston County, and
- (3) Franklin County.

NCSU's primary labor market for SPA employees is Wake County. Orange, Durham, Johnston, and Franklin counties were included in the labor pool because applicants are occasionally drawn from these areas as well.

In determining appropriate availability data upon which to base hiring goals, the data from Table 3A, "Occupations of Employed Persons by Sex and Minority Status, 1976", was combined with the data from

Table 4, "Last Occupation of the Unemployed, by Sex and Minority Status", for the five county area. In addition, the data from Tables 3A and 4 were regrouped to parallel the EEO-6 categories for SPA.

The following chart lists the EEO-6 categories corresponding with those from the Employment Security Commission's data:

<u>EEO-6 Category</u>	<u>ESC Category</u>
1) Executive, Administrative and Managerial	Non Farm Managers and Administrators
2) N/A (Faculty)	N/A
3) Professional Non-Faculty	Professional, Technical and Related
4) Clerical and Secretarial	Sales Clerical
5) Technical and Paraprofessional	Professional, Technical and Related
6) Skilled Crafts	Craftsmen, Foremen and Related
7) Service/Maintenance	Operatives Laborers, Non Farm Service Workers Private Household Workers Farm Workers

Copies of the Employment Security Commission's publications are on file in the Provost's Office.

To sum, ESC availability data for the five county area shows that blacks constitute 22.1 percent, females 42.3 percent, and other minorities 0.7 percent of the workforce.

One exception was made in utilizing this availability data to set goals for NCSU SPA personnel. One of the technical categories in the Physical Plant Division requires persons to have an engineering background. In this case, the HEGIS data on bachelor's degrees granted 1975-1976, was used to generate the appropriate availability percentages. These percentages, for blacks, females, and other minorities, are 3.2

percent, 2.8 percent, and 5.2 percent, respectively.

The EEO-6 Categories Availability Data for the SPA Workforce is given in Section C of Appendix IV. Tables 5C, 7B, 8, 9, 10, and 11, give the current profile and hiring opportunities.

TABLE 5A

COMPOSITION AND NEW HIRES OF NCSU  
 FULL-TIME ADMINISTRATORS WITH  
 FACULTY RANK BY RACE AND SEX

EEO-6 Category: Exec., Admin., Mgr'l., with Faculty Rank			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	1,30	108	105	97.2	1	0.9	2	1.9	105	97.2	3	2.8
B) Hiring Goals 1978-79 - 1982-83	65,94	19	16	84.2	2	10.5	1	5.3	17	89.5	2	10.5
C) Goal Profile 1978-79 1982-83 (10-1-83)	1,30	108	102	94.4	3	2.8	3	2.8	103	95.4	5	4.6
PROJECTED												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 3.6%Females 12%Other Minorities 3.2%

TABLE 5B

COMPOSITION AND NEW HIRES OF NCSU  
 FULL-TIME EPA ADMINISTRATORS WITHOUT  
 FACULTY RANK BY RACE AND SEX

EEO-6 Category: Exec., Admin., Mgr'l., Without Faculty Rank			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	1	23	23	0.0	0	0.0	0	0.0	21	91.3	2	8.7
B) Hiring Goals 1978-79 - 1982-83	65	0	-----N/A-----									
C) Goal Profile 1978-79 1982-83 (10-1-83)	1	23	23	0.0	0	0.0	0	0.0	21	91.3	2	8.7
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks \_\_\_\_\_

Females \_\_\_\_\_

Other Minorities \_\_\_\_\_

TABLE 5C

COMPOSITION AND NEW HIRES OF NCSU  
 FULL-TIME SPA ADMINISTRATORS  
 WITHOUT FACULTY RANK

EEO-6 Category: Exec., Admin., Mgr'l., Without Faculty Rank	OCR Line #      Grand Total		Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	1	12	12	100	0	0.0	0	0.0	12	100	0	0.0
B) Hiring Goals 1978-79 - 1982-83	65	3	2	66.7	1	33.3	0	0.0	3	100.0	0	0.0
C) Goal Profile 1978-79 1982-83 (10-1-83)	1	12	11	91.7	1	8.3	0	0.0	12	100	0	0.0
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 5.4%Females 15.9%Other Minorities 0.3%





COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEX

Discipline Grouping

EEO-6 Category: Faculty, Tenured/ Tenure-Track			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	277	271	97.8	3	1.1	3	1.1	272	98.2	5	1.8
B) Hiring Goals 1978-79 - 1982-83	66,73	60	55	91.7	2	3.3	3	5.0	56	93.4	4	6.6
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	285	274	96.1	5	1.8	6	2.1	276	96.8	9	3.2
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 3.4 %

Females 7.3%

Other Minorities 5.6%

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEX

EEO-6 Category: Faculty, Tenured/ Tenure-Track			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	127	120	94.5	4	3.1	3	2.4	120	94.5	7	5.5
B) Hiring Goals 1978-79 - 1982-83	66,73	28	25	89.3	2	7.1	1	3.6	22	78.6	6	21.4
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	134	124	92.5	6	4.5	4	3.0	121	90.3	13	9.7
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 3.1%

Females 22.8%

Other Minorities 3.9%

TABLE 6A-3

Design  
Discipline Grouping

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEX

EEO-6 Category: Faculty, Tenured/ Tenure-Track			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	27	25	92.6	1	3.7	1	3.7	25	92.6	2	7.4
B) Hiring Goals 1978-79 - 1982-83	66,73	15	13	86.8	1	6.6	1	6.6	12	81.1	3	18.9
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	29	25	86.0	2	7.0	2	7.0	24	83.0	5	17.0
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 6.1%

Females 18.9%

Other Minorities 4.8%

TABLE 6A-4

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEXEducation  
Discipline Grouping

EEO-6 Category: Faculty, Tenured/ Tenure-Track			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	35	33	94.3	2	5.7	0	0	32	91.4	3	8.6
B) Hiring Goals 1978-79 - 1982-83	66,73	15	13	86.7	2	13.3	0	0.0	11	73.3	4	26.7
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	39	35	89.7	4	10.3	0	0.0	32	82.1	7	17.9
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 9.2%Females 28.0%Other Minorities 3.0%

TABLE 6A-5

Psychology  
Discipline Grouping

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEX

EEO-6 Category: Faculty, Tenured/ Tenure-Track	OCR Line #      Grand Total		Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	19	18	94.7	1	5.3	0	0	13	58.4	6	31.6
B) Hiring Goals 1978-79 - 1982-83	66,73	6	6	100	0	0	0	0	4	66.7	2	33.3
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	21	20	95.2	1	4.8	0	0	13	61.9	8	38.1
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 3.3%

Females 35.8%

Other Minorities 3.2%

TABLE 6A-6

Engineering  
Discipline Grouping

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEX

EE0-6 Category: Faculty, Tenured/ Tenure-Track	OCR Line #      Grand Total		Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	132	125	94.7	0	0.0	7	5.3	130	98.5	2	1.5
B) Hiring Goals 1978-79 - 1982-83	66,73	38	36	94.8	1	2.6	1	2.6	36	94.8	2	5.2
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	141	132	93.6	1	.7	8	5.7	137	97.2	4	2.8
PROJECTED												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 0.9%Females 2.5%Other Minorities 5.5%

TABLE 6A-7

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEXForest Resources  
Discipline Grouping

EEO-6 Category: Faculty, Tenured/ Tenure-Track			Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
	OCR Line #	Grand Total	#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	46	44	96.0	0	0.0	2	4.0	44	96.0	2	4.0
B) Hiring Goals 1978-79 - 1982-83	66,73	9	8	88.9	1	11.1	0	0.0	8	88.9	1	11.1
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	49	46	93.9	1	2.0	2	4.1	46	93.9	3	6.1
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 3.2%Females 9.0%Other Minorities 3.8%

TABLE 6A-8

Humanities & Social Sciences  
Discipline Grouping

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEX

EEO-6 Category: Faculty, Tenured/ Tenure-Track			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	237	225	94.9	8	3.4	4	1.7	185	78.1	52	21.9
B) Hiring Goals 1978-79 - 1982-83	66,73	56	51	91.1	3	5.3	2	3.6	39	69.6	17	30.4
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	246	229	93.1	11	4.5	6	2.4	177	72.0	69	28.0
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 4.2%Females 31.7%Other Minorities 6.9%



TABLE 6A-9

 Physical & Mathematical Sciences  
 Discipline Grouping

 COMPOSITION AND NEW HIRES OF NCSU  
 FULL-TIME TENURED/TENURE TRACK  
 FACULTY BY RACE AND SEX

EO6-6 Category: Faculty, Tenured/ Tenure-Track			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2,9	181	163	90.1	1	0.6	17	9.4	174	96.1	7	3.9
B) Hiring Goals 1978-79 - 1982-83	66,73	48	44	91.6	2	4.2	2	4.2	43	89.6	5	10.4
C) Goal Profile 1978-79 1982-83 (10-1-83)	2,9	200	178	89.0	3	1.5	19	9.5	188	94.0	12	6.0
PROJECTED												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 2.3%Females 11.2%Other Minorities 3.8%

TABLE 6A-10

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TENURED/TENURE TRACK  
FACULTY BY RACE AND SEXTextiles  
Discipline Grouping

EEO-6 Category: Faculty, Tenured/ Tenure-Track	OCR Line #      Grand Total		Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	2, 9	35	32	91.4	1	2.9	2	5.7	33	94.3	2	5.7
B) Hiring Goals 1978-79 - 1982-83	66, 73	8	7	87.5	1	12.5	0	0	8	100	0	0
C) Goal Profile 1978-79 1982-83 (10-1-83)	2, 9	36	32	88.8	2	5.6	2	5.6	34	94.4	2	5.6
PROJECTED												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 0.90%Females 2.0%Other Minorities 5.0%

TABLE 6B

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME NON-TENURE TRACK  
FACULTY BY RACE AND SEX

EEO-6 Category: Faculty, Non- Tenure-Track			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	16	36	34		2		0		27		9	
B) Hiring Goals 1978-79 - 1982-83	80		-----NA-----									
C) Goal Profile 1978-79 1982-83 (10-1-83)	16	36	34		2		0		27		9	
PROJECTED												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks \_\_\_\_\_

Females \_\_\_\_\_

Other Minorities \_\_\_\_\_

TABLE 7A

COMPOSITION AND NEW HIRES OF NCSU  
 FULL-TIME EPA PROFESSIONAL NON-FACULTY  
 BY RACE AND SEX

EEO-6 Category: Professional Non- Faculty			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	24	428	376	87.9	28	6.5	24	5.6	310	72.4	118	27.6
B) Hiring Goals 1978-79 - 1982-83	88	218	191	87.6	16	7.3	11	5.1	153	70.2	65	29.8
C) Goal Profile 1978-79 1982-83 (10-1-83)	24	482	423	87.6	33	6.8	26	5.4	344	71.4	138	28.6
PROJECTED												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 5.2%Females 23.6%Other Minorities 5.3%

TABLE 7B

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME SPA PROFESSIONALS  
NON-FACULTY BY RACE AND SEX

EEO-6 Category: Professional Non-Faculty			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)		150	145	96.6	4	2.7	1	0.7	104	69.3	46	30.7
B) Hiring Goals 1978-79 - 1982-83		40	33	82.5	6	15.0	1	2.5	16	40.0	24	60.0
C) Goal Profile 1978-79 1982-83 (10-1-83)		158	147	93.0	9	5.7	2	1.3	95	60.1	63	39.9
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 10.2%Females 40.5%Other Minorities 0.7%

TABLE 8

COMPOSITION AND NEW HIRES OF NCSU  
 FULL-TIME SECRETARIAL/CLERICAL  
 EMPLOYEES BY RACE AND SEX

EEO-6 Category: Secretarial/ Clerical			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	25	984	858	87.2	121	12.3	5	0.5	64	6.5	920	93.5
B) Hiring Goals 1978-79 - 1982-83	89	579	506	87.4	70	12.1	3	0.5	38	6.6	541	93.4
C) Goal Profile 1978-79 1982-83 (10-1-83)	25	1014	862	85.0	147	14.5	5	0.5	67	6.6	947	93.4
PROJECTED												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 11.4%Females 76.2%Other Minorities 0.4%

TABLE 9

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME TECHNICAL/PARAPROFESSIONAL  
EMPLOYEES BY RACE AND SEX

EEO-6 Category: Technical/Para- professional			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	26	578	512	88.6	52	9.0	14	2.4	392	67.8	186	32.2
B) Hiring Goals 1978-79 - 1982-83	90	234	195	83.3	32	13.7	7	3.0	117	50.0	117	50.0
C) Goal Profile 1978-79 1982-83 (10-1-83)	26	593	513	86.5	64	10.8	16	2.7	364	61.4	229	38.6
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 10.2%Females 40.5%Other Minorities 0.7%

TABLE 10

COMPOSITION AND NEW HIRES OF NCSU  
 FULL-TIME SKILLED CRAFTS  
 EMPLOYEES BY RACE AND SEX

EEO-6 Category: Skilled Crafts			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	27	214	182	85.0	32	15.0	0	0.0	202	94.4	12	5.6
B) Hiring Goals 1978-79 - 1982-83	91	114	91	79.8	23	20.2	0	0.0	103	90.4	11	9.6
C) Goal Profile 1978-79 1982-83 (10-1-83)	27	228	186	81.6	42	18.4	0	0.0	212	93.0	16	7.0
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 16.9%Females 6.6%Other Minorities 0.2%



TABLE 11

COMPOSITION AND NEW HIRES OF NCSU  
FULL-TIME SERVICE MAINTENANCE EMPLOYEES  
BY RACE AND SEX

EEO-6 Category: Service Maintenance			Race/Ethnic Group						Sex			
	OCR Line #	Grand Total	White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1977-1978 Profile (May 1978)	28	513	90	17.5	423	82.5	0	0.0	340	66.3	173	33.7
B) Hiring Goals 1978-79 - 1982-83	92	397	70	17.6	327	82.4	0	0.0	197	49.6	200	50.4
C) Goal Profile 1978-79 1982-83 (10-1-83)	28	559	88	15.7	471	84.3	0	0.0	319	57.1	240	42.9
<u>PROJECTED</u>												
D) New Hires 1978-79												
E) Profile 1978-79 (10-1-79)												
F) New Hires 1979-80												
G) Hires 1978-79 - 1979-80												
H) Profile 1979-80 (10-1-80)												
I) New Hires 1980-81												
J) Hires 1978-79 - 1980-81												
K) Profile 1980-81 (10-1-81)												
L) New Hires 1981-82												
M) Hires 1978-79 - 1981-82												
N) Profile 1981-82 (10-1-82)												
O) New Hires 1982-83												
P) Hires 1978-79 - 1982-83												
Q) Profile 1982-83 (10-1-83)												
Profile Fall 1978 (10-1-78)												

Availability Data:

Blacks 41.9%

Females 44.4%

Other Minorities .4%

#### IV. ADMINISTRATION OF THE AFFIRMATIVE ACTION PLAN

##### A. Organization for Affirmative Action

There are two levels of responsibility for implementing the NCSU Affirmative Action Plan. Overall responsibility rests with the Chancellor -- he has delegated the coordination of the Plan to an Assistant Provost who serves as the NCSU Affirmative Action Officer. The other level of responsibility has been assigned to Unit Affirmative Action Officers representing each of the thirteen affirmative action planning units on campus. These unit officers, plus the Affirmative Action Officer, ex officio, constitute the NCSU Affirmative Action Committee.

The duties of the NCSU Affirmative Action Officer include the following:

1. to monitor continuously the administration of the Affirmative Action Plan;
2. to help devise systems for the implementation of the Affirmative Action Plan and the achievement of its goals -- including forms and procedures for the continuous reporting and monitoring of appointment, promotion, and salary actions;
3. to advise and assist the Chancellor and his Administrative Council with respect to affirmative action matters;
4. to identify problems with respect to the implementation of the Affirmative Action Plan;
5. to keep the members of the Affirmative Action Committee informed of the progress and problems in the administration of the Affirmative Action Plan and to seek the advice of that Committee with respect to affirmative action;
6. to evaluate the effectiveness of the Affirmative Action Plan;

7. to assist the Chancellor in maintaining liaison with the Department of Health, Education, and Welfare and other appropriate federal agencies with respect to affirmative action matters;

8. to be a point of contact with organizations representing women and minorities;

9. to meet with and keep the Chancellor and his Administrative Council informed of developments in the entire equal opportunity area;

10. to refer individuals and groups, having complaints about personnel actions alleged to have been based on discrimination in regard to race or sex, to the appropriate person or committee to resolve the dispute.

The NCSU Affirmative Action Officer has been provided with staff support to enable the prompt and efficient performance of the duties of the office.

The Unit Affirmative Action Officer's charge parallels that of the NCSU Affirmative Action Officer. They are responsible for ensuring that the requirements of the NCSU Affirmative Action Plan are carried out at the school/unit level. Distribution of affirmative action responsibilities in this manner facilitates unit-administration communication and heightens affirmative action visibility at the unit level.

Each of the thirteen affirmative action planning units has, at the Chancellor's request, designated an individual to serve as the Unit Affirmative Action Officer. These officers work with the departments, the dean or director, and department chairmen within their unit, and with the NCSU Affirmative Action Officer to implement and monitor compliance with the policies and procedures in the NCSU Plan. These officers perform the following specific duties:

1. liaison between the department and the Affirmative Action Officer;

2. are responsible for the department's conducting and keeping current its availability data, assist the department in the continuing goal-setting process, and keep the department informed of progress towards its hiring goals;

3. are responsible for monitoring unit recruitment and employment procedures, and initial approval of affirmative action reports;

4. develop procedures for implementing the Affirmative Action Plan with respect to the particular needs of the department;

5. keep the department informed of developments in the entire equal opportunity area;

6. make available to department members and staff such affirmative action information that will enable them to know of and avail themselves of the benefits of the Affirmative Action Plan;

7. develop an effective search strategy for identifying women and minority applicants in career fields appropriate to the department's needs, including the maintenance of files of potential candidates and the establishment of contacts with appropriate minority and women's organizations;

8. work with the Affirmative Action Office to establish methods for identifying any evident underutilization of women and minorities occurring within the department;

9. conduct special meetings with all department members and staff to inform them of the University's Equal Employment Opportunity Policy, of its Affirmative Action Plan, and of the employee's responsibility under the Plan.

B. Reporting and Monitoring Procedures -- EPA

The University Affirmative Action Officer is responsible for designing reporting forms, procedures, schedules, and for devising

methods of review for the reports and results achieved by the affirmative action program. The monitoring process covers recruiting methods, appointments, and salary setting actions.

Both the NCSU and the thirteen unit affirmative action officers are closely involved with the work of departmental and other search committees in their efforts to seek out new faculty and administrators. Well defined employment procedures must be followed, covering the entire recruitment and employment process from the position opening through the employment of a candidate. The role of the affirmative action officers is to both advise search committees as to availability data, methods of advertising, and other aspects of the search for black and female candidates, and to strictly monitor the recruitment process, ensuring that diligent, good faith efforts are made to develop a slate of candidates representative of the availability of blacks, females, and other minorities in the workforce.

The actual procedures are outlined below:

The first step in the employment process requires the hiring unit to list its EPA position vacancy with the Central Faculty Position Listing Service (CFPLS). The General Administration of UNC compiles these monthly notices of position vacancies located among the sixteen constituent institutions, publishes and circulates them throughout the University system. Listing with the CFPLS also alerts the NCSU Affirmative Action Officer of the vacancy so that a file may be opened and the recruitment process duly monitored.

In addition to listing with the CFPLS, widespread advertising is required. Among suggested sources are professional journals, The Chronicle of Higher Education, specialized media directed at recruiting blacks and females, letters from the hiring unit to predominantly black schools, personal letters and contacts. The affirmative action

officers may also offer counsel on potential contacts and sources for black and female applicants. All efforts to attract applicants must be documented.

The next step in the process of filling a position vacancy involves the review of all applications and selection of a number of candidates for a campus interview. Prior to inviting candidates for an interview, the hiring unit must submit an "Interim Report" to its own and to the NCSU Affirmative Action Officer for approval. On this form the hiring unit fills in its affirmative action goals, then lists the name, race, and sex of those applicants it wishes to interview on campus. The unit's affirmative action officer scrutinizes the "Interim Report" to see if there is adequate representation of blacks and females in the interview pool. If he feels the pool of candidates is insufficiently representative of availability, he may request the hiring unit to justify its selection, and provide analyses of applications received and documentation of serious efforts to attract black and female applicants.

At this point the unit's affirmative action officer may either reject the "Interim Report" and require a more diverse slate of candidates by race and sex (meaning further advertising or reconsideration of candidates from the original applicant pool), or he can approve the "Interim Report", in which case it is forwarded to the NCSU Affirmative Action Officer for final approval. At this level, the NCSU Affirmative Action Officer has the same options as the unit's affirmative action officer. He may either reject the list and require further action, or he may approve it. When the "Interim Report" receives final approval from the NCSU Affirmative Action Officer, the hiring unit can proceed to invite its chosen slate of candidates on campus for interviews. By closely monitoring the activities of the

hiring unit, and encouraging inclusion of blacks and females at the interview stage of the hiring process, the likelihood of meeting affirmative action goals is considerably improved.

The third step in the employment process involves submitting the Affirmative Action Recruitment Report to the NCSU Affirmative Action Officer for final approval prior to any offer being made. This report lists the name, race, and sex of the person to whom the hiring unit wishes to make an offer, as well as those of other candidates who were seriously considered for the position. As in the case of the "Interim Report", this Recruitment Report must have received approval by the unit's affirmative action officer before it was forwarded to the NCSU Affirmative Action Officer.

The NCSU Affirmative Action Officer has the option to either accept or reject the Recruitment Report. If he feels that insufficient consideration was given to black and female applicants, he may request the hiring unit to reconsider these candidates. If necessary, he may require the recruitment process to begin again and the position opening readvertised.

If the Affirmative Action Recruitment Report is approved, the unit may then request the Provost's approval to make an offer.

These procedures allow the NCSU Affirmative Action Officer to interview at key points in the recruitment process if he feels that inadequate efforts have been made to attract black and female candidates for a position opening.

Each year, the NCSU Affirmative Action Officer undertakes a review of the Affirmative Action Plan. This review is a necessary and logical part of the review and monitoring process. The results constitute any supplement or modification to the Plan, including updated hiring goals for EPA Faculty and Non-Faculty, and SPA Personnel,

reports on improvements in recruiting procedures, and other matters necessary for the maintenance for an approved Affirmative Action Plan. This annual supplement or modification will serve as a report to the Department of Health, Education, and Welfare on the progress and problems of the University in achieving the goals of affirmative action. Additionally, during this time, the Provost's Office conducts an annual salary study to monitor and balance any unjustified salary differences.

C. Reporting and Monitoring Procedures -- SPA

Several steps have been taken toward centralized control of personnel actions by the Division of Personnel Services in order to be more effective in providing equal opportunity. The Division has formalized a procedure to insure that female and minority applicants are given due consideration in filling vacancies. The basic mechanism used for this purpose is the application routing sheet which accompanies the personal information for each candidate. Each unit filling a position is required to supply the requested information for each applicant referred to them before the position can be filled. Units having deficiencies in their SPA employment profiles will be supplied with a higher percentage of minority and female referrals when possible. In cases where units appear to be reluctant to hire qualified minority and female applicants to improve profiles, these units will be brought to the attention of the NCSU Affirmative Action Officer for administrative attention. All vacancies listed with the Division of Personnel Services and all advertising is placed by that office. In order to provide opportunities for upward mobility for females and minorities already on campus, for several years it has been NCSU's policy that staff vacancies be listed with the Division of Personnel Services and posted campus-wide five work days before outside applicants



can be considered. The Division of Personnel Services has also encouraged present minority staff members to encourage other qualified individuals to apply at NCSU when vacancies arise.

External actions to recruit females and minorities for staff positions continue. The following statements indicate positive action already taken and continuing.

<u>AFFIRMATIVE ACTION</u>	<u>RESPONSIBILITY</u>	<u>TARGET DATE</u>
Place recruitment advertising with newspapers having predominantly minority or female circulation. All advertisements to include tagline "An Equal Opportunity Affirmative Action Employer."	Director, Division of Personnel Services	Continuing
Maintain close working relationships with officers of various community manpower programs including W.I.N. (Work Incentive Program), Wake Opportunities, and CETA. Also furnish these offices lists of current job openings ("Personnel Notes").	Director, Division of Personnel Services	Continuing
On a continuing basis, maintain close working relationships with local predominantly black institutions resulting in the exchanging of vacancies and subsequent employment of minorities at North Carolina State University.	Director, Division of Personnel Services	Continuing
Annually conduct on-campus recruitment at various predominantly black institutions in North Carolina.	Director, Division of Personnel Services	Continuing
Reaffirm periodically our commitments to and interest in employing minorities to current recruitment sources.		

These efforts are attracting more female and minority candidates for staff positions at NCSU thereby creating a pool of talent from which campus units may recruit to reach stated goals.

D. Grievance Procedures

Faculty Mediation Procedures were developed to handle hearings for any Faculty member or other EPA Personnel having a grievance other than -- (1) appeals from tenured faculty members in cases of suspension or discharge; or (2) cases of disruption. The Faculty Hearings Committee is the appeals committee for handling cases dealing with the two exceptions above, as provided in the University of North Carolina Code. These Committees are appropriate forums in which to hear and make recommendations with respect to complaints arising from alleged racial or sexual bias in decisions involving Faculty members. (See NCSU Faculty Handbook, VI-12 and VIII-18)

Grievance Procedures now in effect for SPA Personnel are contained in the SPA Employee's Handbook, which is distributed to all SPA staff. It provides a four-step appeals procedure, (which begins with the immediate supervisor and reaches to the State Personnel Commission) for any employee who feels he or she has been mistreated or deprived of any rights. All appeals are handled promptly. This grievance procedure recognizes that the University is committed to the principle of equal opportunity for all employees. These procedures are currently being revised. A revised SPA grievance is in the process of being developed and implemented. The revised procedure will be submitted as a supplement to this document when it has received final approval.

THE UNIVERSITY OF NORTH CAROLINA  
General Administration

NCSU FORM NO. \_\_\_\_\_  
Date Received \_\_\_\_\_  
Date Submitted to UNC \_\_\_\_\_

CENTRAL FACULTY POSITION LISTING SERVICE

INSTITUTION: \_\_\_\_\_

1. **Position description** (discipline, school or department, specialities, required, rank)

2. **Qualifications** (education, experience, other)

3. **Proposed effective date:**

4. **Name and address of person to whom application should be made:**

The University of North Carolina is comprised of the sixteen public senior institutions of higher education in North Carolina. Faculty and other academic appointments are the responsibility of each institution. The Central Faculty Position Listing Service is an information service available upon request to the constituent institutions and to individuals seeking employment. Persons interested in a position should apply directly to the individual listed in item 4. Inquiries about positions received by the University General Administration will be referred to the appropriate institutional officer for response.

The University of North Carolina is an  
affirmative action/equal opportunity employer

ATTACHMENT II

NCSU INTERIM AFFIRMATIVE ACTION REPORT

(Submit to NCSU Affirmative Action Office for each EPA position prior to formal campus interviews)

I. Department of: \_\_\_\_\_  
 EPA Position to be filled \_\_\_\_\_  
 (Rank and area of specialization if appropriate)  
 Full-time \_\_\_\_; Part-time \_\_\_\_ Proposed Employment Date \_\_\_\_\_  
 Central Faculty Position Listing Service Form Number \_\_\_\_\_

II. Department/Unit Affirmative Action Projections

EPA Faculty Complement                       Other EPA Complement

<u>Present Complement</u>			<u>Projected 5 Yr. Complement</u>			<u>Number of Written Applications Received</u>		
Male	Female		Male	Female		Male	Female	
		Black			Black			Black
		White			White			White
		Other			Other			Other

List the Candidates being seriously considered (A revised list may be subsequently submitted)

	Name	Sex	Race	Present Employer
1.	_____	___	___	_____
2.	_____	___	___	_____
3.	_____	___	___	_____
4.	_____	___	___	_____
5.	_____	___	___	_____

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
           Search Committee Chairman  
 \_\_\_\_\_ Date \_\_\_\_\_  
           Department Head  
 \_\_\_\_\_ Date \_\_\_\_\_  
           Unit Affirmative Action Officer  
 \_\_\_\_\_ Date \_\_\_\_\_  
           University Affirmative Action Officer                      Date \_\_\_\_\_

ATTACHMENT III

NCSU AFFIRMATIVE ACTION RECRUITMENT REPORT

Department of: \_\_\_\_\_

EPA position filled: \_\_\_\_\_  
(Rank and area of specialization)

Full-time \_\_\_\_\_; Part-time \_\_\_\_\_; Effective date of employment \_\_\_\_\_

Central Faculty Position Listing Service Number \_\_\_\_\_

Number of written applications received:

Number of candidates invited to campus or interviewed elsewhere:

Male	Female	
		Black
		White
		Other

Male	Female	
		Black
		White
		Other

Offer to be made to:

Name	Sex	Race	Present Employer
_____	_____	_____	_____

Persons seriously considered but not recommended for the appointment:

Name	Sex	Race	Campus Interview		Present Employer
			Yes	No	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

II.

Do you have files documenting your efforts to take affirmative action to locate female and minority candidates for this position?

Yes

No

Can you provide an explanation for the offers made by explicitly comparing the qualifications of those offered the position with those not offered the position?

Yes

No

IV.

List below specific efforts to locate females and minorities (number of groups, institutions and individuals notified about vacancy.)

Signed:

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
E.E.O. Officer

\_\_\_\_\_  
Date

APPENDIX I

NORTH CAROLINA STATE UNIVERSITY

North Carolina State University is one of the nation's major public universities -- large, complex, national and international in scope, and a leader in scientific research.

It ranks among the top universities in the nation, and shares the distinctive character of Land-Grant state universities nationally -- broad academic offerings, extensive public service, national and international activities, and large scale extension and research programs.

Academic excellence is well represented: N. C. State offers bachelors of arts and sciences in 88 fields, 7 professional degrees, 72 masters degrees fields, and 45 doctoral degrees.

Research activities span a broad spectrum of about 700 scientific, technological and scholarly endeavors.

Extension work on a statewide basis in each of the 100 counties underscores the idea that the University's campus extends to the state's boundaries. Diverse extension programs include urban affairs, marine sciences, environmental protection, engineering, industrial, business and textiles, agricultural and many others.

The University has 4,600-plus employees. There are 1,813 faculty and professional staff and 166 adjunct and federal agency faculty, including graduate faculty.

N. C. State's enrollment is about 17,700. There are 14,105 undergraduates, and 3,625 graduate students. Students at State come from 50 states and territories and 77 other countries. The international enrollment is a distinctive feature of the institution since its 718 international students give it a decidedly cosmopolitan aura.

NCSU is one of 118 members of the National Association of State Universities and Land-Grant Colleges. Even though these institutions constitute less than 5 percent of the 2,500 colleges and universities in the nation, they enroll about 30 percent of all U. S. college students -- 2.9 million out of 9.7 million, and award 38 percent of all degrees awarded in the United States, including 64 percent of all doctoral degrees.

Chancellor Thomas has described NCSU as a "magnet of progress," noting that its faculty have been attracted from more than 150 of the top universities of the nation and the world. Some 30 nations are represented.

NCSU is dedicated to advancing knowledge, providing superior education and serving the people. It looks to the future with optimism and confidence.



THE ROLE AND MISSION OF NORTH CAROLINA STATE UNIVERSITY1. The Land Grant University

Since its founding in 1887 as the State's Land-Grant campus, North Carolina State University has fulfilled a unique and critical intellectual role in the well-being of North Carolina and indeed the nation. Its thrust in the major technologies and basic sciences constitutes an essential service to the economy, environment and institutional life of the State. This focus on North Carolina is clearly represented in the Schools of Agriculture and Life Sciences, Design, Engineering, Forest Resources, Physical and Mathematical Sciences, and Textiles. The School of Education and the School of Humanities and Social Sciences round out and deepen the capacity of the University to investigate, analyze, advance, and transmit knowledge and understandings without which North Carolina's present and future would be much the poorer.

We have often stated in a single paragraph that North Carolina State University has statutory responsibility for "advancing the major technologies of man and the sciences and arts on which they are based through teaching, research and public service, and for cultivating the esthetic and social understandings which ensure the quality of life that technology helps make possible in a free society." However, even though it is committed to function at high levels of intellectual sophistication, this University is also fully and continuously committed to high quality instruction at the undergraduate level.

The special mission of North Carolina State University in the State's system of higher education stems from its Land Grant origins. The Land Grant philosophy is to maintain a "peoples university" that

is service oriented and maintains a direct relevance to the development of the people of the State, their economy, their environment and the competence of their educational, social and governmental institutions.

In carrying out this mission, the University is also committed to the intellectual and personal development of the individual student. Varied out-of-classroom experiences, programs, and opportunities for students are presented continuously to supplement the intellectual curiosity and development resulting from academic courses and classroom work. The objective is to foster the development of individual students so that they will become more productive members of our society.

Although North Carolina State University's performance in teaching, research, and extension programs has been unlimited in its geographical reach, we have a special relationship with the metropolitan area of the Capital city, with State Government, and with the Research Triangle in several of our programs.

## 2. A Major Center of Graduate Study, Research and Public Service

At the apex of each major field of science and technology, as well as in certain fields of education and the social sciences, major research programs staffed by distinguished scholars have been necessarily interlinked with academic programs, especially at the doctoral level. Graduate study and scholarly research have not only expanded the frontiers of knowledge but they have provided training for college and university faculties, both public and private, throughout the State.

The Land-Grant mission in the development of North Carolina State University, has been best reflected by the insistence that

knowledge acquired through research and teaching be utilized for the economic and social benefit of the people. Therefore, the University has throughout its history maintained aggressive programs of extension, adult education, and public service designed to put acquired knowledge to the immediate service of the general public.

### 3. Statutory Responsibility for Research

North Carolina's agricultural, industrial and urban life is based on modern science and technology and as such it depends heavily on dedicated, imaginative and effective research to maintain its momentum. A large proportion of the public supported research that sustains the state's economic health is performed by North Carolina State University. Large and sophisticated research programs are conducted in the Schools of Agriculture and Life Sciences, Engineering, Forest Resources, Physical and Mathematical Sciences, and Textiles. In addition there are relatively new programs in such inter-school areas as Water Resources, Marine Sciences, Operations Research and Urban Affairs.

The total volume of activity in those research areas is comparable to that in instruction. The complementary and synergistic effects of having an outstanding research program so closely related to strong undergraduate and graduate programs makes for greater efficiency and effectiveness. It makes it possible to have a much stronger faculty available for participation in the instructional program, and it provides the students with laboratories, research programs and a general scientific and technological milieu in which to pursue their education.

The research programs of the University have been built principally on the disciplines within the Schools. In recent years, however, there

has been an active growth of programs that cut across department and school lines. Concern for environment, ecology, energy, land use and pollution have only served to accelerate the trend toward university programs that can no longer be contained within the confines of a single department or school. The University is developing ways to encourage these programs and to manage them effectively.

Regardless of the field, research and scholarship are regarded as necessary and integral parts of the university endeavor. This is especially so if graduate programs are offered, for a good research program is a sine qua non for good graduate education. The intimate linkage of teaching with research make it possible for the teaching faculty to continue their own education and maintain positions at the leading edge of scientific progress through research which involves their graduate students.

#### 4. Statutory Responsibility for Extension and Public Service

The extension and public service role of North Carolina State University stems directly from its status as the Land Grant Institution in the State.

In 1924 the University initiated its first general extension activities with the establishment of correspondence instruction. In addition, several short courses and conferences were initiated through general extension.

The School of Engineering established during the mid 1950's the Industrial Extension Service to aid in the development of the State's economy through experimental work and the application of technology to improve industrial and manufacturing processes. This extension activity was supported by the North Carolina General Assembly by statutory action in the 1955 session.

Federal legislation in 1965 created the State Technical Services Program to help stimulate economic development and expanded employment opportunities. The program involved technical information centers, an industrial liaison program and an educational development program. Although Federal funds are no longer appropriated for this program, State funds have enabled the continuation of the technical information service to businesses and industries in North Carolina.

The School of Textiles received State legislative support for extension activities in 1969. Earlier extension efforts had been carried out without State financial support.

Federal legislation in 1965 (Title I of the Higher Education Act) provided funds for community service type programs. North Carolina State University took immediate advantage of this legislation and established the Community Service Center to provide public service assistance to cities, counties and communities.

Following State legislative action in 1969 to support urban affairs and public service programs, the Community Service Center became the Urban Affairs and Community Services Center. Many successful projects have been carried out in conjunction with local and state government.

The National Congress passed the National Sea Grant Act in 1966. This Act was built on the tradition of the earlier Land Grant Act. A research and extension program similar to that for agriculture is being developed with specific focus on the ocean, shoreline, and coastal zone. The North Carolina General Assembly endorsed this program in 1969 with State matching funds and continues to appropriate matching funds each session.

The tradition of extension and public service activities at North

Carolina State University rests on a solid legislative mandate to be responsive to the educational and skill needs of our citizens. This legislative mandate is continually being renewed and strengthened by both Federal and State legislative bodies. Therefore, the role of extension, continuing education, and public service is, and will continue to be:

- a. To extend the University's knowledge and expertise as found in its faculty, laboratories, and its studies;
- b. To help individuals, organizations, and industries in response to their needs;
- c. To provide a flow of communication to the resident instructors and research staff on problems, concerns, and opportunities existing outside the institution which have implications for the effectiveness and relevancy of those related University endeavors;
- d. To assist, as appropriate, in the design and conduct of applied research fundamental to the resolution of problems having substantial public consequence;
- e. To design and execute relevant on-campus and off-campus learning experiences;
- f. To provide leadership for responsible, cooperative participation of the University with other educational institutions and organizations in identifying and resolving concerns of local, state, regional, and national significance;
- g. To appraise continually the appropriateness, effectiveness and efficiency of extension, continuing education, and public service programs and make necessary improvements.

## 5. Role of the Individual Schools

The major Schools and Departments of North Carolina State University are expressly designed to develop and propagate knowledge in the fields most important to the well being of the State, including Agriculture and Life Sciences, Design, Education, Engineering, Forest Resources and Textiles, and in basic supporting areas of Physical and Mathematical Sciences, Humanities and Social Sciences.

### a. Agriculture and Life Sciences

The School of Agriculture and Life Sciences has statutory responsibility for advancing the major agricultural technologies and the biological sciences on which they are based. The School offers programs in the agricultural and life sciences leading to the bachelor, masters and doctors degree. Thirteen Departments offer bachelor's programs emphasizing science, business and technology options. The School is also responsible for an associate degree program in various fields of agriculture.

The School of Agriculture and Life Sciences has a special responsibility for generating new information relevant to the agricultural and life sciences and for applying this knowledge to the solution of problems of importance to the agricultural and rural segment of society. The Agricultural Experiment Station is responsible for developing a research program that undergirds the academic and extension missions of the School. These research efforts are largely directed toward problems of agriculture in its broadest sense, including provision of the maximum contribution by agriculture to the welfare of the consumer.

The mission of the School in agricultural extension is directed to educational programs for both the youth and adults in rural areas

who comprise the greater users of agricultural technology. In addition, the Agricultural Extension Service has the obligation to develop educational programs in cooperation with other institutions and agencies to assure that the benefits of modern technology are made available to all citizens of the State.

While its primary responsibility is statewide, the School engages in many activities of national and international importance as a means of providing adequate perspective and competence in resolving problems and in providing opportunities for the citizens of the State.

b. Design

The School of Design is primarily oriented to design teaching and to research and public service growing out of these activities. The school's programs cover the areas of Basic Design, Architecture, Landscape Architecture, and Product/Visual Design. It awards the

Bachelor of Environmental Design in:	Architecture
	Landscape Architecture
	Product Design
	Product Design, Visual
	Design Option
Master of:	Landscape Architecture
	Architecture
	Product Design
	Urban Design

The School acts as an educational center which brings together the fundamental knowledge and methods of the different design professions. The School serves North Carolina and the region by fostering and cultivating competence and integrity in the fields of design.

Design research ranges from the generation of new knowledge to the clarification of that which is already known and essential to a viable teaching program.



Design extension is more correctly described as public service since projects are undertaken that bring the design student in contact with a variety of actual clients, providing an added dimension to the learning experience.

c. Education

The School of Education offers degrees at the bachelor's, master's and doctoral level. Its programs are quantitatively and qualitatively different from programs at other institutions in the State. For example, there is a vocational emphasis in the guidance programs designed to prepare more effective counselors for all types of secondary school students, including those who do not plan to attend a university. The program in educational administration also contains an emphasis on vocational education designed to increase the sensitivity of administrators to the full range of programs in the public schools. The bringing together of psychology and professional education programs into a single school provides for collaborative effort and joint program planning and implementation.

The School places primary emphasis on (1) the development of leaders to manage the educational systems including public schools, community colleges and technical institutes, (2) the preparation of a limited number of teachers in specialized fields, (3) the preparation of educational specialists in the substance areas of the university -- including mathematics, science, agriculture and industrial areas, (4) the preparation of professional psychologists, and (5) the preparation of school service personnel including guidance and counseling personnel.

Within the research and development area, the School of Education continues strong programs in psychology, curriculum and instruction,

administration and supervision, occupational education, and adult education. The School conducts a continuous assessment of the needs of public education through the State. It focuses its research and development efforts on the crucial and penetrating educational problems of the State and it commits its faculty to excellence in research and development.

Within the area of technical assistance, the School of Education places top priority on providing services to teachers and schools throughout the State. The School is a service-oriented agency with the intent of providing consultative services to the people of North Carolina in a long-term enterprise to bring all educational systems within the State to optimum effectiveness.

The focus on human development includes the preparation of qualified and competent professionals to serve as teachers, school administrators, psychologists, counselors, mental health personnel, community workers, personnel officers in industry and similar professionals. The School serves the entire state rather than a particular region and it serves the entire population of the state through intermediary institutions such as the public school system, the community college and technical institute systems, and the various mental health and other human service agencies.

#### d. Engineering

The School of Engineering is the predominant engineering education facility within the State. Its degree programs cover the traditional fields of Civil, Electrical, and Mechanical Engineering. It also offers programs that are not found in other schools in North Carolina. These are Materials, Chemical, Industrial, Nuclear, and Aerospace Engineering as well as a Construction Option in Civil, Engineering Operations, and Furniture Manufacturing and Management.

Further, the Biological and Agricultural Engineering program is jointly administered with the School of Agriculture and Life Sciences. Some of these programs are not duplicated anywhere else in the southeast such as Furniture Manufacturing and Management and virtually all of the interdisciplinary programs.

Nuclear Engineering and the Center for Acoustical Studies have been designated as area programs under the academic common market concept developed by the Southern Regional Education Board. The newly organized Furniture Research Institute is a national program.

This School operates under the Land Grant philosophy which combines instruction at the undergraduate, masters, and Ph. D. levels with strong programs in research and extension. The School has a highly developed research program in each department of engineering and it has responsibility for transmitting new engineering knowledge to the people and the industry of the State. Its Minerals Research Laboratory and its Engineering Extension Service are organized for this purpose.

e. Forest Resources

The role and mission of the School of Forest Resources is to improve the production and utilization of wood products, to strengthen programs in recreation resources, to strengthen research in multiple and service functions of forest lands and encourage participation of all appropriate disciplines in problems and opportunities in forest management and utilization. The School is concerned with such diverse areas as forest biology, watershed management, wildlife management, recreation and park administration, and wood technology. The principal thrust of the programs is in the management of natural renewable resources. The management of forest lands and the wise

use of the products and amenities that can be derived from them is central to preserving the quality of the environment and the quality of life for North Carolina.

The School of Forest Resources offers programs at the bachelor's, master's and Ph. D. level. It operates an extensive research program and it has a formally organized extension service.

The forest research program is conducted in its five research and demonstration forests that cover 80,000 acres and the well equipped laboratories on campus.

The Forestry Extension program serves land owners, industry and public agencies in the areas of forestry, recreation, wildlife, and wood and paper technology.

f. Humanities and Social Sciences

The School of Humanities and Social Sciences is a unique institution in this state in several ways. Although the Ph. D. is offered in Economics and Sociology and masters- degree programs are available in five areas, the emphasis of the School is chiefly on high-quality undergraduate instruction taught almost exclusively by regular full-time faculty, most of whom hold the doctorate degree from prestigious postgraduate institutions. The School is able to offer a well-rounded, general education in the setting of a major university.

The School of Humanities and Social Sciences is viewed as the cement that helps to bring the diversity of the campus together into an integrated whole. In the humanities and social sciences classrooms 52 percent of the students taught come from curricula outside the School of Humanities and Social Sciences. While there is an expectedly heavy service-teaching load in the basic requirements, this outreach

is not confined to the required courses. Conversely, Humanities and Social Sciences students are able to exploit the strong intellectual resources of the technical and professional schools on campus to an extent probably unique in the State of North Carolina. The School strives constantly to serve as an integrating force on the campus, even while it recognizes its responsibilities to Humanities and Social Sciences majors. Because the School of HASS is much smaller than the traditional College of Arts and Sciences common to most university campuses, and because of the wide range of activities undertaken at NCSU, the opportunity exists for mutually supportive relationships that cannot be duplicated on many other campuses in the region.

Finally, the School of Humanities and Social Sciences is unique in the Raleigh-Wake County area. In one of the most rapidly growing areas of the state, North Carolina State University is the only public institution offering a four-year general education. In this sense the School is also making a significant contribution to the development of the city, the county, and the entire triangle area.

g. Physical and Mathematical Sciences

The basic physical and mathematical sciences are fundamental to the technologically-oriented schools of North Carolina State University. They also play a significant part in the programs of the Schools of Humanities and Social Sciences and Education. The School covers the fields of biochemistry, chemistry, computer science, geosciences, mathematics, physics and statistics. It provides programs leading to the bachelors, masters, and Ph. D. degree in all of these areas except computer science.

The faculty in the School are deeply involved in research and development in their respective disciplines. The strong interaction

between mathematics and the physical sciences provides for outstanding programs in these areas. Almost every student in the University takes courses in at least three of the departments of the School and the quality of these courses provides the necessary foundation on which to build strong technological and educational programs. The School is strongly interdisciplinary in outlook and cooperates with many departments across the campus in both research and public service activities.

#### h. Textiles

The School of Textiles has sole responsibility in North Carolina for higher level textile education culminating in B.S., M.S. and Ph. D. degrees. These instructional programs are extended as continuing education to any area of the State where a need exists, frequently in the form of non-credit short courses. The subject matter ranges from introductory level to the most advanced scientific technical and managerial topics.

Subject matter is related to the manufacture of polymers, fibers and textiles including the structures that are made from them and the many ways in which these systems perform and are utilized to meet the needs of society. Courses tend to be highly technical and relate strongly to the physical sciences and to many aspects of engineering. Indeed, the subject of textiles welds these many fields of knowledge together in such a manner that the subject may be thought of as interdisciplinary.

The School of Textiles is semi-regional in that it is the largest of seven such programs at the B. S. level in the country. Several states surrounding North Carolina do not have any such program. The School's Ph. D. program is sufficiently unique to be chosen for listing in the "common market" of unique educational

programs of the Southeast.

Through its research the School has become the leading source of new textile knowledge. The research program covers a wide range of current needs and opportunities related to the textile segment of society, including environmental problems such as noise, dust, waste disposal and fire retardancy. These programs generate an important resource of advanced graduates who, in the future, will accelerate technological and social progress in a sector that is of paramount importance to North Carolina.

In the extension field, the School collaborates with local and state educational authorities and with industry throughout the state by assisting in the establishment of textile vocational programs in the high schools and technical institutes and in the college parallel textile programs in the Community Colleges.

APPENDIX III

Organization and Operation of North Carolina  
State University at Raleigh

I. As a Part of The University of North Carolina

North Carolina State University was founded by act of the General Assembly of North Carolina in March 1887, under terms of the Federal Land Grant College Act of 1862. Opening in 1889, the school was originally known as North Carolina College of Agriculture and Mechanic Arts. North Carolina State University at Raleigh is one of the 16 constituent institutions of The University of North Carolina.

The University of North Carolina was chartered in 1789 and opened its doors to students at its Chapel Hill campus in 1795. Throughout most of its history, it has been governed by a Board of Trustees chosen by the Legislature and presided over by the Governor. During the period 1917-1972, the Board consisted of one hundred elected members and a varying number of ex-officio members.

By act of the General Assembly of 1931, without change of name, it was merged with The North Carolina College for Women at Greensboro and The North Carolina State College of Agriculture and Engineering at Raleigh to form a multicampus institution designated The University of North Carolina.

In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro, and in 1965, the name of the campus at Raleigh was changed to North Carolina State University at Raleigh.



Charlotte College was added as The University of North Carolina at Charlotte in 1965, and, in 1969, Asheville-Biltmore College and Wilmington College became The University of North Carolina at Asheville and The University of North Carolina at Wilmington, respectively.

A revision of the North Carolina State Constitution adopted in November 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education, as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina..." In slightly different language, this provision had been in the Constitution since 1868.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University. This merger, which resulted in a statewide multicampus University of sixteen constituent institutions, became effective on July 1, 1972.

The name of the governing board of the University was changed from the "Board of Trustees" to the "Board of Governors", and their numbers reduced to thirty-two members elected by the General Assembly.

The 1971 statute that effected the reorganization of The University of North Carolina vests all power of governance over The University in the Board of Governors and authorizes it to delegate such portions of that power to institutional boards of trustees and administrative officers as it deems proper. The statute provides for a board of trustees for each institution, but gives such boards only advisory and recommendatory powers.

A board of trustees has no authority in matters of employment except such as the Board of Governors delegates to it.

Shortly after it organized in July of 1972, the Board of Governors elected a President and other administrative officers of The University of North Carolina. (Chancellors and other institutional officers retained their places without special election, under a provision of the reorganization act.) The Board of Governors on 7 July 1972 adopted a Code, which provides for the basic structure, organization, and allocation of power within The University, and also a resolution delegating to the local boards of trustees authority over some aspects of the operation of their respective institutions.

The Board of Governors declared with respect to the entire University a policy that is now found in Section 103 of the Code and reads as follows:

SECTION 103. EQUALITY OF OPPORTUNITY IN THE UNIVERSITY

Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

In its resolution of 7 July 1972, delegating authority to the boards of trustees, the Board of Governors provided as follows:

I. ACADEMIC AND ADMINISTRATIVE PERSONNEL

A. Appointment and Compensation

1. With respect to all faculty positions with permanent tenure and all senior administrative positions, namely vice chancellors, provosts, deans and directors of major educational and public service activities, the Chancellor, following consultation with the Board of Trustees, shall forward to the President recommendations with respect to such appointments, promotions and compensation; if the President concurs in such recommendations, he shall forward them to the Board of Governors for approval.

2. With respect to all faculty and administrative positions, other than those identified in subparagraph 1 above, and other than those subject to the State Personnel Act, the Chancellor shall forward his recommendations for appointment, promotion and compensation to the Board of Trustees; subject to applicable provisions of the University Code and to such policies as may be established by the Board of Governors, the action of the Board of Trustees with respect to such personnel actions shall be final.

As the foregoing quotation and other relevant portions of the reorganization statute, the Code, and the resolution of 7 July 1972 make clear, final authority with respect to all major administrative appointments and all academic appointments and promotions carrying permanent tenure rests with the Board of Governors, not with the local board of trustees. The board of trustees does make the final decision as to other administrative and faculty appointments, or delegates to the Chancellor the authority to make those decisions, as indicated in paragraph 2, above, quoted from the resolution of 7 July 1972. An amendment to the Code adopted on 13 April 1973 requires each board of trustees to adopt policies and regulations governing academic tenure in its institution and specifies certain minimum terms that these policies and regulations must meet, including due process in the suspension or discharge of faculty members.

As to appointments and promotions other than those of faculty and administrators, final authority resides in the chancellor of each institution, operating within the terms of state law, which includes the State Personnel Act.

## II. Internal Organization -- North Carolina State University

a. The Board of Trustees of North Carolina State University is composed of thirteen members; eight elected by the Board of Governors, four appointed by the Governor, and the President of

the Student Body, ex-officio. Except for ex-officio members, Trustees have four year terms and may be selected or reappointed for two consecutive terms. At the first meeting after June 30, of each year, the Board of Trustees elects from its membership a Chairman, Vice Chairman and Secretary.

The Chancellor of N. C. State University is elected by the Board of Governors on nomination of the President of The University of North Carolina. The President makes his nomination from a list of names submitted to him by the N. C. State University Board of Trustees. The Chancellor is the administrative and executive head of the institution and exercises complete executive authority therein, subject to the direction of the President. He is responsible for carrying out the policies of the Board of Governors and the Board of Trustees.

The boards of trustees and chancellors of each of the 16 constituent institutions are now identical in the composition of the boards and the powers of the boards and the chancellors. Below the level of the Chancellor, however, each institution is unique, reflecting the nature and scope of its programs, its history, and other local factors.

The remainder of this description applies only to N. C. State University at Raleigh.

b. The Chancellor delegates administrative responsibility to five Vice Chancellors as described below.

The Provost and Vice Chancellor is responsible for all of the academic programs of the University at the graduate as well as the undergraduate levels. Decisions concerning allocation, reallocation or reduction of resources such as new faculty

positions and salary increase funds are made by the Provost subject to the approval of the Chancellor. Such resource allocations are made to the Schools which in turn allocate resources to Departments. Thus the Provost and Academic Deans exercise very strong and significant roles of leadership, planning and decision making at North Carolina State University.

The Vice Chancellor for Finance and Business has direct responsibility for the management of the finances, the physical plant, SPA personnel, and the other, non-academic services of the University.

The Vice Chancellor for Student Affairs is responsible for student services including admissions and records, living accommodations, social and cultural activities, and counseling. Another area of responsibility is planning and research, and liaison with the ROTC program.

The Vice Chancellor for Extension and Public Service has direct administrative responsibility for the various activities in continuing education, including the Television Center and the Center for Urban Affairs and Community Services. He has a coordinating and facilitating responsibility in the technical assistance and public service functions performed in the various schools.

The Vice Chancellor for Foundations and University Relations is responsible for the development and encouragement of programs in augment the financial resources of the University through support from corporations, national foundations, individuals, and other private sources. The Office of Alumni Affairs is under his supervision, as is the Office of Information Services and the

University's public relations program in general. The Vice-Chancellor of Foundations and University Relations assists the Chancellor and the President of the University in their relations with the State Legislature, the Congress, and other public officials.

Other University Administrators include:

The Assistant to the Chancellor for International Programs

The Assistant to the Chancellor for International Programs reports to the Chancellor, coordinates the various international activities of the University, including international student activities and advising, opportunities for studies abroad, technical assistance and collaborative research with foreign institutions, the improvement of international competence of the faculty and the development of the international component of the various academic programs.

He also advises the administration on responsibilities and opportunities for educational, research, and service activities in international affairs, performs staff services for the Chancellor in connection with the institution's involvement in international affairs in the national educational community, and he assists departments and individuals in seeking support for international programs from public and private sources.

Vice Provost and Dean of the Graduate School

The Dean of the Graduate School reports to the Provost and administers the graduate program of the University and maintains liaison on graduate programs and policies with appropriate officers of The University of North Carolina and its Graduate Executive Council.

With the assistance of the Administrative Board of the Graduate School, the Dean reviews and approves all new graduate courses,

programs, and curricula; acts on all recommendations to Graduate Faculty status, and on all Graduate School admissions; and approves all phases of programs leading to fulfillment of graduate degree requirements.

#### Vice Provost and Dean for Research

The Administrative Dean for Research reports to the Provost, however, the Dean acts for the Chancellor in the general administration of the research activities of the University.

His duties include acting as principal liaison representative between granting agencies and the University; assisting members of the faculty and their department heads and deans in identifying support for their research programs, preparing and processing proposals, and developing interschool and interinstitutional research programs and projects.

#### The Academic Deans

The Academic Deans are responsible to the Chancellor through the Provost for the administration of the departments, divisions, or other administrative units of their schools. This involves the formulation, in consultation with their department and division heads, or recommendations to the Provost and Vice-Chancellor for appointments, tenure, promotion, and merit raises for all personnel comprising their respective schools and for the preparation of biennial budget requests. In general, Academic Deans are responsible for the fiscal management of their school's resources and for providing leadership in the development of academic, research, and extension programs consistent with University policies.

c. Appointment, Promotion and Salary Setting

1. EPA Personnel

NCSU adopted the following provisions concerning academic tenure in compliance with the requirements of Section 602 of The UNC Code.

i. Instructor. An instructor shall be appointed for an initial term of one year. Reappointments at the same rank shall be for a term of one year.

Before the end of the instructor's fourth year (excluding years of service as an instructor while an active candidate for a graduate degree), the department head or equivalent academic officer, after appropriate consultation with the senior faculty in the department according to the procedures set forth in Section V. B. of these policies, shall review the instructor's service and recommend either: (1) that the instructor be promoted no later than the end of the fifth year; or (2) that under special circumstances the instructor be appointed as a faculty member for a specified period of time with a title such as laboratory supervisor, lecturer, or demonstrator (see Section V. D. of these policies and Section 604 C of the UNC Code); or (3) that the instructor be offered a terminal appointment of one academic year (see Section 604 A of the UNC Code).

ii. Assistant Professor. An assistant professor shall be appointed for an initial term of four years.

Before the end of the third year of this initial term, the department head, after appropriate consultation with the senior faculty in the department according to the procedures set forth in Section V. B. of these policies, shall review the assistant professor's service and recommend either: (1) that the assistant



professor be reappointed for a second term of three years; or (2) that the assistant professor not be reappointed.

Before the end of the second year of the second consecutive appointment as assistant professor, the department head, after appropriate consultation with the senior faculty in the department according to the procedures set forth in Section V. B. of these policies, shall recommend either: (1) that the assistant professor be reappointed, with permanent tenure, at the same or higher rank, or (2) that the assistant professor not be reappointed.

The decision and notification regarding permanent tenure shall not be postponed beyond the eighth year of service following the assistant professor's first appointment whether at the rank of instructor or assistant professor (excluding years of service as an instructor while an active candidate for a graduate degree.)

iii. Associate Professor. An associate professor promoted to that rank by NCSU shall have permanent tenure.

An associate professor coming to that rank from outside NCSU shall be appointed for an initial term of five years. Before the end of the associate professor's fourth year of service, the department head, after appropriate consultation with the senior faculty in the department according to the procedures set forth in Section V. B., shall review the associate professor's service and recommend either: (1) that the associate professor be reappointed with permanent tenure at the same or higher rank; or (2) that the associate professor not be reappointed.

iv. Professor. A professor shall have permanent tenure.

If exceptional circumstances warrant, these policies shall not preclude the promotion of an instructor, assistant professor, or associate professor or the recommendation of the conferral of

permanent tenure on an assistant professor or associate professor at any time.

iv. The provisions of Section III. B. shall not be rendered inapplicable to a faculty member because the additional description of "research" or "extension" is added to the statement of rank.

The setting of salaries for faculty members follows a different course from that of appointments and promotions. Salary setting is essentially an administrative process.

Within the funds available to his department, and in light of the salaries paid within the unit, competitive considerations, and other pertinent factors, the department head recommends an initial salary. The salary recommendation must be reviewed and approved by both the School Dean and the Provost.

In the case of salary increase, N. C. State University follows the guidelines set forth by the U. N. C. Board of Governors.

## 2. SPA Personnel

The State Personnel Office, acting for the State Personnel Board, maintains and administers a position classification applicable to all State employees who are subject to the State Personnel Act (SPA), including such personnel at N. C. State University. This classification and pay system serves as the basis for salary equity among SPA personnel at the points of initial placement, transfer, promotion, demotion, and salary change while in the same position. The system utilizes a written set of class specifications established by the State Personnel Commission and a seven-step salary range for each class.

The NCSU Division of University Personnel exercises centralized administrative control of transfers, promotions, and demotions. Salary changes as the result of these actions are made in accordance with State Personnel Board policies, consistent with the employee's qualifications and the class specification for the position to which he is transferred, promoted, or demoted.

AVAILABILITY DATA

Group Agricultural Sciences

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	2.81	6.12	5.96
Without Appropriate Terminal Degree	6.60 *	13.39	3.47

Explain source of data:

Hegis data: Percentage of Ph. D. 's for "With Appropriate Terminal Degree" and Master's degrees for "Without Appropriate Terminal Degree" in Agriculture and Natural Resources.

\* For the "Black % Without Appropriate Terminal Degree," the UNC 1976-1977 Summary was used since this provided a higher percentage than the U.S. 1975-1976 Summary.

AVAILABILITY DATA

Group Biological Sciences

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	1.59	21.04	3.87
Without Appropriate Terminal Degree	10.6 *	31.55	3.81

Explain source of data:

Hegis data: Percentage of Ph. D. 's for "With Appropriate Degree" and Master's degrees for "Without Appropriate Terminal Degree" in Biological Sciences.

\* For the "Black % Without Appropriate Terminal Degree," the UNC 1976-1977 Summary was used since this provided a higher percentage than the U. S. 1975-1976 Summary.

AVAILABILITY DATA

Group    Design

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	6.09	20.48	4.81
Without Appropriate Terminal Degree	5.97 **	10.90	4.70

Explain source of data:

Terminal Degree information obtained from Attachment #3, Masters Degrees Awarded in U.S. During 1975-1976, 05/17/78

Without Terminal Degree information obtained from United States Summary, 05/15/78

\*\* For the "Black % Without Appropriate Terminal Degree," the U. S. 1975-1976 Summary was used since this provided a higher percentage than the UNC 1976-1977 Summary.

AVAILABILITY DATA

Group EDUCATION

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	9	24	3
Without Appropriate Terminal Degree	10 *	48	3

Explain source of data: U.S. Summary, OE Form 2300-2.1, 3/76, Bachelor's, Master's and Doctor's Degrees, 1975-76, pp. 20-22.

Our present and expected vacancies are in the following fields. Therefore, we are using the availability figures from these fields only:

- 0806 Junior and Community College Education
- 0816 Education of the Emotionally Disturbed
- 0827 Educational Administration
- 0830 Reading Education
- 0839 Industrial Arts, Vocational and Technical Education

\* For the "Black % Without Appropriate Terminal Degree," the UNC 1976-1977 Summary was used since this provided a higher percentage than the U. S. 1975-1976 Summary.

AVAILABILITY DATA

Group PSYCHOLOGY

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	3	33	3
Without Appropriate Terminal Degree	5 **	50	4

Explain source of data: U.S. Summary, OE Form 2300-2.1, 3/76, Bachelor's, Master's and Doctor's Degrees, 1975-76, pp. 20-22.

2000  
0822

\*\* For the "Black % Without Appropriate Terminal Degree," the U. S. 1975-1976 Summary was used since this provided a higher percentage than the UNC 1976-1977 Summary.



AVAILABILITY DATA

Group Engineering

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	0.6%	2.34%	5.46%
Without Appropriate Terminal Degree *	2.27 *	3.56%	5.88%

\*That is with M.S. Degree  
Explain source of data:

Degrees and other Formal Awards Conferred July 1, 1975-June 30, 1976

\* UNC Summary.

ENGINEERING (0900) - Continued

0925	Engineering technologies/baccalaureate and higher programs [Include trade or industrial training.]	201	7778	165	314	14	2	0
0999	Other, specify	202	322	20	199	25	17	4
0999		203						
0999		204						
0999		205						
0900	TOTAL (sum of lines 177 thru 205)	206	45235	1482	15767	582	2755	66

On the lines immediately below show the racial/ethnic breakdown of the totals for ENGINEERING reported on line 206.

0900-1	Non-resident alien	206-1	3058	69	3397	103	968	15
0900-2	Black, non-Hispanic	206-2	1268	62	187	21	17	0
0900-3	American Indian or Alaskan Native	206-3	182	5	42	1	4	1
0900-4	Asian or Pacific Islander	206-4	933	46	456	30	115	2
0900-5	Hispanic	206-5	1180	55	219	6	15	0
0900-6	White, non-Hispanic	206-6	38033	1221	10711	401	1568	46

AVAILABILITY DATA

Group Forest Resources

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	2.28	7.60	3.98
Without Appropriate Terminal Degree	7.81 *	15.95	2.62

Explain source of data:

Availability data for subgroup A (Forestry - Wood and Paper Science) were derived from the HEW Hegis XI Survey for Agriculture and Natural Resources (0100) for all categories except "Blacks Without Appropriate Terminal Degree" which was obtained from the UNC Summary, on OE Form 2300-2.1, 1976-1977 of Bachelors, Masters and Doctors Degrees. Because the availability data for subgroup A includes all of Agriculture and the Natural Resources, it is considered to be much higher than appropriate for just Forestry (0114) and Forest Technology (0116). <sup>1/</sup>

The data for subgroup B (Recreation Resources Administration) were determined from a special 1975 report on "The State of Recreation and Park Education in Canada and the United States." <sup>1/</sup>

Because the availability data for these two subgroups are for quite different populations (i.e., agriculture and natural resources vs. public affairs), it was decided that the most meaningful way of presenting availability information as a unit for the School of Forest Resources (above) was to combine the data from the two subgroups on the basis of the percentage of school faculty in each subgroup. Therefore, data for subgroups A and B were multiplied by .79 and .21, respectively, and these results were then added together to obtain the figures for each of the above categories. (Example:  $1.96 \times 0.79 + 3.5 \times 0.21 = 2.28$ )

<sup>1/</sup> Copies of the explanations of source of availability data for subgroups A and B are attached to this section .

\* For the "Black % without appropriate terminal degree" the UNC summary 1976-1977 was used since this provided a higher percentage than the US 1975-1976 summary.

AVAILABILITY DATA

Group Forestry and Wood and Paper Science

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	1.96	6.70	4.16
Without Appropriate Terminal Degree	8.2	13.85	2.88

Explain source of data: \*

A. With Appropriate Terminal Degree

Doctoral degrees awarded in the U.S. during 1975-76 according to HEGIS Group 0100.

B. Without Appropriate Terminal Degree

Data for "Without Terminal Degree" obtained from HEGIS Group 0100 for females and other minorities which indicates the number of masters degrees awarded 1975-76. For blacks the data were obtained from the University of North Carolina Summary for 1976-77 for Bachelors, Masters and Doctors Degrees.

\*The availability data presented above is high as it represents all of Agriculture and Natural Resources (0100) and not just Forestry and Forestry Technology (0114 and 0116). This is especially true for the percentage of blacks without appropriate terminal degree.

AVAILABILITY DATA

Group Recreation Resources Administration

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	3.5	11.0	3.3
Without Appropriate Terminal Degree	6.4	23.9	1.6

Explain source of data:

In the Higher Education General Information Survey (HEGIS XI), Parks and Recreation Management was classified under Public Affairs and Services (2100). It is believed that the 2100 grouping distorts the true picture of blacks, women, and other minorities available in the park and recreation field. Parks and Recreation management doctor's degrees conferred represented only 4.7 percent of the degrees reported in the Public Affairs and Services Classification and master's degrees represented only 3.6 percent of the degrees reported in this classification.

Percentages used for the Department of Recreation Resources Administration worksheet are supported by an extensive study of 187 institutions from throughout the United States and Canada. This 1975 report (Report on the State of Recreation and Park Education in Canada and the United States) was published by the Society of Park and Recreation Educators, a branch of the National Recreation and Park Association.

Tables from the SPRE study used to calculate availability of blacks, women and other minorities are attached.

It is believed that the data from the SPRE report related to available women is somewhat distorted because it includes degree candidates in therapeutic recreation, a field that is particularly attractive to women.

The Department of Recreation Resources Administration does not offer work in therapeutic recreation and has no plans to offer this specialization in the future. It is assumed that approximately 40 percent of all women seeking advanced degrees would fall into this category and percentages used in the worksheets are adjusted to meet this assumption. Percentages for blacks and other minorities were not adjusted.

TABLE V

Number of Recreation and Park Majors in Senior Colleges and Universities Enrolled  
During the Spring of 1975 (By Degree, Sex and Region)

Region	No. of Schools Reporting	Bachelors			Masters			Directorate & Sixth Year			Doctorate			Total		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Northeast	10	583	506	1089	118	106	224	2	2	4	5	2	7	708	616	1324
Mid-Atlantic	21	1388	1111	2499	227	271	548	1	2	3	48	12	60	1714	1396	3110
Southern	41	2490	1729	4219	240	254	394	2	1	3	5	2	7	2737	1886	4623
Great Lakes	44	2813	3026	5839	328	164	492	2	-	2	32	7	39	3175	3197	6372
Mid-West	21	608	345	953	53	11	64	-	-	-	3	1	4	664	357	1021
Southwest	12	523	266	789	76	35	111	-	-	-	30	2	32	629	303	932
Pac. Northwest	11	604	376	980	79	23	102	-	-	-	9	2	11	692	401	1093
Pac. Southwest	21	1841	1699	3540	240	176	416	-	-	-	24	9	33	2105	1884	3989
Canada	6	534	373	907	4	1	5	-	-	-	-	-	-	538	374	912
Total	187	11384	9431	20815	1415	941	2356	7	5	12	156	37	193	12962	10414	23376
No Answer*				<u>2451</u>			<u>200</u>			<u>0</u>			<u>14</u>			<u>2665</u>
Total				23266			2556			12			207			26041

\*Did not identify student by sex

TABLE VII

Comparison of Students by Race and by Degree Program

Race	Bachelor	Master's	Directorate or Specialist	Doctorate
Caucasion	14,411	1,587	7	162
Black	602	112	1	6
Spanish American	211	17	--	2
***American Indian	15	4	--	--
**Other	37	7	--	4
* No Answer	7,990	829	4	33
Total	23,266	2,556	12	207

\*Forty-eight respondents did not answer the question.

\*\*Primarily of oriental heritage.

\*\*\*A misprint omitting the term "Indian" appears to have mislead many respondents and, therefore, these data are of little value.

(6) There continued to be a significant increase in graduate enrollment at the Master's Degree level although the 20 percent increase was not as dramatic as found in 1973 (45%) and 1971 (39%). (See Table VIII). As noted earlier in this report, there was a significant decrease in the number of doctoral candidates - both in number of such degree programs reporting and in the number of doctoral candidates within individual programs - at least for the larger ones. (See Table IX)

AVAILABILITY DATA

Group Humanities and Social Sciences

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	3.48%	29.61	7.47
Without Appropriate Terminal Degree	7.83 *	42.20	4.14

Explain source of data:

"With Appropriate Terminal Degree"

Definition: Ph.D. in all departments except Physical Education.  
Masters degree in PE.

Blacks and Other Minorities

Data base: U.S. Summary, "Degrees...Conferred...1975...and...1976"

Procedures:

1. University Studies personnel were distributed to the appropriate departments throughout the School.
2. Raw availability totals by race and discipline were extrapolated from generic HEGIS data by constructing tables of expected frequencies.
3. Discipline totals were aggregated into departmental totals.
4. These totals were expressed in percentages of the total pool available, less non-resident degree-holders.
5. Availability percentages were multiplied by a weighting factor reflecting the relative size of each department within the school.
6. The over all availability percentage for the school was derived by summing the nine weighted departmental availability percentages.

\*For the "Black % without appropriate terminal degree," the UNC Summary 1976-1977 was used since this provided a higher percentage than the U.S. 1975-1976 summary.

Females

Data base: Same as above.

Procedures:

1. Same as above
2. Male/female totals were extracted from generic HEGIS data.
- 3-6. Same as above.

"Without Appropriate Terminal Degree"

Definition: Masters degree in all departments except PE. Bachelors degree in PE.

Problem: The above definition was required in the cases of Blacks and Other Minorities, but it generates a distorted picture of actual availability. The School hires very few terminal Masters graduates in eight of the nine departments and PE has not hired a terminal Bachelors degree holder in the last five years. In this School almost all of those employed "without appropriate degrees" are temporary appointments or (as is most often the case) Ph.D. students in the process of completing their dissertations. In almost all cases such a person would not be retained if the Ph.D. degree were not completed within a reasonable period of time.

Blacks and Other Minorities

Data base: Same as "with appropriate" category for other minorities.  
Used the UNC Summary for Blacks.

Procedure: Same as above.

Females

Data base: Same as above.

Procedures:

- 1-4. Same as above.
- 4a. Departmental percentages were reduced by two-thirds to reflect the all-but-dissertation status of most of our hirings in this category.
- 5,6. Same as above.



AVAILABILITY DATA

Group Physical and Mathematical Sciences

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	0.9	9.2	3.7
Without Appropriate Terminal Degree	9.1 *	21.2	4.1

Explain source of data:

In each case, figures from Physical Sciences (HEGIS #1900), Mathematics (HEGIS #1700), and Computer and Information Sciences (HEGIS #700) were added.

\* For the "Black %, without appropriate terminal degree", the UNC summary was used, since this provided a higher percentage than the USA summary. For all other percentages, the USA summary was used.

AVAILABILITY DATA

Group Textiles

Category	Black %	Females %	Other Minorities %
With Appropriate Terminal Degree	0.62	1.78	4.98
Without Appropriate Terminal Degree	2.27 *	2.95	4.84

Explain source of data: "Engineering", from HEGIS as the source.

\* UNC Summary.

AVAILABILITY DATA FOR EPA PROFESSIONAL NON-FACULTY

Each of the twelve units used the 1975-1976 U.S. Summary in determining appropriate availability percentages for blacks, females, and other minorities for the EPA Professional Non-Faculty category. These percentages for each unit are given below:

Unit	%Blacks	% Females	%Other Minorities
Ag & Life Sciences	4.6	27.3	10.0
Design	22.1	42.3	0.3
Education	10.0	64.0	3.0
Engineering	1.0	3.0	5.7
Forest Resources	2.0	7.9	4.0
Humanities & Social Sciences	9.0	34.0	3.0
Physical & Math. Sciences	2.1	17.8	
Textiles	1.3	3	4.8
Library	5.4	78.1	3.3
Student Affairs	8.9	44.9	3.5
University Extension	3.0	20.0	2.0
Special Units	8.1	22.2	4.0

Availability percentages for blacks, females, and other minorities were derived by finding for each unit the product of the proportion of persons in that unit times the availability percent for that unit and then the sum of these products. These calculations are given below:

Blacks

$$(4.6 \times .36) + (22.0 \times .005) + (10.0 \times .011) + (1.0 \times .090)$$

$$(2.0 \times .049) + (9.0 \times .005) + (2.1 \times .046) + (1.3 \times .020) +$$

$$(5.4 \times .064) + (8.9 \times .163) + (3 \times .074) + (8.1 \times .107)$$

$$\approx 5.2\%$$

Females

$$\begin{aligned} & (27.3 \times .36) + (42.3 \times .005) + (3.0 \times .090) \\ & + (7.9 \times .049) + (34 \times .005) + (17.8 \times .046) + \\ & (3.0 \times .020) + (78.1 \times .064) + (44.9 \times .163) \\ & + (20.0 \times .072) + (22.2 \times .107) \simeq 26.6\% \end{aligned}$$

Other Minorities

$$\begin{aligned} & (10.0 \times .360) + (0.3 \times .005) + (3.0 \times .011) + \\ & (5.7 \times .090) + (4.0 \times .049) + (3.0 \times .005) + \\ & (0.0 \times .046) + (4.8 \times .020) + (3.3 \times .064) + \\ & (3.5 \times .163) + (2.0 \times .072) + (4 \times .107) \simeq 5.8\% \end{aligned}$$

SP-VA-111-100-1000

Combined Availability Data: Wake, Durham, Orange, Franklin, Johnston Counties  
 Extrapolated from Manpower Data Raleigh-Durham Standard Metropolitan Statistical Area and  
 Manpower Data Johnston and Franklin Counties Provided by Employment Security Commission

Category	White		Black		Other Minorities		Total	
	M	F	M	F	M	F	M	F
Exec., Adm., Mgr'l.	79.7	14.6	4.2	1.2	.2	.1	84.1	15.9
Professional	55.1	34.0	3.9	6.3	.5	.2	59.5	40.5
Clerical & Secretarial								
Sales	63.0	30.9	2.8	3.2	.1	.02	65.9	34.1
Secs., Stenos., Typists, Other	19.8	68.4	3.8	7.6	.2	.2	23.8	76.2
Tech. & Paraprofessional	55.1	34.0	3.9	6.3	.5	.2	59.5	40.5
Skilled Crafts	77.6	5.3	15.6	1.3	.2	0	93.4	6.6
Service Maintenance All	34.1	23.6	21.3	20.6	.2	.2	55.6	44.4
Operatives	39.2	31.0	17.2	12.3	.2	.1	56.6	43.4
Laborers, Non-Farm	42.1	4.8	49.0	3.6	.5	0	91.6	8.4
Service Workers	23.1	29.4	20.1	27.1	.2	.2	43.3	56.7
Household Workers	.2	10.4	2.9	86.4	0	.1	3.1	96.9
Farm Workers	60.6	7.4	25.3	6.4	.3	0	86.2	13.8

Totals may exceed 100.0% -- Spanish Americans may be tallied as  
Black or White but are also Tallied Under Other Minorities

Percentage in the Labor Force by Race/Sex

	White		Black		Other Minorities		Total	
	M	F	M	F	M	F	M	F
TOTAL	46.0	31.6	11.5	10.6	.2	.1	57.7	42.3

May 16, 1973

MEMORANDUM

TO: Deans, Directors, and Department Heads

SUBJECT: University Policy Concerning the Concurrent  
Employment of Relatives

On April 13, 1973, the Board of Governors approved a resolution and a new policy on the concurrent employment of relatives in EPA positions. This new statement supersedes my previous memorandum of April 18, 1968 and the nepotism policy as it appears on Page V-7 of the Faculty Handbook. Please note: This revision does not apply to SPA employees. The SPA policies, however, are entirely consistent with this policy.

RESOLUTION

WHEREAS, decisions concerning the employment, evaluation, promotion and compensation of academic personnel should be based in every instance on considerations of individual merit, and

WHEREAS, favoritism based on family relationships between employees derogates from the merit principle of employment, and

WHEREAS, the risk of occurrence of such favoritism can be avoided most effectively by the advance establishment of general restrictions against the creation of situations where such favoritism could be operative; and

WHEREAS, a common policy concerning the employment of relatives, applicable to personnel practices at all constituent institutions of The University of North Carolina, is desirable,

NOW THEREFORE, the Board of Governors herewith adopts the following UNIVERSITY POLICY CONCERNING THE CONCURRENT EMPLOYMENT OF RELATIVES.

## A. Basic Principles

Consistent with the principle that University employees and prospective employees shall be evaluated on the basis of individual merit, without reference to consideration of race, sex, religion or national origin, or any other factors not involving personal professional qualifications and performance, the following restrictions, designed to avoid the possibility of favoritism based on family relationship, shall be observed with respect to institutional personnel who are not subject to the State Personnel Act:

1. Related persons shall not serve concurrently within the institution in any case where one such relative would occupy a position having responsibility for the direct supervision of the other relative.

2. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same academic department (or other comparable institutional subdivision of employment), a relative may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the relative.

3. With respect to the concurrent service of related persons within the same academic department (or other comparable institutional subdivision of employment), neither relative shall be permitted, either individually or as a member of a faculty or as a member of a committee of a faculty, to participate in the evaluation of the other relative.

## B. Definition of "Related Persons"

The following relationships are sufficiently immediate to invoke the prohibitions against concurrent service of related persons:

1. Parent and child
2. Brothers and sisters
3. Grandparent and grandchild
4. Aunt and/or uncle and niece and/or nephew
5. First cousins
6. Step-parent and step-child
7. Step-brothers and step-sisters
8. Husband and wife
9. Parents-in-law and children-in-law
10. Brothers-in-law and sisters-in-law
11. Guardian and ward

C. Effective Date

The provisions of this policy shall be applicable prospectively only, with reference to appointment made after the adoption date of the policy.

D. Employees subject to the State Personnel Act.

With respect to University employees who are subject to the State Personnel Act, applicable restrictions concerning the concurrent service of related persons shall be those adopted by the State Personnel Board

E. Each Chancellor shall report annually to the Board of Trustees, at the regular meeting falling closest to the date of commencement, concerning all specific cases during the preceding year in which the terms of this policy were applied.

---

CAMPUS IMPLEMENTATION

The inherent responsibility rests with the deans, directors, and department heads to exercise common sense and prudence in avoiding complications which may arise from employing relatives in situations where their relationship could produce favoritism, discrimination or other disrupting phenomena. I am asking Assistant Provost Nash N. Winstead to review for the University Administration the Dean's (or other unit head's) justification in each case of the prospective EPA appointment of a relative in advance of the appointment (1) to insure that we avoid the possibility of favoritism based on family relationship and to insure that the decisions concerning employment are based on consideration of individual merit, and (2) to enable us to maintain data as required under Paragraph E.

Administrative Memorandum, Number 14, dated April 27, 1973 from the President is attached. It expands on interpretation and implementation of the new policy. Please study it carefully.

Paragraph 3 calls for "appropriate personnel-action forms" to aid the policy implementation. The Administration will have to provide you with forms and/or instructions covering promotions. Initial appointment forms already require information of kinship.

John T. Caldwell  
Chancellor



The University of North Carolina  
Office of the President

ADMINISTRATIVE MEMORANDUM

SUBJECT: University Policy Concerning  
Employment of Related Persons  
(Anti-Nepotism)

NUMBER 14  
DATE April 27, 1973

Directions Concerning Implementation

Consistent with the report of the Personnel Committee of the Board of Governors, which recommended adoption of this policy, the following directions concerning implementation of the policy statement are furnished to each campus administration:

1. Copies of the policy statement, with appropriate explanatory material, are to be distributed to all University employees who have responsibility and authority with respect to personnel recommendations or decisions.
2. The policy is to be publicized generally throughout the University community, to insure that all employees are aware of its requirements.
3. Appropriate personnel-action forms, designed to insure effective administrative supervision of the implementation of the policy, shall be used in screening applicants or candidates for appointment, for example:
  - a. With reference to candidates for initial employment, the pertinent personnel-action form shall include an inquiry about whether the applicant or candidate is related, within the degrees specified in the policy statement, to any incumbent employee within the institution or to any other candidate for concurrent employment at the institution.
  - b. With reference to candidates for promotion to a position having responsibility for supervision of other employees, the pertinent personnel-action form shall include an inquiry about whether the candidate is related, within the institution or to any other candidate for concurrent employment at the institution.
4. In any situation where two or more related persons are to be employed concurrently within the same academic department (or other comparable subdivision of institutional employment), the supervisory or administrative official who has authority to give final administrative approval to the employment shall obtain from the supervisory or administrative official recommending employment a certification to the effect that no other candidate for the position in question possesses qualifications superior to those of the relative candidate.

5. Consistent with the requirements of Paragraph E of the Board policy, each Chancellor's written report to the Board of Trustees shall treat all cases in which the nepotism question arose during the preceding year:

a. In all cases where an individual making written application for employment was denied employment because of the requirements of the anti-nepotism policy, the circumstances shall be set forth; for example, (1) the employment would have resulted in one relative supervising another, or (2) an unrelated candidate had demonstrably superior qualifications;

b. In all cases where concurrent employment of related persons was allowed, the justifying circumstances shall be set forth; for example, (1) the supervisory relationship was not "direct", or (2) there were no other candidates for the available position whose professional qualifications were demonstrably superior to those of the relative.

#### Interpretations of Substantive Policy

Note should be taken particularly of the following points in connection with administration of the Board policy.

1. This policy applies only to EPA personnel; however, the policy of the State Personnel Board for SPA personnel, which was recently revised, is essentially identical in substance to the policy of the Board of Governors.

2. The policy of the Board of Governors is to be applied prospectively. This means that no incumbent employee's current job security will be jeopardized by the enactment of this policy; in short, if there are current instances of concurrent employment of relatives, in which one relative has responsibility for direct supervision of the other, neither person need be nor shall be prejudiced by this fact (neither to be transferred or asked to resign or discharged, so as to eliminate the type of conflict of interest now proscribed by the Board policy). However, prospective application of the new Board policy does require the following:

a. With reference to incumbent related employees, neither may hereafter be promoted to a position in which he or she would have responsibility for direct supervision of his or her relative; or, conversely, the promotion of one to such a supervisory position would require the transfer or resignation of the other, so as to eliminate the conflict of interest;

b. With reference to incumbent related employees, neither may hereafter participate in the evaluation of the other; this means:

(1) One relative who is a supervisor of the other must disqualify himself or herself from and not participate in the evaluation of the other, if such disqualification is practicable; it is acknowledged that during this transition period, in which relationships otherwise precluded by the new policy are permitted to persist with reference to incumbents, it may not be possible in every instance for the supervisor to readily effect a removal of himself or herself from the evaluation process; however, where this is possible, it must be done;

(2) One relative may not sit as a member of a faculty or a member of a committee of a faculty which is exercising authority to evaluate the other relative; as appears most appropriate, this objective can be accomplished either by selective absence of an affected faculty member from the functioning of such a faculty or faculty committee which could be charged with responsibility for evaluation of a relative.

3. Section A 1 of the policy of the Board of Governors predicates its restriction on the concept of "responsibility for direct supervision." This phrase was adopted in the belief that, within the limits of basic guidelines, the policy ought to be so stated as to permit variety of treatment responsive to varying conditions at the campuses.

The question of "directness" or "indirectness" must be interpreted reasonably to accomplish the intent and spirit of the anti-nepotism policy. As a general rule of interpretation, no supervisory relationship between related persons should be permitted to exist where the supervisor effectively controls the terms and conditions of the relative's employment, including promotion opportunities, rates of compensation, work assignments and evaluation of performance. The terms "direct" and "immediate" may be essentially interchangeable, for purposes of evaluating certain types of relationships; however, in certain situations, because the term "immediate" may connote only "first line" supervision, it may be too restrictive a concept to serve as a reasonable guide.

Existence of the following types of relationships would appear, invariably, to violate the restriction against "direct supervision":

- a. Department Chairman and a member of the instructional staff of the same department.
- b. Member of instructional or research faculty and his or her teaching or research assistant.
- c. Dean of a School and Chairman of a Department included within the School.

d. Chancellor and a Vice Chancellor.

With respect to other types of relationships, an exercise of discretion may be necessary, with the possibility of varying conclusions depending on the operative circumstances. In general, if the relationship between an employee and an official in the line of supervision is sufficiently remote to give rise to no substantial supervisory relationship, it may be appropriate to disregard the fact of family relationship.

In applying all aspects of the Board policy, the essential points, as articulated in the Basic Principles, is that no person shall at any time receive preferred treatment because of his or her relationship to another employee of the institution. The guidelines established in Paragraph A 1 of the Board policy are designed to preclude situations in which there is a high risk of such subjective favoritism. Accordingly, any interpretation of the "direct supervision" restriction should be consistent with this underlying policy objective.

Of critical importance is the principle that administrative guidelines and practices shall operate consistently. For example, if the policy is invoked in one case to preclude employment of a faculty member because his or her relative is Chairman of the department, the same result should obtain with respect to all identical cases; conversely, if employment is allowed under certain factual circumstances, there should be consistent results achieved in all identical cases. In short, an ad hoc, case-by-case approach, without the benefit of consistently applied guidelines, is likely to produce variations in result which could prompt charges of discrimination.

William Friday

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Office of the Chancellor

August 24, 1973



MEMORANDUM

To: Deans, Directors, and Department Heads

Subject: University Policy Concerning Employment of Relatives (SPA Personnel)

This memorandum is a supplement to my memorandum of May 16, 1973 concerning concurrent employment of relatives in EPA positions and covers SPA personnel.

POLICY STATEMENT

It is a policy that individuals considered for employment or promotion will be selected on the basis of training and experience and other characteristics which best suit the individual for the job to be performed.

If conditions are such that it is necessary for relatives to be considered for employment, it shall be necessary to certify on form PD-105 that such action will not result in one member supervising another immediate family member; or, that neither member occupies a position which has influence over the other's employment, promotion, salary administration, and other related management or personnel considerations. Commitment to employ a relative shall not be made until approval has been given by the Division of Personnel Services.

"IMMEDIATE FAMILY" DEFINED

The term "immediate family" shall be understood to refer to that degree of closeness of relationship which would suggest a problem might be created within the working unit. In general, this would include wife, husband, mother, father, brother, sister, son, daughter, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandmother, grandfather, grandson, granddaughter, step-father, and step-mother. It might also include others living within the same household or otherwise so closely identified with each other as to suggest difficulties.

POLICY COVERAGE

This new policy concerning employment of relatives within the SPA work force has been adopted by the State Personnel Board, covers all SPA employees, including permanent, part-time, and temporary positions, and supersedes my previous memorandum on this subject of April 18, 1968.

  
John T. Caldwell

**NOTICE OF STAFF VACANCY  
DIVISION OF PERSONNEL SERVICES  
IMPORTANT! READ INSTRUCTIONS ON REVERSE**

1. CLASSIFICATION TITLE		2. WORKING TITLE		3. DEPT. and SCHOOL/DIVISION	
4. POSITION #	5. SALARY GRADE	6. SEPARATING/SEPARATED EMPLOYEE'S NAME		7. MAXIMUM SALARY STEP AVAILABLE IN BUDGET	
8. AVAILABLE DATE		9. WORK LOCATION		10. WORK HOURS	11. IMMEDIATE SUPERVISOR
12. DEPT'L. INTERVIEWER(S)		13. PHONE #	14. INTERVIEW LOCATION		15. MAILING ADDRESS

16. DESCRIPTION OF PRIMARY DUTIES AND RESPONSIBILITIES, WORKING CONDITIONS, ETC.

17. MINIMUM ACCEPTABLE TRAINING, EXP., SKILLS	18. PREFERRED TRAINING, EXP., SKILLS
---	--------------------------------------

<p>19. AFFIRMATIVE ACTION</p> <p>Are departmental interviewers:</p> <table style="margin-left: 40px;"> <tr> <td style="width: 30%;">—aware of unit hiring goals?</td> <td style="width: 10%; text-align: center;">YES</td> <td style="width: 10%; text-align: center;">NO</td> <td style="width: 50%;"></td> </tr> <tr> <td>—aware of their accountability?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>—committed to achieving goals?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> </table>	—aware of unit hiring goals?	YES	NO		—aware of their accountability?	<input type="checkbox"/>	<input type="checkbox"/>		—committed to achieving goals?	<input type="checkbox"/>	<input type="checkbox"/>		<p>20. SPECIAL RECRUITMENT REQUESTS:</p> <p><input type="radio"/> —Concentrated Affirmative Action efforts</p> <p><input type="radio"/> —Media advertising</p> <p><input type="radio"/> —Job Flyers</p> <p><input type="radio"/> —Other (Please describe) _____</p> <p>_____</p> <p>_____</p>
—aware of unit hiring goals?	YES	NO											
—aware of their accountability?	<input type="checkbox"/>	<input type="checkbox"/>											
—committed to achieving goals?	<input type="checkbox"/>	<input type="checkbox"/>											

21. REQUEST FOR WAIVER OF LISTING IN PERSONNEL NOTES

Name of Recommended Candidate \_\_\_\_\_; Race \_\_\_\_\_; Sex \_\_\_\_\_

CHECK IF APPLICABLE: Handicapped ; Vietnam-era Veteran ; Disabled Veteran

Please attach up-to-date State Application form.

JUSTIFICATION:

All waivers must be approved and signed by:

\_\_\_\_\_  
Unit Affirmative Action Officer

\_\_\_\_\_  
Date

## STAFF RECRUITMENT

SPA vacancies are listed weekly on *Personnel Notes* which is distributed across campus and to over fifty agencies, institutions and individuals including the Employment Security Commission, Vocational Rehabilitation, NAACP, Bureau of Indian Affairs, Wake County Opportunities, Wake County Sheltered Workshop, St. Augustine's College, Shaw University, N.C. A&T, NCCU, Durham College, UNC-G, Division of Services for the Blind, Veterans' Employment Service, Wake County Council on Aging, Council on the Status and Employment of Women, and the Raleigh Lion's Clinic for the Blind.

## INSTRUCTIONS

Both copies of the DPS-008 must be submitted to the Division of Personnel Services whenever a new SPA position is established or an SPA vacancy occurs which a department plans to fill. The DPS-008 must be received by the deadline posted weekly in *Personnel Notes* to assure listing in the following week's *Personnel Notes*. A review of the University Affirmative Action Plan with special attention to unit hiring goals is recommended prior to completing this form.

Most items on the DPS-008 are self-explanatory, however further information is provided on certain items below. An interviewer will call to acknowledge receipt of the form and to answer any questions.

- ITEM 7 —Please indicate the maximum step available in the budget at which you will consider starting a transfer or new employee.
- ITEM 10—Describe Work Hours. For example, 8:00 a.m. to 5:00 p.m. Monday through Friday may be abbreviated: 8-5 M-F.
- ITEM 16—Please provide a brief description of normally assigned job duties. If overtime, overnight travel or other unusual working conditions exist, indicate to what extent they are required. If a position will be temporary indicate duration.
- ITEM 17—Minimum recruitment standards must be justified by the level and complexity of position duties and responsibilities. Standards unnecessary for successful job performance may violate civil rights law. Also indicate if you will accept a trainee.
- ITEM 18—Preferred standards must be related only to factors that would enhance job performance.
- ITEM 20—**CONCENTRATED AFFIRMATIVE ACTION EFFORTS**—May include personal contacts with minority and women's groups, advertising in minority or female-oriented media, etc. Normally requires departmental commitment to an extended recruitment period.  
**MEDIA ADVERTISING**—May include advertising in local or regional newspapers, regional or national periodicals, etc. Departments normally pay advertising costs.  
**JOB FLYERS**—May be prepared by personnel staff for distribution to a broad or selective mailing list. Flyers are highly descriptive and most effective in generating responses. A suggested mailing list should accompany the Notice of Staff Vacancy.
- ITEM 21—Please use the EEO-6 ethnic categories to complete the blank marked Race: 1) White (not Hispanic); 2) Black (not Hispanic); 3) Hispanic; 4) Asian or Pacific Islanders; 5) American Indian/Alaskan Native.

## DEFINITIONS:

*Handicapped*—having an impairment which substantially limits one or more major life activities, having a record of being handicapped, or regarded as having a handicap.

*Disabled Veteran*—a veteran entitled to disability compensation for disability rated at 30% or more or a veteran released from active duty for a disability incurred or aggravated in the line of duty.

*Vietnam-era Veteran*—a veteran on active duty more than 180 days any part of which occurred between August 15, 1964 and May 7, 1975.

**JUSTIFICATION:** If promoting a current SPA employee describe the procedure followed in selecting this individual over other employees. If recommending a current temporary employee describe how this employee was initially recruited. **ALL JUSTIFICATIONS MUST ALSO ADDRESS THE IMPACT OF A WAIVER ON THE UNIT'S EFFORTS TO ACHIEVE STATED AFFIRMATIVE ACTION GOALS AND MUST BE APPROVED BY THE UNIT'S AFFIRMATIVE ACTION OFFICER.**

IF YOU HAVE QUESTIONS CONCERNING THIS FORM CALL 737-2135.

NORTH CAROLINA STATE UNIVERSITY

APPLICATION ROUTING AND EVALUATION SHEET FOR STAFF POSITIONS

Applicant:	To be reviewed by:	Department:
Position applied for:	Date routed: AM <input type="radio"/> PM <input type="radio"/>	Application transmitted via: Campus Mail <input type="radio"/> Other <input type="radio"/> Applicant <input type="radio"/>

Personnel Office/Interviewer Remarks \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

UNIVERSITY EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

North Carolina State University is committed to the provisions and principles of equal employment opportunity. It is the policy of the University that firm and positive efforts will be made by all management and supervisory personnel to prevent discriminatory employment practices. Affirmative action will be taken to insure that employment, training, upgrading, promotion, demotion, transfers and termination of individuals is pursued on a fair, impartial basis and that no factor of race, color, religion, sex, national origin, age or political affiliation will be considered except where specific age or sex requirements constitute a bona fide occupational qualification necessary to proper and efficient administration. The University is subject to the requirements of Title IX of the Education Amendments of 1972 Prohibiting Sex Discrimination in Education. As a government contractor, the University is also subject to the Rehabilitation Act of 1973 and the Vietnam Veterans Readjustment Assistance Act which require affirmative action to employ and advance in employment qualified handicapped individuals, disabled veterans and Vietnam era veterans.

*Joab L. Thomas*  
 \_\_\_\_\_  
 Joab L. Thomas, Chancellor

VETERANS' PREFERENCE

The General Statutes of the State of N.C. provide for Veterans' preference in State Employment. If two applicants are judged to be equal and best qualified and one is a veteran, select the veteran. These provisions further extend to the widows of veterans and to the wives of disabled veterans.

HIRING PROCEDURE

- 1) Hiring officials are not required to interview all applicants referred but must justify actions taken relative to each applicant on the reverse of this form. If unable to reach an applicant contact Personnel Services for assistance.
- 2) No department is authorized to make a commitment on employment or salary level to any applicant for a staff (SPA) position without prior approval from Personnel Services.
- 3) All Application Routing and Evaluation Sheets must be satisfactorily completed and returned to Personnel before a hiring recommendation will be approved.



