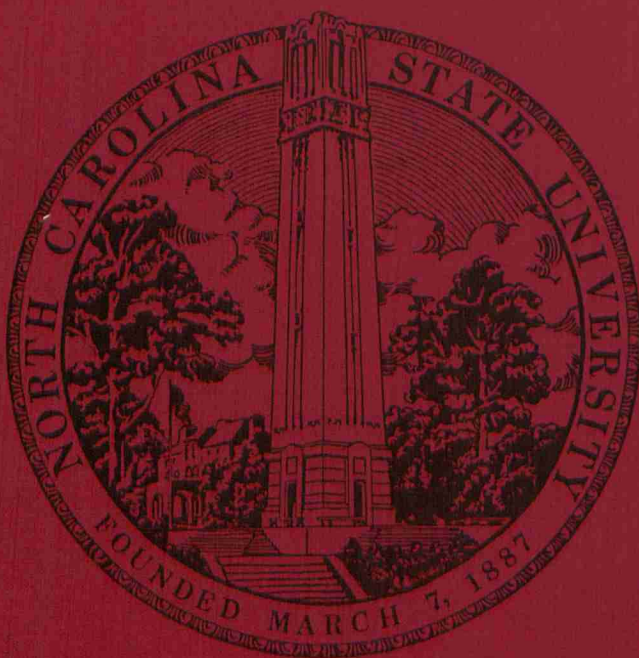


AFFIRMATIVE ACTION PLAN

Revised December 1986



North Carolina State University

NORTH CAROLINA STATE UNIVERSITY

AFFIRMATIVE ACTION PLAN

1986-1991

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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 (and the regulations thereunder at 41 CFR Parts 60-1, 2, 3, 20 and 50) and the Consent Decree in State of North Carolina v. Department of Education, E.D.N.C. (No. 79-217-CIV-5) (July 17, 1981).

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 thorough evaluation and should result in a more extensive commitment to the established goals.

The University is striving to maintain not only a policy, but also a positive attitude toward equal opportunity that is consistent with the intellectual and moral objectives of the institution. To this end and commensurate with the areas of recruitment, it is North Carolina State University's desire to reflect the national mix of races in its faculty and the State mix of races in its support staff.



Bruce R. Poulton
Chancellor

I. INTRODUCTION

A. North Carolina State University

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 A, B, and C.

B. Revision of the University's Affirmative Action Plan

The 1986 NCSU Affirmative Action Plan is a revised version of the Affirmative Action Plan of July 1, 1983. This 1986 revision of the Affirmative Action Plan is being submitted to satisfy the requirements of Executive Order 11246, but also with the regulations thereunder at 41 CFR Parts 60-1, 2, 3, 20, and 50, and the Consent Decree in State of North Carolina v. Department of Education, E.D.N.C. (No. 79-217-CIV-5) (July 17, 1981).

Prior to entry of the Consent Decree in July of 1981, the constituent institutions of the University of North Carolina had and were implementing affirmative action plans based on the provisions of Executive Order 11246. A commitment to maintain such plans was included in the Consent Decree at Section VI.9., Employment. By the terms of the Consent Decree, each constituent institution thereafter adopted a revised affirmative action plan, effective June of 1983 and due to expire on December 31, 1986. For two additional years, through December 31, 1988, the United States District Court will monitor continued University compliance with federal constitutional and statutory requirements relevant under the Consent Decree. The 1986 revision is based upon a five year period effective December 1, 1986, and due to expire on December 31, 1991. Except for the changed period of coverage, and an update of the

HEGIS survey, this revised plan is consistent with the commitment in the Consent Decree at Section VI.9 which states:

Employment. Each constituent institution's affirmative action plan now extends over a five-year period ending October 1, 1983. By June 30, 1983, these plans shall be revised for a period to expire December 31, 1986, and shall comply with the requirements of Executive Order 11246.

Goals set under Executive Order 11246 shall be stated separately for the categories of: (a) faculty holding tenure or tenure-track positions and (b) executive/administrative/managerial employees. These goals shall be set by June 30, 1983, as part of the revisions described above. The goals set shall reflect both anticipated vacancies through December 31, 1986, and the anticipated total number of employees as of December 31, 1986. Availability of Black persons possessing appropriate degree qualifications shall be determined by reference to their representation among all United States degree recipients in the most recent HEGIS national survey of degrees conferred (HEGIS/NCES format 2300-2.1) available to the University as of the date of this Decree.

NCSU decided that the most effective method of developing a functional and effective revision for this institution, consistent with -- (a) the Consent Decree; (b) Executive Order 11246 as amended; and (c) 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 November 1986, 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
- School of Veterinary Medicine
- Division of Student Affairs
- Library

Division of Finance and Business
University Extension
Special Units

Guidelines for planning were developed and distributed to each unit. Within these guidelines, each unit prepared its plan, conducting its own utilization and availability analysis consistent with the given numerical formulas and restricted availability data.

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 14 planning units.

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

C. Reaffirmation of Nondiscrimination Policy

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

North Carolina State University is dedicated to equality of opportunity within its community. Accordingly, North Carolina State University 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. North Carolina State University commits itself to positive action to secure equal opportunity regardless of those characteristics.

North Carolina State University supports the protection available to members of its community as provided in The Code of the University of North Carolina (Section 103) which states:

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.

Additionally, NCSU supports the protection available under all applicable State and Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay Act, the Age Discrimination in Employment Act, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, and Executive Order 11246 as amended by 11375.

NCSU is committed to the principle that employees shall be identified initially, and thereafter differentiated among, 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 are monitored 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

shall be taken in any case where there is demonstrated discrimination based on race, color, religion, sex, national origin or handicap. Where there is significant evidence that members of a particular class of employees have been underutilized, specific goals and timetables designed to remedy that underrepresentation have been established. In order to reach these goals, NCSU has employed intensified recruitment efforts involving extensive advertising and other available means to reach women and minority candidates.

All employees are expected to support the principle of, and contribute to the realization of, equal employment opportunity. Any employees with responsibilities and authority in the areas 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 action, including disciplinary action.

As an institution that 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 an effort to employ additional women and members of minority groups, pursuant to established goals and timetables, shall be directed toward enlarging the opportunity for fair competition by qualified members of previously underrepresented groups for available appointment, positions and promotions.

D. Dissemination of Policy Statement

NCSU's Nondiscrimination Policy has been formally disseminated both internally and externally. Within the University, the policy has appeared and will continue to appear on several University-sponsored

publications (See Table A). These publications reach all levels of University employees. Additionally, formal statements of the Nondiscrimination Policy are included in the Faculty Handbook and Staff Employee Handbook.

The revised 1986-1991 Affirmative Action Plan shall be distributed to all units. All modifications and amplifications of the plan shall be similarly distributed. Table A lists particular publications, those persons reached by the publications, the individual responsible for each, and the time of publication.

E. Data Files Kept By North Carolina State University

Personnel files are currently controlled by two separate offices. The Division of Human Resources maintains individual records for all employees classified under the State Personnel Act (SPA). 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. In both cases, files contain all pertinent statistical information on employees (i.e. name, race, sex) and all personnel action papers with supporting data and/or pertinent correspondence. These files furnish the basis for a variety of reports useful in analyzing affirmative action progress.

TABLE A

INTERNAL DISSEMINATION

<u>NAME</u>	<u>RESPONSIBILITY</u>	<u>TIME OF PUBLICATION</u>
<u>Publications Reaching All Employees</u>		
NCSU Journal	Director, Information Services	Continuous
Statelog	Director, Information Services	Continuous
Official Bulletin	Division of Student Affairs	Continuous
<u>Publications Reaching Faculty</u>		
Faculty Handbook	Provost	Continuous
<u>Publications Reaching All SPA Personnel</u>		
Dispatch	Division of Personnel Services	Continuous
Personnel Notes	Director, NCSU Division of Personnel Services	Continuous
SPA Employee Handbook	Director, NCSU Division of Personnel Services	Continuous
Employee Paycheck Bulletins	Payroll and Benefits Office	Continuous
<u>EXTERNAL DISSEMINATION</u>		
EEO Policy statement included on all recruitment material and advertisements for students, staff and faculty.	Vice Chancellor for Student Affairs Director of Personnel Affirmative Action 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	Affirmative Action Officer Director of Personnel	Continuous
and leaders; secondary schools; colleges; and technical and business institutes		
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	Affirmative Action Officer Public Information Office Provost's Office	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 three 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-Tenure Track Faculty - instructional faculty not on the tenure track but exempt from the State Personnel Act. (Example: Lecturers)
- (3) EPA Professional, 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 with the following classifications: Professional, Technical/Paraprofessional, Secretarial/Clerical, Skilled Crafts, and Service/Maintenance.

A. Identification of Discipline Groupings

Following the regular pattern of organization and administration, twelve 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 Communications
 - Agricultural Economics
 - Animal Science

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

II. Biological Sciences

Biochemistry
Botany
Entomology
Genetics
Microbiology
Plant Pathology
Zoology

III. Extension Home Economics

School: Design
Discipline Grouping

IV. Design
Architecture
Landscape Architecture
Product Design

School: Education
Discipline Groupings

V. Education
Counselor Education
Curriculum and Instruction
Educational Leadership and Program Evaluation
Mathematics and Science Education
Occupational Education

VI. Psychology

School: Engineering
Discipline Grouping

VII. Engineering
Chemical Engineering
Civil Engineering
Electrical and Computer Engineering
Engineering Research
Industrial Engineering
Mechanical and Aerospace Engineering
Materials Science Engineering

Nuclear Engineering
 Industrial Extension Service
 Minerals Research Laboratory
 Student Services

School: Forest Resources
Discipline Grouping

- VIII. Forest Resources
 Forestry
 Recreation Resources Administration
 Wood and Paper Science

School: Humanities and Social Sciences
Discipline Grouping

- IX. Humanities and Social Sciences
 Economics and Business
 English
 Foreign Languages and Literatures
 History
 Philosophy and Religion
 Physical Education
 Political Science and Public Administration
 Speech Communication
 Sociology and Anthropology
 University Studies

School: Physical and Mathematical Sciences
Discipline Grouping

- X. Physical and Mathematical Sciences
 Chemistry
 Computer Science
 Marine, Earth, and Atmospheric Sciences
 Mathematics
 Physics
 Statistics

School: Textiles
Discipline Grouping

- XI. Textiles
 Textile Chemistry
 Textile Engineering and Science
 Textile Management and Technology

School: Veterinary Medicine
Discipline Grouping

XII. Veterinary Medicine

Anatomy, Physiological Sciences and Radiology
 Companion Animal and Special Species Medicine
 Food Animal and Equine Medicine
 Microbiology, Pathology and Parasitology

B. Composition of the NCSU Workforce

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

- (1) Executive, Administrative, and Managerial (EPA and SPA)
- (2) EPA Faculty
 - a. Tenured/Tenure-Track
 - b. Non-Tenure-Track
- (3) EPA Non-Faculty
 - a. Professionals
- (4) SPA Personnel
 - a. Professional
 - b. Technical/Paraprofessional
 - c. Secretarial/Clerical
 - d. Skilled Crafts
 - e. Service/Maintenance

C. Appointment, Promotion and Salary Setting Criteria

1. EPA Faculty

North Carolina State University has approximately 60 departments divided among its nine schools that initiate faculty appointments, promotions, and salary recommendations. These recommendations are reviewed by the Provost, acting on the Chancellor's behalf, prior to final approval by 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. Depending on the mission of the department, however, components of the criteria may be weighted 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 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
the senior faculty

The approval of the School Dean, University Affirmative Action Officer, and Provost is required, prior to an offer being made, for all appointments. 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. Normally, the probable rank of a position is determined before the search is begun, i.e., a department decides it will fill an associate professorship in a particular specialty and then begins to consider individuals. The minimum requirements are stated in the Faculty Handbook. 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. An Annual Salary Study (by sex) made by the Provost's Office helps to identify potential problem situations and bring them to the attention of the Deans and department heads for special consideration; where apparent differentials exist, these administrators then must justify them on the basis of performance or appropriate adjustments are made. 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) receipt of other offers;
- f) market conditions for a particular field;
- g) history of past increases;
- h) general overall performance;
- i) interpersonal relationships;
- j) need to redress imbalances.

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 involves 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

Human Resources has centralized administrative responsibility for employment, reemployment, transfer, promotion, and demotion. In cooperation with the campus, Human Resources 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 Human Resources 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 Human Resources. A document entitled "Notice of Staff Vacancy" (See Appendix F) 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.

All referrals are accompanied by Application Routing and Evaluation Sheets, which requires the hiring department to justify its actions relative to the referral. All Application Routing Sheets must be returned to Human Resources satisfactorily completed before a department receives approval to extend an employment commitment. An employment specialist 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 Human Resources and by the unit's Affirmative Action Officer.

Human Resources exercises similar centralized responsibilities with respect to salaries for new appointments, reinstatements, or transfers (lateral, promotional, demotional). Human Resources follows established State 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 Human Resources. 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 ten and one-half step

salary range for each class. A new employee 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 Human Resources. 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 step 1 or to a higher step if merited.

Progress through the salary range is dictated by regulations provided annually by the N. C. General Assembly. Each department head determines salary 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.

D. 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.

E. 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 and 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 accumulate 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.)

F. 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.

G. Testing Procedures

NCSU has a testing agreement with the Employment Security Commission of North Carolina. All applicants for certain designated 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 have not been established due to the disparity in skill needs from position to position within a given classification. Results of these skills tests have replaced 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, knowledge, and abilities are referred to the hiring department. Hiring departments with unusual requirements (Technical Typist) may supplement the Employment Security Commission test with work sampling pre-approved by Human Resources.

A test is also required for certain positions in law enforcement. 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 law enforcement officer.

H. Training and Development

Staff training is coordinated by Human Resources. The intent of special emphasis on staff training is to create a better understanding of University goals, improve work efficiency and job effectiveness of non-academic support activities, and enhance employee moral. 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 offered:

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 -- telephone usage, effective writing, travel policies, etc.
5. effective disciplinary action;
6. interviewing and selecting staff employees;
7. affirmative action -- what it is and what is expected from hiring officials;
8. computer competency.

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.

I. Position Descriptions

Human Resources is responsible for administering the state position classification system for SPA employees in the University.

Human Resources 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 Human Resources a detailed description for each new position. An analyst from Human Resources reviews the description for clarity and understanding and interviews department representatives, employees, and supervisors as appropriate for any additional clarification of responsibilities. Following this and other necessary study, Human Resources 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 the supervisor of any employee affected to prepare a new position description. Following that, the department is responsible for requesting that the position be evaluated for classification purposes. The Division of Human Resources evaluates the position, as described above, and in so doing also interviews each employee involved. It then classifies 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 Human Resources and, frequently, the Office of State Personnel initiate studies of occupational groups 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. A schedule for these class studies provides that the classes in each occupational group will be reviewed periodically.

III. ESTABLISHMENT OF GOALS FOR THE PERIOD 1986-1991

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 1986-1991.

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 specifications contained in the Consent Decree regarding availability data; i.e., the same procedures for analyzing availability and setting goals for the hiring of Blacks in these two categories were also followed for women and other minorities.

Availability analysis and goal setting for the hiring of women, Blacks, and other minorities in other positions classified by EE0-6 (Higher Information Staff Information Reports, EE0-6) categories, were done in accordance with Executive Order 11246. Availability data for these EE0-6 categories were derived from the HEGIS data (1984-1985 Degrees-Awarded); the National Research Council Doctorate Record Files, 1984-1985; and 1980 Census EEO Special File data supplied by Personnel Research Incorporated.

The availability data, employment profiles, hiring opportunities, and goals by race and sex for EE0-6 categories are presented in designated tables as follows:

<u>EE0-6 Category and Title</u>	<u>Table</u>
Executive, Administrative and Managerial Faculty, Tenured/Tenure Track	1 2A
Faculty, Tenured/Tenure Track by Discipline Grouping	2A-1 - 2A-12
Faculty, Non-Tenure Track	2B
Professional, Non-Faculty (EPA Non-Faculty)	3A
SPA Professional	3B

Secretarial/Clerical	4
Technical Paraprofessional	5
Skilled Crafts	6
Service Maintenance	7

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

Executive, Administrative, and Managerial
 Faculty, Tenured/Tenure Track
 Non-Tenure Track Faculty
 EPA Professional, Non-Faculty
 SPA Personnel

A. Administrative Personnel - Table 1

1. Analysis of Availability and Hiring Opportunities

Due to the different classifications (administrators with and without faculty rank) and the diversity in functions in this category, availability percentages for setting goals for Blacks, women, and other minorities were derived through weighted formulas. Specifically, the formulas give the availability percentages by pooling, in proportion, the number of persons expected to hold master's and doctorate degrees.

Data from the HEGIS document on master's and doctorate degrees granted in the United States during 1984-1985 from all disciplines were used to determine availability for Blacks and other minorities. Availability for women was determined from a select group of discipline categories from the same source. The disciplines in this selected list represent a much more realistic assessment with regard to the kinds of disciplines which are offered here at this University.

2. Calculation of Availability Percentages

Due to the diversity of fields in the Administrative Category, our expectation would be that 79% of these persons would hold a Ph.D. degree and 21% would hold a master's degree.

For all HEGIS categories, Blacks represent 3.2% and 4.6% of the doctoral and master's degrees, respectively. Thus, the resulting formula:

$$(144/182 \times .032) + (38/182 \times .046) = 3.48\%$$

For all HEGIS categories, other minorities represent 5.09% and 4.62% of the doctoral and master's degrees, respectively.

$$(144/182 \times .051) + (38/182 \times .046) = 4.98\%$$

Women represent 34% doctoral and 48% master's degrees in the following selected HEGIS categories: Agriculture and Natural Resources (02), Architecture and Environmental Design (04), Life Sciences (2.6), Business and Management (06), Communications (09), Computer and Information Sciences (11), Education (13), Engineering (14), Foreign Languages (16), Letters (23), Mathematics (27), Physical Sciences (40), Psychology (42), Public Affairs (44), and Social Sciences (45).

$$(144/182 \times .34) + (38/182 \times .48) = 36.8\%$$

B. Tenured/Tenure Track Faculty - Table 2A

1. Analysis of Availability and Hiring Opportunities

Tables 2A-1 through 2A-12 are arranged by discipline groupings. The availability analysis was preceded by determining the appropriate terminal degree that would be expected for newly hired faculty. In calculating goals in this category, sole consideration was given to persons having the appropriate terminal degree.

Availability percentages for Blacks, women, and other minorities were ascertained by using the 1984-1985 HEGIS data and the National Research Council, Office of Scientific Engineering Personnel, Doctorate Record Files (number of 1984-85 Ph.D.s by Fine Field of Doctorate, Race,

Citizenship, and Sex). The specific source of availability for each discipline grouping is given in Appendix D.

The estimated growth of the total faculty, 1986-1991, was based upon projected increases in student enrollment for the next two years. Hypothetical allocations of these estimated new positions were made by the Provost to the nine 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, women, and other minorities in each discipline grouping on which goals are based, are given at the top of the next page. Table 2A, Goal Profile 1986-1991 (Line C), represents our most realistic assessment of the numbers of Blacks, women, and other minorities that can be employed toward the attainment of the ultimate goal in the tenured/tenure track faculty category.

As indicated in Section B of Chapter IV, page 55, an annual review of the Affirmative Action Plan is conducted. If the annual review reveals early achievement of goals in the high turnover cohorts, then new cohort goals will be set.

C. Non-Tenure Track Faculty - Table 2B

1. Analysis of Availability

Lecturer positions, which constitute the Non-Tenure Track Faculty positions, occur in seven of the nine schools. Each of these units determined appropriate availability percentages for Blacks, women and other minorities. Composites of these availability percentages 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.

2. Calculation of Availability Percentages

<u>Unit and Source of Availability Data</u>	<u>% Blacks</u>	<u>% Females</u>	<u>% Other</u>
Agriculture and Life Sciences (HEGIS Survey 1984-1985)	2.88	22.31	3.76
Design (HEGIS Survey 1984-1985)	3.75	34.38	6.42
Education (HEGIS Survey 1984-1985)	7.24	72.51	4.59
Engineering (HEGIS Survey 1984-1985)	1.42	10.71	8.58
Forest Resources (HEGIS Survey 1984-1985)	3.16	19.27	0.85
Humanities and Social Sciences (HEGIS Survey 1984-1985)	3.22	53.05	2.60
Physical and Mathematical Sciences (HEGIS Survey 1984-1985)	1.0	28.0	8.0

D. EPA Professional, Non-Faculty - Table 3A

1. Analysis of Availability

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 464 employees in this category, having diverse responsibilities and performing a wide range of functions. Each of the thirteen units employs EPA Professional, Non-Faculty personnel. The majority of these positions are in the Agriculture 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.

The reporting units used the 1984-1985 HEGIS Survey as a data source for determining the availability percentages for Blacks, women, and other minorities.

Because of the diversity of functions in this category, availability percentages for setting goals for Blacks, women, and other minorities were derived from the thirteen subgroups, then pooled in proportion to the number of persons in each subgroup. The pooled availability percentages for Blacks, women, and other minorities are 5.6 percent, 33.1 percent, and 5.0 percent, respectively.

The source on availability data for each of the thirteen units and the analysis of the pooled availability percentages are given below.

2. Calculation of Availability Percentages

Each of thirteen units determined appropriate availability percentages for Blacks, women, and other minorities for the EPA Professional Non-Faculty category. These percentages for each unit are given below:

<u>Unit and Source of Availability</u>	<u>% Blacks</u>	<u>% Females</u>	<u>% Other</u>
Agriculture and Life Sciences (HEGIS Survey 1984-1985)	2.88	22.31	1.13
Design (HEGIS Survey 1984-1985)	3.75	34.38	6.42
Education (HEGIS Survey 1984-1985)	3.83	38.28	2.88
Engineering (HEGIS Survey 1984-1985)	1.42	10.71	8.58
Forest Resources (HEGIS Survey 1984-1985)	3.16	19.27	0.85
Humanities and Social Sciences (HEGIS Survey 1984-1985)	3.22	53.05	2.60
Physical and Mathematical Sciences (HEGIS Survey 1984-1985)	1.0	28.0	8.0

Textiles (HEGIS Survey 1984-1985)	1.4	10.7	7.0
Veterinary Medicine (Assoc. of American Veterinary Medical Colleges, Comparative Data Report)	6.9	31.5	11.5
Library (HEGIS Survey 1984-1985)	4.8	73.0	4.5
Student Affairs (HEGIS Survey 1984-1985)	7.2	70.8	4.5
University Extension (HEGIS Survey 1984-1985)	9.93	59.32	3.7
Special Units (HEGIS Survey 1984-1985)	6.4	56.0	4.4

Availability percentages for Blacks, women, 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.

E. Special Units

The Affirmative Action Planning Unit identified as "Special Units" is composed of the following University offices/departments: Chancellor's Office, Provost's Office, Athletics Department, Radiation Protection, Sea Grant, University Research, International Programs, Computing Center, and University Relations, and Development.

The following HEGIS categories were used in determining the availability for Special Units, with the Master's degree used as the appropriate terminal degree: Business and Management (06), Communications (09), Education (11), Law (22), and Life Sciences (26).

Pooling these categories, the percentages for Blacks, women, and other minorities are as follows: Blacks (6.4%), women (56%), other minorities (4.4%). The "Female" percentage was reduced because the

Large number of secondary school personnel included in the 11 HEGIS Series/Education were women representing about 72%.

F. Analysis of Availability and Hiring Opportunities for SPA PERSONNEL

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

Availability data for five of the EEO-6 categories for SPA employees was developed by the NCSU Division of Human Resources. The labor market data was supplied by Personnel Research Incorporated. (PRI) is a consulting firm specializing in statistical analysis of EEO-related issues.

The labor market data used was drawn from the following areas:

Wake, Durham, Orange, Franklin and Johnston Counties

NCSU's primary labor market for SPA employees is Wake County.

Other counties were included in the labor pool because applicants are drawn from these areas as well.

EEO-1 data supplied by Personnel Research Incorporated closely corresponded with the University's EEO-6 categories. EEO-1 categories Operatives, Laborers, and Service Workers were grouped together into the service maintenance category.

The following chart lists the EEO-6 categories corresponding with those from Personnel Research Incorporated's data:

EEO-6 Category

- 1) Professional-Non-Faculty
- 2) Clerical and Secretarial
- 3) Technical and Paraprofessional
- 4) Skilled Crafts
- 5) Service/Maintenance

EEO-1 Category

Professional
Office and Clerical
Technicians
Craft workers
Operatives, Laborers, and
Service Workers

To sum, availability data for the five county area show that Blacks constitute 22.2 percent, women 46.7 percent, and other minorities 1.5 percent of the workforce.

The Availability Data for the SPA Workforce is provided in Tables 3B, 4, 5, 6, and 7.

TABLE 1
Composition and New Hires of NCSU
FULL-TIME ADMINISTRATORS
By Race and Sex

EEO-6 Category: Exec., Admn, Mgr'l, with and without Faculty Rank	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	1	182	170	93.0	7	4.0	5	3.0	169	92.9	13	7.1
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		20	17	85.0	3	15.0	0	0	17	85.0	3	15.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)	1	182	167	91.5	10	5.5	5	3.0	166	91.0	16	9.0
D) New Hires 1986-1987	65	7	7	100.0	0	-	0	-	6	85.7	1	14.3
E) Profile 1986-1987 October 1, 1987)	1	185	173	93.5	8	4.3	4	2.1	172	92.8	13	7.0
F) New Hires 1987-1988	65	5	5	100.0	0	-	0	-	4	80.0	1	20.0
G) Profile 1987-1988 (October 1, 1988)	1	182	169	92.8	9	5.0	4	2.2	166	91.2	16	8.8
H) New Hires 1988-1989	65	13	13	100.0	0	-	0	-	12	92.3	1	7.7
I) Profile 1988-1989 (October 1, 1989)	1	181	170	93.9	8	4.4	3	1.7	164	90.6	17	9.4
J) New Hires 1989-1990	65	10	9	90.0	1	10.0	0	-	9	90.0	1	10.0
K) Profile 1989-1990 (October 1, 1990)	1	175	164	93.7	8	4.6	3	1.7	157	89.7	18	10.3
L) New Hires 1990-1991	65	4	4	100.0	0	-	0	-	4	100.0	0	-
M) Profile 1990-1991 (October 1, 1991)	1	153	144	94.1	6	3.9	3	2.0	140	91.5	13	8.6
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		39	38	97.4	1	2.6	0	-	35	89.7	4	10.3

AVAILABILITY DATA:
Blacks: 3.5%

Females: 36.8%

Other Minorities: 4.9%

TABLE 2A
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 Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	1304	1201	92.0	47	3.0	56	4.0	1120	86.0	184	14.0
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		236	199	84.3	21	8.9	16	6.8	177	75.0	59	25.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)	2,9	1395	1257	90.1	67	4.8	71	5.1	1163	83.4	232	16.6
D) New Hires 1986-1987	66,73	52	46	88.5	2	3.8	4	7.7	38	73.0	14	26.9
E) Profile 1986-1987 October 1, 1987)	2,9	1300	1197	92.1	44	3.4	59	4.5	1114	85.7	186	14.3
F) New Hires 1987-1998	66,73	45	35	77.8	4	8.9	6	13.3	33	73.3	12	26.7
G) Profile 1987-1988 (October 1, 1988)	2,9	1308	1198	91.6	45	3.4	65	5.0	1117	85.4	191	14.6
H) New Hires 1988-1989	66,73	63	51	81.0	7	11.1	7	7.9	51	80.9	12	19.1
I) Profile 1988-1989 (October 1, 1989)	2,9	1333	1207	90.5	54	4.1	72	5.4	1136	85.2	197	14.8
J) New Hires 1989-1990	66,73	46	41	89.1	5	10.9	0	-	29	63.0	17	37.0
K) Profile 1989-1990 (October 1, 1990)	2,9	1354	1228	90.6	59	4.4	67	5.0	1141	84.3	213	15.7
L) New Hires 1990-1991	66,73	34	29	85.3	3	8.8	2	5.9	29	85.3	5	14.7
M) Profile 1990-1991 (October 1, 1991)	2,9	1345	1209	89.9	62	4.6	74	5.5	1134	84.3	211	15.7
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		240	202	84.2	21	8.8	17	7.1	180	75.0	60	25.0

TABLE 2A-1
 Composition and New Hires of NCSU
 FULL-TIME TENURED/TENURE TRACK FACULTY
 By Race and Sex
 DISCIPLINE GROUPING: AGRICULTURAL SCIENCES

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	284	274	98.0	6	1.0	4	1.0	269	95.0	15	5.0
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		25	22	88.0	1	4.0	2	8.0	20	80.0	5	20.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		289	276	95.5	7	2.4	6	2.1	269	93.0	20	7.0
D) New Hires 1986-1987	34,41	12	11	91.7	0	-	1	8.3	11	91.7	1	8.3
E) Profile 1986-1987 October 1, 1987)	2,9	280	271	96.8	5	1.8	4	1.4	265	94.6	15	5.4
F) New Hires 1987-1988	34,41	6	6	100.0	0	-	0	-	4	66.7	2	33.3
G) Profile 1987-1988 (October 1, 1988)	2,9	275	266	96.7	5	1.8	4	1.5	260	94.5	15	5.5
H) New Hires 1988-1989	34,41	12	11	91.7	1	8.3	0	-	12	100.0	0	-
I) Profile 1988-1989 (October 1, 1989)	2,9	276	266	96.4	6	2.2	4	1.4	262	94.9	14	5.1
J) New Hires 1989-1990	34,41	11	10	90.9	1	9.1	0	-	8	72.7	3	27.3
K) Profile 1989-1990 (October 1, 1990)	2,9	283	271	95.8	8	2.8	4	1.4	266	94.0	17	6.0
L) New Hires 1990-1991												
M) Profile 1990-1991 (October 1, 1991)												
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N												

AVAILABILITY DATA:
 Blacks: 1.22

Females: 13.97

Other Minorities: 6.08

TABLE 2A-2

Composition and New Hires of NCSU
 FULL-TIME TENURED/TENURE TRACK FACULTY
 By Race and Sex
 DISCIPLINE GROUPING: BIOLOGICAL SCIENCES

35

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	133	126	95.0	4	3.0	3	2.0	121	91.0	12	9.0
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		15	12	80.0	2	13.3	1	6.7	10	66.0	5	34.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		138	128	92.8	6	4.3	4	2.9	121	87.6	17	12.4
D) New Hires 1986-1987	34,41	6	6	100.0	0	-	0	-	3	50.0	3	50.0
E) Profile 1986-1987 October 1, 1987)	2,9	134	127	94.8	4	2.9	3	2.2	120	89.5	14	10.4
F) New Hires 1987-1988	34,41	9	9	100.0	0	-	0	-	7	77.8	2	22.2
G) Profile 1987-1988 (October 1, 1988)	2,9	140	133	95.0	4	2.9	3	2.1	125	89.3	15	10.7
H) New Hires 1988-1989	34,41	2	2	100.0	0	-	0	-	2	100.0	0	-
I) Profile 1988-1989 (October 1, 1989)	2,9	134	127	94.8	4	3.0	3	2.2	120	89.6	14	10.4
J) New Hires 1989-1990	34,41	5	5	100.0	0	-	0	-	3	60.0	2	40.0
K) Profile 1989-1990 (October 1, 1990)	2,9	133	129	97.0	2	1.5	2	1.5	116	87.2	17	12.8
L) New Hires 1990-1991	34,41	0	-	-	-	-	-	-				
M) Profile 1990-1991 (October 1, 1991)	2,9	128	124	96.9	2	1.6	2	1.6	110	85.9	18	14.1
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		22	22	100.0	0	--	0	--	15	68.2	7	31.8

AVAILABILITY DATA:

Blacks: 1.51Females: 32.74Other Minorities: 5.68

TABLE 2A-3
 Composition and New Hires of NCSU
 FULL-TIME TENURED/TENURE TRACK FACULTY
 By Race and Sex
 DISCIPLINE GROUPING: EXTENSION HOME ECONOMICS

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	14	13	93.0	1	7.0	0	0	1	7.0	13	93.0
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		2	1	50.0	1	50.0	0	0	0	0	2	100.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)	2,9	14	13	93.0	1	7.0	0	0	0	0	14	100.0
D) New Hires 1986-1987	34,41	0	0	-	0	-	0	-	0	-	0	-
E) Profile 1986-1987 October 1, 1987)	2,9	10	9	90.0	1	10.0	0	-	1	10.0	9	90.0
F) New Hires 1987-1988	34,41	1	1	100.0	0	-	0	-	0	-	1	100.0
G) Profile 1987-1988 (October 1, 1988)	2,9	13	12	92.3	1	7.7	0	-	1	7.7	12	92.3
H) New Hires 1988-1989	34,41	0	0	-	0	-	0	-	0	-	0	-
I) Profile 1988-1989 (October 1, 1989)	2,9	12	11	91.7	1	8.3	0	-	1	8.3	11	91.7
J) New Hires 1989-1990	34,41	1	1	100.0	0	-	0	-	0	-	1	100.0
K) Profile 1989-1990 (October 1, 1990)	2,9	13	12	92.3	1	7.7	0	-	1	7.7	12	92.3
L) New Hires 1990-1991												
M) Profile 1990-1991 (October 1, 1991)												
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N												

AVAILABILITY DATA:
 Blacks: 6.31

Females: 81.08

Other Minorities: 1.80

TABLE 2A-4
Composition and New Hires of NCSU
FULL-TIME TENURED/TENURE TRACK FACULTY
By Race and Sex
DISCIPLINE GROUPING: DESIGN

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	33	32	97.0	1	3.0	0	0.0	24	78.0	9	22.0
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		14	10	71.4	2	14.3	2.0	14.3	9	66.0	5	24.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)	2,9	35	30	85.7	3	8.6	2.0	5.7	22	63.0	13	37.0
D) New Hires 1986-1987		2	0	-	1	50.0	1	50.0	1	50.0	1	50.0
E) Profile 1986-1987 October 1, 1987)		35	32	91.4	2	5.7	1	2.8	25	71.4	10	28.6
F) New Hires 1987-1988		2	1	50.0	0	-	1	50.0	2	100.0	0	-
G) Profile 1987-1988 (October 1, 1988)		36	32	88.8	2	5.6	2	5.6	27	75.0	9	25.0
H) New Hires 1988-1989		1	1	100.0	0	-	0	-	0	-	1	100.0
I) Profile 1988-1989 (October 1, 1989)		37	33	89.2	2	5.4	2	5.4	26	70.3	11	29.7
J) New Hires 1989-1990		0										
K) Profile 1989-1990 (October 1, 1990)		34	30	88.2	2	5.9	2	5.9	24	70.6	10	29.4
L) New Hires 1990-1991	34,41	2	2	100.0	0	-	0	-	2	100.0	0	-
M) Profile 1990-1991 (October 1, 1991)	2,9	38	32	84.2	4	10.5	2	5.3	29	76.3	9	23.7
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		7	4	57.1	1	14.3	2	28.6	5	71.4	2	28.6

AVAILABILITY DATA:

Blacks: 3.75

Females: 34.38

Other Minorities: 6.42

TABLE 2A-5
Composition and New Hires of NCSU
FULL-TIME TENURED/TENURE TRACK FACULTY
By Race and Sex
DISCIPLINE GROUPING: EDUCATION

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	44	39	88.6	5	11.4	0	0	31	70.5	13	29.5
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		8	7	87.5	1	12.5	0	0	4	50.0	4	50.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)	2,9	52	46	88.5	6	11.5	0	0	35	67.3	17	32.7
D) New Hires 1986-1987	34,41	3	3	100.0	0	-	0	-	1	33.3	2	66.7
E) Profile 1986-1987 October 1, 1987)	2,9	44	41	93.2	3	6.8	0	-	30	68.2	14	31.8
F) New Hires 1987-1988	34,41	2	0	-	1	50.0	1	50.0	0	-	2	100.0
G) Profile 1987-1988 (October 1, 1988)	2,9	49	44	89.8	4	8.2	1	2.0	32	65.3	17	34.7
H) New Hires 1988-1989	34,41	3	1	33.3	2	66.7	0	-	1	33.3	2	66.7
I) Profile 1988-1989 (October 1, 1989)	2,9	53	45	84.9	7	13.2	1	1.9	36	67.9	17	32.1
J) New Hires 1989-1990	34,41	3	2	66.7	1	33.3	0	-	1	33.3	2	66.7
K) Profile 1989-1990 (October 1, 1990)	2,9	56	47	83.9	8	14.3	1	1.8	36	64.3	20	35.7
L) New Hires 1990-1991	34,41	2	1	50.0	0	-	1	50.0	2	100.0	0	-
M) Profile 1990-1991 (October 1, 1991)	2,9	55	46	83.6	8	14.6	1	1.8	37	67.3	18	32.7
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		13	7	53.8	4	30.8	2	15.4	5	38.5	8	61.5

AVAILABILITY DATA:
Blacks: 7.49

Females: 51.8

Other Minorities: 6.04

TABLE 2A-6
Composition and New Hires of NCSU
FULL-TIME TENURED/TENURE TRACK FACULTY
By Race and Sex
DISCIPLINE GROUPING: PSYCHOLOGY

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	20	18	90.0	1	5.0	1	5.0	15	75.0	5	25.0
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		1	1	100.0	0	0	0	0	0	0	1	100.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		21	19	90.4	1	4.8	1	4.8	15	71.4	6	28.6
D) New Hires 1986-1987	34,41	0	0	-	0	-	0	-	0	-	0	-
E) Profile 1986-1987 October 1, 1987)	2,9	18	18	100.0	0	-	0	-	15	83.3	3	16.7
F) New Hires 1987-1988	34,41	2	1	50.0	1	50.0	0	-	1	50.0	1	50.0
G) Profile 1987-1988 (October 1, 1988)	2,9	21	20	95.2	1	4.8	0	-	17	81.0	4	19.0
H) New Hires 1988-1989	34,41	1	1	100.0	0	-	0	-	0	-	1	100.0
I) Profile 1988-1989 (October 1, 1989)	2,9	21	20	95.2	1	4.8	0	-	16	76.2	5	23.8
J) New Hires 1989-1990	34,41	2	1	50.0	1	50.0	0	-	1	50.0	1	50.0
K) Profile 1989-1990 (October 1, 1990)	2,9	23	21	91.3	2	8.7	0	-	17	73.9	6	26.1
L) New Hires 1990-1991	34,41	0	--	--	-	-	-	-	-	-	-	-
M) Profile 1990-1991 (October 1, 1991)	2,9	24	22	91.7	2	8.3	0	-	18	75.0	6	25.0
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		5	3	60.0	2	40.0	0	-	2	40.0	3	60.0

AVAILABILITY DATA:
Blacks: 3.01

Females: 59.80

Other Minorities: 7.50

TABLE 2A-7
Composition and New Hires of NCSU
FULL-TIME TENURED/TENURE TRACK FACULTY
By Race and Sex
DISCIPLINE GROUPING: ENGINEERING

EE0-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	161	141	87.0	3	2.0	17	11.0	154	96.0	7	4.0
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		51	44	86.3	2	3.9	5	9.8	47	92.2	4	7.8
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		172	146	84.9	5	2.9	21	12.2	161	93.6	11	6.4
D) New Hires 1986-1987	34,41	4	4	100.0	0	-	0	-	4	100.0	0	-
E) Profile 1986-1987 October 1, 1987)	2,9	166	140	87.5	3	1.9	17	10.6	154	96.3	6	3.7
F) New Hires 1987-1988	34,41	6	5	83.3	0	-	1	16.7	5	83.3	1	16.7
G) Profile 1987-1988 (October 1, 1988)	2,9	179	155	86.6	3	1.7	21	11.7	172	96.1	7	3.9
H) New Hires 1988-1989	34,41	13	10	76.9	0	-	3	23.1	13	100.0	0	-
I) Profile 1988-1989 (October 1, 1989)	2,9	189	158	83.6	5	2.6	26	13.8	182	96.3	7	3.7
J) New Hires 1989-1990	34,41	5	3	60.0	2	40.0	0	-	4	80.0	1	20.0
K) Profile 1989-1990 (October 1, 1990)	2,9	189	158	83.6	6	3.2	25	13.2	181	95.8	8	4.2
L) New Hires 1990-1991	34,41	4	4	100.0	0	-	0	-	3	75.0	1	25.0
M) Profile 1990-1991 (October 1, 1991)	2,9	193	161	83.4	5	2.6	27	14.0	184	95.3	9	4.7
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		32	26	81.3	2	6.3	4	12.5	29	90.6	3	9.4

AVAILABILITY DATA:

Blacks: 1.06

Females: 6.43

Other Minorities: 10.4

TABLE 2A-8
Composition and New Hires of NCSU
FULL-TIME TENURED/TENURE TRACK FACULTY
By Race and Sex
DISCIPLINE GROUPING: FOREST RESOURCES

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	57	54	94.7	2	3.5	1	1.8	50	87.7	7	12.3
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		19	18	94.0	1	5.3	0	0	17	89.5	2	10.5
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)	2,9	62	58	93.6	3	4.8	1	1.6	53	85.5	9	14.5
D) New Hires 1986-1987	34,41	2	2	100.0	0	-	0	-	2	100.0	0	-
E) Profile 1986-1987 October 1, 1987)	2,9	59	56	94.9	2	3.4	1	1.7	52	88.1	7	11.9
F) New Hires 1987-1988	34,41	1	1	100.0	0	-	0	-	1	100.0	0	-
G) Profile 1987-1988 (October 1, 1988)	2,9	60	57	95.0	2	3.3	1	1.7	52	86.7	8	13.3
H) New Hires 1988-1989	34,41	4	3	75.0	1	25.0	0	-	2	50.0	2	50.0
I) Profile 1988-1989 (October 1, 1989)	2,9	63	59	93.7	3	4.8	1	1.5	54	85.7	9	14.3
J) New Hires 1989-1990	34,41	1	1	100.0	0	-	0	-	1	100.0	0	-
K) Profile 1989-1990 (October 1, 1990)	2,9	59	55	93.2	3	5.1	1	1.7	51	86.4	8	13.6
L) New Hires 1990-1991	34,41	3	3	100.0	0	-	0	-	3	100.0	0	-
M) Profile 1990-1991 (October 1, 1991)	2,9	59	55	93.2	3	5.1	1	1.7	51	86.4	8	13.6
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		11	10	90.9	1	9.1	0	-	9	81.8	2	18.2

AVAILABILITY DATA:
Blacks: 3.2%

Females: 19.3%

Other Minorities: 0.9%

TABLE 2A-9
Composition and New Hires of NCSU
FULL-TIME TENURED/TENURE TRACK FACULTY
By Race and Sex

DISCIPLINE GROUPING: HUMANITIES AND SOCIAL SCIENCES

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	245	221	90.2	16	6.5	8	3.3	176	71.8	69	28.2
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		33	29	87.9	4	12.1	0	0	17	51.5	16	48.5
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		258	230	89.1	20	7.8	8	3.1	182	70.5	76	29.5
D) New Hires 1986-1987	34,41	10	9	90.0	1	10.0	0	-	6	60.0	4	40.0
E) Profile 1986-1987 October 1, 1987)	2,9	244	219	89.7	16	6.6	9	3.7	174	71.3	70	28.7
F) New Hires 1987-1988	34,41	6	3	50.0	1	16.7	2	33.3	4	66.7	2	33.3
G) Profile 1987-1988 (October 1, 1988)	2,9	241	217	90.1	15	6.2	9	3.7	174	72.2	67	27.8
H) New Hires 1988-1989	34,41	18	15	83.3	2	11.1	1	5.6	14	77.8	4	22.2
I) Profile 1988-1989 (October 1, 1989)	2,9	255	229	89.8	17	6.7	9	3.5	182	71.4	73	28.6
J) New Hires 1989-1990	34,41	14	14	100.0	0	-	0	-	9	64.3	5	35.7
K) Profile 1989-1990 (October 1, 1990)	2,9	264	239	90.5	19	7.2	6	2.3	190	72.0	74	28.0
L) New Hires 1990-1991	34,41	2	2	100.0	0	--	0	--	2	100.0	0	--
M) Profile 1990-1991 (October 1, 1991)	2,9	257	231	89.9	19	7.4	7	2.7	185	72.0	72	28.0
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		36	43	86.0	4	8.0	3	6.0	35	70.0	15	30.0

AVAILABILITY DATA:
Blacks: 3.45%

Females: 39.20%

Other Minorities: 2.41%

TABLE 2A-10
Composition and New Hires of NCSU
FULL-TIME TENURED/TENURE TRACK FACULTY
By Race and Sex

DISCIPLINE GROUPING: PHYSICAL AND MATHEMATICAL SCIENCES

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	192	171	89.0	3	1.6	18	9.4	181	94.3	11	5.7
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		35	30	85.7	4	11.4	1	2.9	28	80.0	7	20.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		207	181	87.4	7	3.4	19	9.2	189	91.3	18	8.7
D) New Hires 1986-1987	34,41	9	7	77.7	0	-	2	22.2	6	66.6	3	33.3
E) Profile 1986-1987 October 1, 1987)	2,9	195	172	88.2	3	1.5	20	10.2	180	92.3	15	7.6
F) New Hires 1987-1998	34,41	4	2	50.0	1	25.0	1	25.0	4	100.0	0	-
G) Profile 1987-1988 (October 1, 1988)	2,9	174	152	87.4	3	1.7	19	10.9	160	92.0	14	8.0
H) New Hires 1988-1989	34,41	5	3	60.0	1	20.0	1	20.0	3	60.0	2	40.0
I) Profile 1988-1989 (October 1, 1989)	2,9	176	151	85.8	4	2.3	21	11.9	160	90.9	16	9.1
J) New Hires 1989-1990	34,41	0										
K) Profile 1989-1990 (October 1, 1990)	2,9	174	149	85.6	4	2.3	21	12.1	159	91.4	15	8.6
L) New Hires 1990-1991	34,41	5	3	60.0	2	40.0	0	-	4	80.0	1	20.0
M) Profile 1990-1991 (October 1, 1991)	2,9	175	145	82.9	6	3.4	24	13.7	161	92.0	14	8.0
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L+N		23	15	65.2	4	17.4	4	17.4	17	73.9	6	26.1

AVAILABILITY DATA:
Blacks: 1.11%

Females: 16.0%

Other Minorities: 6%

TABLE 2A-11
Composition and New Hires of NCSU
FULL-TIME TENURED/TENURE TRACK FACULTY
By Race and Sex
DISCIPLINE GROUPING: TEXTILES

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	38	34	89.5	3	7.9	1	2.6	34	89.5	4	10.5
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		9	7	77.8	1	11.1	1	11.1	8	88.9	1	11.1
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		39	33	84.7	4	10.2	2	5.1	34	89.7	5	10.3
D) New Hires 1986-1987	34,41	1	1	100.0	0	-	0	-	1	100.0	0	-
E) Profile 1986-1987 October 1, 1987)	2,9	36	32	88.9	3	8.3	1	2.8	32	88.9	4	11.1
F) New Hires 1987-1988	34,41	0										
G) Profile 1987-1988 (October 1, 1988)	2,9	36	31	86.1	3	8.3	2	5.6	32	88.9	4	11.1
H) New Hires 1988-1989	34,41	0										
I) Profile 1988-1989 (October 1, 1989)	2,9	32	27	84.4	3	9.4	2	6.2	28	87.5	4	12.5
J) New Hires 1989-1990	34,41	2	2	100.0	0	-	0	-	2	100.0	0	-
K) Profile 1989-1990 (October 1, 1990)	2,9	31	26	83.8	3	9.7	2	6.5	28	90.3	3	9.7
L) New Hires 1990-1991	34,41	4	4	100.0	0	-	0	-	4	100.0	0	-
M) Profile 1990-1991 (October 1, 1991)	2,9	34	29	85.3	3	8.8	2	5.9	31	91.2	2	5.9
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		7	7	100.0	0	-	0	-	7	100.0	0	-

AVAILABILITY DATA:

Blacks: 1.06%

Females: 6.4%

Other Minorities: 7.7%

TABLE 2A-12
 Composition and New Hires of NCSU
 FULL-TIME TENURED/TENURE TRACK FACULTY
 By Race and Sex
 DISCIPLINE GROUPING: VETERINARY MEDICINE

EEO-6 Category: Faculty, Tenured/ Tenure Track	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	2,9	84	79	94.0	2	2.4	3	3.6	65	77.4	19	22.6
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		24	18	75.0	2	8.3	4	16.7	17	70.8	7	29.2
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		108	97	89.8	4	3.7	7	6.5	82	75.9	26	24.1
D) New Hires 1986-1987	34,41	3	3	100.0	0	-	0	-	3	100.0	0	-
E) Profile 1986-1987 October 1, 1987)	2,9	85	80	94.1	2	2.4	3	3.5	66	77.6	19	22.4
F) New Hires 1987-1988	34,41	6	6	100.0	0	-	0	-	5	83.3	1	16.7
G) Profile 1987-1988 (October 1, 1988)	2,9	84	79	94.0	2	2.4	3	3.6	65	77.4	19	22.6
H) New Hires 1988-1989	34,41	4	4	100.0	0	-	0	-	4	100.0	0	-
I) Profile 1988-1989 (October 1, 1989)	2,9	85	81	95.3	1	1.2	3	3.5	69	81.2	16	18.8
J) New Hires 1989-1990	34,41	2	2	100.0	0	-	0	-	0	-	2	100.0
K) Profile 1989-1990 (October 1, 1990)	2,9	92	88	95.6	1	1.1	3	3.3	71	77.2	21	22.8
L) New Hires 1990-1991	34,41	5	4	80.0	0	-	1	20.0	4	80.0	1	20.0
M) Profile 1990-1991 (October 1, 1991)	2,9	92	87	94.6	1	1.1	4	4.3	72	78.3	20	21.7
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		20	19	95.0	0	-	1	5.0	16	80.0	4	20.0

AVAILABILITY DATA:

Blacks: 9.2%

Females: 15.7%

Other Minorities: 10.9%

TABLE 2B
Composition and New Hires of NCSU
FULL-TIME NON-TENURE TRACK FACULTY
By Race and Sex

EEO-6 Category:	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	16	126	119	94.0	5	4.2	2	1.8	171	56.0	55	44.0
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		60	56	93.4	2	3.3	2	3.3	33	55.0	27	45.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)	16	133	122	92.0	7	5.0	4	3.0	76	57.0	57	43.0
D) New Hires 1986-1987	80	21	20	95.2	1	4.7	0	-	15	71.4	6	28.6
E) Profile 1986-1987 October 1, 1987)	16	130	123	94.6	5	3.8	2	1.5	76	58.5	54	41.5
F) New Hires 1987-1998	80	21	19	90.5	2	9.5	0	-	9	42.9	12	57.1
G) Profile 1987-1988 (October 1, 1988)	16	137	128	93.4	8	5.8	1	.7	77	56.2	60	43.8
H) New Hires 1988-1989	80	8	8	100.0	0	-	0	-	4	50.0	4	50.0
I) Profile 1988-1989 (October 1, 1989)	16	106	98	92.5	7	6.6	1	.9	62	58.5	44	41.5
J) New Hires 1989-1990	80	12	11	91.7	1	8.3	0	-	4	33.3	8	66.7
K) Profile 1989-1990 (October 1, 1990)	16	107	98	91.6	8	7.5	1	.9	63	58.9	44	41.1
L) New Hires 1990-1991	80	8	7	87.5	1	12.5	0	-	3	37.5	5	62.5
M) Profile 1990-1991 (October 1, 1991)	16	101	92	91.1	8	7.9	1	1.0	62	61.4	39	38.6
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		70	65	92.9	5	7.1	0	-	35	50.0	35	50.0

AVAILABILITY DATA:
Blacks: 2.6%

Females: 37.5%

Other Minorities: 2.4%

TABLE 3A
Composition and New Hires of NCSU
FULL-TIME EPA PROFESSIONAL NON-FACULTY
By Race and Sex

EEO-6 Category:	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86		464	409	88.0	38	8.5	17.	3.5	294	63.4	170	36.6
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		222	169	76.1	37	16.7	16	7.2	114	51.0	108	49.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)	24	578	481	83.2	66	11.4	31	5.4	347	60.0	231	40.0
D) New Hires 1986-1987	29 88	91	80	87.9	7	7.7	4	4.4	52	57.1	39	42.8
E) Profile 1986-1987 October 1, 1987)	28 24	500	445	89.0	40	8.0	15	3.0	305	61.0	195	39.0
F) New Hires 1987-1988	25 88	82	71	86.6	7	8.5	4	4.9	54	65.9	28	34.1
G) Profile 1987-1988 (October 1, 1988)	28 24	534	470	88.0	40	7.5	24	4.5	328	61.4	206	38.6
H) New Hires 1988-1989	28 88	91	81	89.0	7	7.9	3	3.4	51	56.0	40	44.0
I) Profile 1988-1989 (October 1, 1989)	28 24	547	488	89.2	43	7.9	16	2.9	333	60.9	214	39.1
J) New Hires 1989-1990	26 88	77	66	85.7	7	9.1	4	5.2	43	55.8	34	44.2
K) Profile 1989-1990 (October 1, 1990)	28 24	571	505	88.5	47	8.2	19	3.3	337	59.0	234	41.0
L) New Hires 1990-1991	88	97	89	91.8	5	5.2	3	3.1	49	50.5	48	49.5
M) Profile 1990-1991 (October 1, 1991)	24	582	575	88.5	48	8.2	19	3.3	342	58.8	240	41.2
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		438	387	88.4	33	7.5	18	4.1	249	56.8	189	43.2

AVAILABILITY DATA:
Blacks: 5.6%

Females: 33.1%

Other Minorities: 5.0%

TABLE 3B
Composition and New Hires of NCSU
FULL-TIME SPA PROFESSIONAL NON-FACULTY
By Race and Sex

EEO-6 Category:	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	24	223	198	88.8	19	8.5	6	2.7	148	66.4	75	33.6
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		130	107	82.3	20	15.4	3	2.3	55	42.3	75	57.7
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		273	233	85.3	33	12.1	7	2.6	145	53.1	128	46.9
D) New Hires 1986-1987	89	29	24	85.8	2	7.1	2	7.1	12	42.9	16	57.1
E) Profile 1986-1987 October 1, 1987)	24-SPA	240	217	90.4	17	7.1	6	2.5	157	62.9	89	37.1
F) New Hires 1987-1988	line 88 SPA	30	24	80.0	4	13.3	2	6.7	22	73.3	8	26.7
G) Profile 1987-1988 (October 1, 1988)	line 24-SPA	244	219	89.7	19	7.8	6	2.5	157	64.3	87	35.7
H) New Hires 1988-1989	88	21	18	85.7	3	16.7	0	-	13	61.9	8	38.1
I) Profile 1988-1989 (October 1, 1989)	24	251	224	89.2	20	8.0	7	2.8	160	63.7	91	36.3
J) New Hires 1989-1990	88	19	17	89.5	2	10.5	0	-	13	68.4	6	31.6
K) Profile 1989-1990 (October 1, 1990)	24	258	227	88.0	24	9.3	7	2.7	163	63.2	95	36.8
L) New Hires 1990-1991	88	20	19	95.0	1	5.0	0	-	9	45.0	11	55.0
M) Profile 1990-1991 (October 1, 1991)	24	274	238	86.9	26	9.5	10	3.7	167	61.0	107	39.0
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		118	102	86.4	12	10.2	4	3.4	69	58.5	49	41.5

AVAILABILITY DATA:

Blacks: 12.9%

Females: 49.4%

Other Minorities: 2.0%

TABLE 4
Composition and New Hires of NCSU
FULL-TIME SECRETARIAL/CLERICAL EMPLOYEES
By Race and Sex

EEO-6 Category:	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	25	1089	854	78.4	215	19.7	20*	1.9	80	7.3	1009	92.7
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		895	702	78.4	176	19.7	17	1.9	52	5.8	843	94.2
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		1190	933	78.4	234	19.7	23	1.9	120	10.1	1070	89.9
D) New Hires 1986-1987	89	176	129	73.3	41	23.3	6	3.4	11	6.2	165	93.8
E) Profile 1986-1987 October 1, 1987)	25	1083	840	77.6	222	20.5	21	1.9	75	6.9	1008	93.1
F) New Hires 1987-1988	89	193	130	67.3	58	30.1	5	2.6	25	13.0	168	87.0
G) Profile 1987-1988 (October 1, 1988)	25	1190	908	76.3	262	22.0	20	1.7	94	7.9	1096	92.1
H) New Hires 1988-1989	89	173	122	70.5	45	26.0	6	3.5	19	11.0	154	89.0
I) Profile 1988-1989 (October 1, 1989)	25	1192	913	76.6	260	21.8	19	1.6	92	7.7	1100	92.3
J) New Hires 1989-1990	89	123	87	70.7	31	25.2	5	4.1	21	17.1	102	83.9
K) Profile 1989-1990 (October 1, 1990)	25	1115	892	79.9	262	23.5	21	1.8	99	8.9	1096	98.3
L) New Hires 1990-1991	89	109	78	71.6	27	24.8	4	3.7	11	10.1	98	89.9
M) Profile 1990-1991 (October 1, 1991)	25	1157	872	75.4	264	22.8	21	1.8	95	8.2	1062	91.8
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L+N		774	546	70.5	202	26.1	26	3.4	87	11.2	687	88.8

AVAILABILITY DATA:
Blacks: 18.0%

Females: 77.7%

Other Minorities: 1.0%

TABLE 5
Composition and New Hires of NCSU
FULL-TIME TECHNICAL/PARAPROFESSIONAL EMPLOYEES
By Race and Sex

EO-6 Category:	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	26	877	760	86.7	88	10.0	29	3.3	405	46.2	472	53.8
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		640	515	80.5	100	15.6	25	3.9	301	47.0	339	53.0
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		1001	809	80.7	156	15.6	37	3.7	471	47.0	531	53.0
D) New Hires 1986-1987	90	150	135	90.0	14	9.3	1	.7	61	40.7	89	59.3
E) Profile 1986-1987 October 1, 1987)	26	911	794	87.1	89	9.8	28	3.1	406	44.6	505	55.4
F) New Hires 1987-1998	90	120	107	89.1	11	9.2	2	1.7	52	43.3	68	56.7
G) Profile 1987-1988 (October 1, 1988)	26	936	821	87.7	88	9.4	27	2.9	432	46.2	504	53.8
H) New Hires 1988-1989	96	119	105	89.2	11	9.3	3	2.5	54	45.4	65	54.6
I) Profile 1988-1989 (October 1, 1989)	26	930	805	86.5	99	10.7	26	2.8	434	46.7	496	53.3
J) New Hires 1989-1990	90	91	79	86.8	9	9.9	3	3.3	41	46.0	50	55.0
K) Profile 1989-1990 (October 1, 1990)	26	900	774	86.0	98	10.9	28	3.1	413	45.9	487	54.1
L) New Hires 1990-1991	90	86	68	85.0	8	10.0	4	5.0	45	56.3	35	43.8
M) Profile 1990-1991 (October 1, 1991)	26	896	769	86.4	92	10.3	29	3.3	426	47.9	464	52.1
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		560	494	88.2	53	9.5	13	2.3	253	45.2	307	54.8

AVAILABILITY DATA:

Blacks: 15.7%

Females: 44.5%

Other Minorities: 3.7%

TABLE 6
Composition and New Hires of NCSU
FULL-TIME SKILLED CRAFTS EMPLOYEES
By Race and Sex

EEO-6 Category:	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	27	261	203	77.8	54	20.7	4	1.5	247	94.6	14	5.4
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		190	147	77.4	40	21.0	3	1.6	173	91.1	17	8.9
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		270	209	77.4	57	21.1	4	1.5	247	91.5	23	8.5
D) New Hires 1986-1987	91	43	38	88.4	5	11.6	0	-	41	95.3	2	4.7
E) Profile 1986-1987 October 1, 1987)	27	286	226	79.0	58	20.3	2	.7	275	96.2	11	3.8
F) New Hires 1987-1988	91	22	19	86.4	3	13.6	0	-	21	95.5	1	4.5
G) Profile 1987-1988 (October 1, 1988)	27	287	225	78.4	60	20.9	2	.7	277	96.5	10	3.5
H) New Hires 1988-1989	91	25	23	92.0	2	8.0	0	-	22	88.0	3	12.0
I) Profile 1988-1989 (October 1, 1989)	27	288	228	79.2	58	20.1	2	.7	277	96.2	11	3.8
J) New Hires 1989-1990	91	21	17	81.0	2	9.5	2	9.5	19	90.5	2	9.5
K) Profile 1989-1990 (October 1, 1990)	27	278	219	78.8	55	19.8	4	1.4	267	96.0	11	4.0
L) New Hires 1990-1991	91	28	27	96.4	1	3.6	0	-	27	100.0	0	-
M) Profile 1990-1991 (October 1, 1991)	27	279	225	80.6	51	18.3	3	1.2	221	97.1	8	2.9
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		139	124	89.2	13	9.4	2	1.4	131	94.2	8	5.8

AVAILABILITY DATA:
Blacks: 17.8%

Females: 8.7%

Other Minorities: 1.2%

TABLE 7
Composition and New Hires of NCSU
FULL-TIME SERVICE MAINTENANCE EMPLOYEES
By Race and Sex

EEO-6 Category:	OCR Line Number	Grand Total	Race/Ethnic Group						Sex			
			White		Black		Other		Male		Female	
			#	%	#	%	#	%	#	%	#	%
A) 1985-86 Profile Data as of 10/86	28	658	161	24.5	494	75.0	3	0.5	404	61.4	254	38.6
B) Hiring Goals 1986-1987-1990-1991 Expiration: 10/1/91		480	139	29.0	331	69.0	10	2.0	254	52.9	226	47.1
C) Goal Profile 1986-1987-1990-1991 (October 1, 1991)		665	188	28.3	466	70.0	11	1.7	365	54.9	300	45.1
D) New Hires 1986-1987	92	158	56	35.4	99	62.7	3	1.9	120	76.0	38	24.0
E) Profile 1986-1987 October 1, 1987)	28	662	167	25.2	490	74.0	5	.8	413	62.4	249	37.6
F) New Hires 1987-1988	92	176	45	25.6	128	72.7	3	1.7	107	60.8	69	39.2
G) Profile 1987-1988 (October 1, 1988)	28	682	171	25.1	507	74.3	4	.6	423	62.0	259	38.0
H) New Hires 1988-1989	92	216	48	22.2	167	77.3	1	.5	120	55.6	96	44.4
I) Profile 1988-1989 (October 1, 1989)	28	684	170	24.9	511	74.7	3	.4	417	61.0	267	39.0
J) New Hires 1989-1990	92	102	25	24.5	77	75.5	0	--	67	65.7	35	34.3
K) Profile 1989-1990 (October 1, 1990)	28	641	167	26.1	472	73.6	2	.3	386	60.2	255	39.8
L) New Hires 1990-1991	92	114	31	27.2	76	66.7	7	6.1	70	61.4	44	38.6
M) Profile 1990-1991 (October 1, 1991)	28	652	167	25.6	478	73.3	7	1.2	388	59.5	264	40.5
N) New Hires 1986-1987-1991												
SUM: D+F+H+J+L=N		766	205	26.8	547	71.4	14	1.8	484	63.2	282	36.8

AVAILABILITY DATA:

Blacks: 41.0%

Females: 46.6%

Other Minorities: 1.7%

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 Associate 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 fourteen 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 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 affirmative action planning units has, at the Chancellor's request, designated one or two individuals to serve as the Unit Affirmative Action Officer(s). 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 duties:

1. serve as 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 employer's responsibility under the plan.
- B. Reporting and Monitoring Procedures -- EPA

The University Affirmative Action Officer is responsible for designing reporting forms (See Appendix F), 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 NCSU and the fourteen 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 women 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, women, 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 The University of North Carolina 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 women, 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 other sources for Black and women applicants. All efforts to attract applicants must be documented.

The next step in the process of filling a 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 women 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 officers 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 the inclusion of Blacks and women 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 being 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 women applicants, he may request the hiring unit to reconsider those 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 intervene at key points in the recruitment process if he feels that adequate efforts have not been made to attract Black and women 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 Office of Civil Rights 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 Human Resources 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 is the application routing and evaluation 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. The Division of Human Resources has also encouraged present minority staff members to encourage other qualified individuals to apply at NCSU when vacancies arise. All vacancies are listed with the Division of Human Resources and all advertising is placed by that office.

External actions to recruit women 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 Human Resources	Continuing

Maintain close working relationships with officers of various community manpower programs. Also furnish these offices lists of current job openings ("Personnel Notes").

Director, Division
of Human Resources

Continuing

Reaffirm periodically our commitments to and interest in employing minorities to current recruitment sources.

These efforts are attracting more women 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 discriminated against. 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 updated.

APPENDICES

APPENDIX A

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 89 fields, 8 professional degrees, 75 masters degree fields, and 48 doctoral degrees.

Research activities span a broad spectrum of about 1,200 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, environmental protection, engineering, industrial, business and textiles, agricultural, home economics, 4-H youth development, community and rural development, and others.

N. C. State's enrollment is about 24,558. There are 17,043 undergraduates, 3,561 graduate students, 283 first professional students, 3,411 special students, and 260 Agricultural Institute students. Students come from 53 states and territories and 91 other countries. The international enrollment is a distinctive feature of the institution

since 1,107 international students gave it a decidedly cosmopolitan aura.

NCSU is one of 149 members of the National Association of State Universities and Land Grant Colleges. Even though these institutions constitute 5 percent of the 3,300 colleges and universities in the nation, they enroll 2.2 million students which is more than 30 percent of all U.S. college students, and award nearly 50 percent of all degrees in U.S. higher education (including 36 percent of all bachelor's, 39 percent of all first professional, 44 percent of all master's and 65 percent of all doctorate degrees).

NCSU has been described as a "magnet of progress," its faculty having 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.

APPENDIX BTHE 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. The focus of North Carolina is clearly represented in the Schools of Agriculture and Life Sciences, Design, Engineering, Forest Resources, Physical and Mathematical Sciences, Textiles, and Veterinary Medicine. 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 understanding 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, Textiles and Veterinary Medicine. In addition, there are relatively new programs in such inter-school areas as Water Resources, Marine Earth and Atmospheric 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 makes 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 was 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, lifelong 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, lifelong 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, Textiles, and Veterinary Medicine, and in basic supporting areas of Physical and Mathematical Sciences and 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 agricultural development is 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. Comprehensive graduate study opportunities include a broad spectrum of programs of study for Masters and Ph.D. candidates in agricultural, biological and social sciences.

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 Research Service 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 departments cover the areas of Design, Architecture, Landscape Architecture, Product and Visual Design. It awards the Bachelor of Environmental Design in Architecture, Landscape Architecture, Product Design, Visual Design and Environmental Design; the Bachelor of Architecture as a first professional degree; and Masters degrees are awarded in Landscape Architecture, Architecture, and Product Design.

The School of Design is unique in the State and the southeast region in that it acts as an educational center which brings together the fundamental knowledge and methods of the different design professions. No other school in the southeast provides both graduate and undergraduate degrees in all four options. It serves North Carolina and the region by fostering and cultivating competence and integrity in the fields of design.

Both faculty and students are involved locally and statewide with community outreach projects which include a broad array of activities from downtown revitalization to park, building, and signage design for small communities. Many faculty have served as officers of national

organizations, published regularly in national magazines, and participated in research and/or as design consultants for projects across the country.

The School of Design is primarily a teaching unit with research and public service growing out of teaching. The public service through our community projects is an appropriate application of the extension mission of the university to the design field.

c. Education

The mission of the School of Education is to advance the quality of life by preparing individuals for professions in education and in other human services, by conducting research into problems faced by society, and by providing service and technical assistance to organizations. Although national in its orientation, the School places special emphasis upon its responsibilities to the citizens of North Carolina.

The School is committed to preparing skilled and knowledgeable professionals to serve in positions in elementary and secondary schools, two-year postsecondary institutions, four-year colleges, universities, community agencies and organizations, correctional institutions, and other governmental agencies, businesses, and industry.

Research and development activities in the School focus on assisting individuals and organizations to meet crucial and penetrating human problems in contemporary society, as well as basic research on behavioral processes. These activities provide information, services, and technical assistance to people and organizations who seek to address these.

The School deliberately emphasizes programs and services which can directly improve the human condition. In this commitment to the concept

of lifelong learning, the School stresses high quality in the programs it offers.

Bachelor of science degrees are offered in ten fields, bachelor of arts in one, master's degrees in thirteen fields, doctorate of education in seven fields, and doctorate of philosophy in three. Although none of the programs is unique per se, some of the programs are not offered by other North Carolina institutions and some are not commonly offered by other institutions in the nation. For example, the Human Resources Development option in Psychology is not a common feature of most psychology programs in the nation. North Carolina State University is the only institution offering a doctorate in Industrial Arts Education, Mathematics Education, Science Education, and Occupational Education, and it is the only institution offering a master's degree program in Occupational Education and Health Occupations Education. The Psychology doctoral program with its emphasis on the scientist-practitioner model, and its emphasis upon applied research differs from other such doctoral programs in North Carolina.

At the undergraduate level, the Agricultural Education program is one of only two in North Carolina and the Health Occupations program is the only such program offered by a public institution in the State.

Technical assistance and inservice education activities are provided to local school systems, individual schools and community colleges and technical institutes throughout the State. Inservice education activities are primarily in the form of workshops, seminars, and off-campus courses. Technical assistance is primarily in the form of study of specific problems experienced by local units, and advice on policy directions.

Assistance to the State is provided through research and development activities, participation by the faculty as members of State commissions, advisory councils, and study groups as well as engagement in Statewide inservice education activities, upon request of State agencies. National involvement is evident through national professional organizations, and as members of national panels, commissions, and committees.

International involvement includes a faculty overseas participation in projects, and consultation as in Peru and Portugal, and provisions of post-doctoral opportunities for foreign nationals.

The School of Education is a small but integral part of the overall mission of North Carolina State University. Teacher education programs have been offered since shortly after the beginning of the century.

In more recent years, it has been recognized that the quality of education offered in elementary and secondary and two-year post-secondary schools directly affects higher education. The social sciences are an essential component of North Carolina State University, and Psychology is a social science with relationships involving such academic units as the School of Engineering and Department of Economics and Business.

In addition, the School provides essential services for all other academic programs through offering such courses as Psychology 200, Graphic Communications, Mathematics 115 (developmental mathematics), and ED105 (College developmental reading).

d. Engineering

The School of Engineering at North Carolina State University is the largest undergraduate and graduate engineering education and research facility in North Carolina. Its mission as a major component of a land grant institution is to meet the technological manpower and

information needs of the public and private sectors of the industrial community of the state. This is accomplished through the School's continuing pursuit of three primary objectives: 1) to offer quality programs of instruction at both the undergraduate and graduate levels to make available the best possible engineering educational opportunities for the youth of North Carolina and the nation; (2) to engage in research in support of the School's graduate instructional program and to contribute to the generation of new knowledge and the advancement of engineering technology; and 3) to extend the resources of the School to meet the needs of practicing engineers, industry, and government for lifelong education, applied research, and technology transfer.

e. Forest Resources

The mission of the School of Forest Resources is to conduct high quality professional and other education programs in forestry, recreation, and related natural resource oriented curricula at the undergraduate and graduate level.

The fields of study covered by the School can be categorized as:

1) forest land management and policy which includes production and management of wood fiber, pure water, wildlife habitat, recreational and aesthetic values and site amelioration, 2) forest products processing utilization and marketing, and 3) recreation and park administration at the municipal, city, county, and industrial levels as well as in extensive outdoor environments.

Degree programs administered by the School include a bachelors in Forestry, Conservation (jointly with the School of Agriculture and Life Sciences), Fisheries-Wildlife (jointly with the School of Agriculture and Life Sciences), Recreation Resources Administration, Pulp and Paper

Science and Technology, Wood Science and Technology; masters in Forestry, Recreation Resources, and Wood and Paper Science; and doctorate in Forestry and in Wood and Paper Science.

The School is the one state institution with the responsibility for four-year and graduate instructional programs in forestry and in wood and paper science. Its pulp and paper science and technology program is a regional one for the South under the auspices of the Southern Regional Education Board.

A second mission of the School is to conduct organized research directed towards optimizing the values of forest resources for society including the production of wood and its efficient processing and manufacturing, the maintenance and enhancement of the forest environment, the production of clean water, and the generation of wildlife habitats and recreation opportunities. Managerial as well as technical aspects of resource use are emphasized. Because North Carolina and the South comprise what is becoming increasingly known as the "woodbasket" of the USA, production forestry and utilization receive major emphases in the departments of forestry and wood and paper science. Additionally, because of the abundant recreational possibilities and wildlife management opportunities associated with forest land, these areas receive major emphases in the Department of Recreation Resources Administration, and in the joint fisheries-wildlife program (with SALS).

The third major mission of Forest Resources is to conduct lifelong education and extension programs for practicing professionals, consumers and users, and the general public.

The primary orientation of the lifelong education program is to keep practicing professionals updated in their respective fields.

The emphasis on the extension program is to provide technology transfer to forest landholders, consumers and users, and forestry and recreation professionals by developing more forestry-recreation involvement of agricultural extension agents throughout the county agent network as well as through extension specialists.

Although major emphasis in programs is placed on North Carolina and the Southern Region, considerable attention is given to the national and international arenas, where several faculty members have been involved in a variety of projects and assignments. Examples include working with such organizations as the Agency for International Development (AID), International Union of Forest Research Organization (IUFRO) and the National Science Foundation (NSF). A recent project is the establishment of the Central America-Mexico Coniferous Resource Cooperative based in the School of Forest Resources at NCSU.

For the future, the School of Forest Resources will continue to strengthen its programs in teaching, research, and public service. In so doing, its efforts should provide strong support to the overall mission of NCSU as a Land Grant Institution.

f. Humanities and Social Sciences

The School of Humanities and Social Sciences, which has eight degree-granting departments, is the second largest in the University. Although the Ph.D. is offered in economics and sociology, and master's degree programs are offered in nine areas, the emphasis of the School is on high-quality undergraduate instruction almost exclusively by regular full-time faculty, most of whom hold the doctoral degree from prestigious postgraduate institutions. In Fall 1986 the School had 4,757 students enrolled with 94.3% of these at the undergraduate level. Through its

foundation of courses in the liberal arts, the School offers a well-rounded general education within the context of a University renowned for its technological and scientific programs.

One of the School's primary goals is to serve as an integrating force on campus. In this connection it has a significant service obligation to the University. In Fall 1985 the School generated 106,574 credit hours representing 31.7% of the University total.

The traditional liberal arts base of the School through which it meets its primary University service commitment is essential but not, of course, unique. Nor is the School unique in offering career-oriented programs -- Criminal Justice, Teacher Education, Law and Political Philosophy, etc. -- within the framework of traditional liberal arts majors. But the range of the profession-oriented programs probably exceeds that of any other university in the state. And no other School in the state offers business management and accounting degree programs which have general education requirements that reflect, to the extent ours do, the broadening philosophical spirit of the liberal arts.

What is unique about the School results from its setting. The School is able to offer majors, concentrations, and tracks of study that involve a significant combination of humanities/social science and scientific/technological courses. This uniqueness is reflected in the joint Humanities and Social Science-Engineering degree program; in the five majors offered through the Bachelor of Science program, each of which involves a scientific or technological concentration; and through the multi-disciplinary degree and writing-editing curricula, each of which, in different ways, offers the opportunity to link courses within the School to those offered by other schools in the University. A

somewhat different, but equally important, example of this quality of the School may be found in its Humanities Extension seminars which are presented to the people of North Carolina through the Agricultural Extension Service.

g. Physical and Mathematical Sciences

North Carolina has a major commitment to increase high technology research and development in the State. This commitment requires extremely strong support from the university system, both through the undergraduate programs and the graduate programs. As the School of Science and Mathematics at the major "high technology" University in the State, their role is both to provide support for other education programs through their graduate and undergraduate teaching and to provide leadership in "high technology" research through their outstanding graduate research programs.

Within the School, ten undergraduate degrees are offered in seven departments. Ph.D. degrees are offered in all departments except Computer Science which cooperates with the School of Engineering to offer a M.S. in Computer Studies and a Ph.D. option in Electrical and Computer Engineering. The Chemistry Department annually ranks in the top twenty in numbers of B.S. and B.A. undergraduate degrees and their graduate research programs have attracted nearly 80 graduate students to the campus. The Computer Science Department, as the largest undergraduate program in the State, offers a truly attractive and unique educational program. The applied mathematics curriculum in the Mathematics Department brings them in the national spotlight for this special course of study. The Physics Department has recently been recognized as one of the top four departments in the nation in terms of

improvement in the last few years. This is, no doubt, due to their tremendous growth in solid state physics and its relation to the new microelectronics efforts in the State. The newly formed Department of Marine, Earth and Atmospheric Sciences has attracted a great deal of research interest. The Department of Statistics ranks as one of the best in the nation.

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 lifelong 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, apparel and textiles include 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, fire retardancy, and management problems such as quality and productivity. 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.

i. Veterinary Medicine

The mission of the School of Veterinary Medicine is to provide excellent education for veterinary students and animal disease prevention. In order to accomplish the above, the faculty also conducts research on animal diseases and train post-DVM students for research and student instruction.

The School provides instructional programs leading to a Doctor of Veterinary Medicine, Master of Science and Doctor of Philosophy degrees. The latter two degrees are for post-baccalaureate and post-DVM degree candidates.

Veterinary Medicine provides the only DVM degree program offered in North Carolina and many of their graduate programs involving animal diseases are available only in this School.

Locally the School provides veterinary care for some animals within 25 miles of the School and serves as a statewide referral center. They function as a resource for prevention and control of animal diseases in the State of North Carolina. This function is carried out by using School resources to make diagnoses of diseases, consulting with the State Veterinarian on disease prevention programs, and direct animal disease investigations for animal owners and/or veterinarians in North Carolina.

Many of the faculty serve in active roles for national veterinary programs such as AVMA Accreditation Board which reviews and establishes standards for veterinary education. In addition, they serve on many national programs for the U.S. Department of Agriculture. Several faculty members support international veterinary educational programs and other international efforts to prevent and control animal diseases.

The Veterinary School provides student instruction and conducts research to solve problems. Since its program is primarily designed toward prevention of animal diseases, it serves to enlarge the disciplinary areas covered by the University rather than provide a change in mission of the University.

6. Role of Other Units

a. Division of Student Affairs

The basic philosophy of the Division of Student Affairs is to provide services such as registration and records, financial aid, food service, housing and health service which are essential to the enrollment and progress of students and to provide programs which promote the development of students in areas outside the formal classroom setting. Examples of the latter include leadership, social, emotional, value and

physical development. In this role, student affairs is a partner in the total educational process for enrolled students and complements formal academic instruction.

Programs and services of the Division of Student Affairs include registration and records, financial aid, residence hall programs, counseling services, career planning and placement, health services, student activities and organizations, ROTC, the University Student Center, the Music Department, Stewart and Thompson Theatres, the Craft Center, an art curator, and the international student office.

b. Library

The D. H. Hill Library supports the University in its several missions: teaching, research, and extension. Library collections provide essential materials for undergraduate and graduate instruction. The Library also provides materials for graduate study and research. The Technical Information Center, the Library's extension service, makes resources available to industry throughout the State; and, through the Interlibrary Loan Center, resources are available to other libraries in the State and beyond State and national boundaries. The Reference staff assists patrons in a variety of ways. Through lectures and seminars, subject specialists help graduate students and researchers learn the techniques of finding the information they need. On-line literature searches now combine the skills of the Reference Librarian, the specialized knowledge of the researcher and the new technology of the computer to provide access to the vast store of literature available in all subject areas.

In addition to serving its own students and researchers, the Library also shares its resources with the students and faculty of the other

five cooperating Raleigh colleges. Two of these institutions, Shaw University and St. Augustine's College, are predominantly Black and circulation statistics show that both make heavy use of the D. H. Hill Library collections. Further, the other 15 state institutions have direct access to the on-line catalogue and can borrow directly from the University. This is yet another way that the Library shows its commitment to the extension mission of the University.

c. Division of Finance and Business

The Division of Finance and Business is responsible for providing management and accounting support for the fiscal activities of the University, negotiating private and governmental contracts and agreements, managing and accounting of all real and personal property, and maintenance and operation of all physical facilities, and the operation of all business services at the University.

The Division of Finance and Business includes the Physical Plant Division with its large number of Black employees concentrated in the Institutional Services Category. Finance and Business sponsors special programs intended to provide opportunity for upward mobility. The Adult Basic Education Program provides paid work time for instruction preparing employees to enter a high school equivalency program. The University also conducts a formal apprenticeship program allowing participants to gain experience and training which can lead to journeyman level employment in the skilled trades.

Each year the Division of Finance and Business, through the Division of Human Resources, offers approximately 100 job or career related training opportunities to all staff employees. Similarly, employees in the G.E.D. Program (high school equivalency) participate on work time.

Human Resources is also responsible for overseeing the campus efforts to achieve affirmative action and equal opportunity goals for staff employees.

d. University Extension

The tradition of extension, lifelong education, and public service at North Carolina State University is based on the legislative mandate for the institution as a land grant college to be responsive to the educational and technical needs of the citizens of the state, the region, and the nation. The role and mission statement of the University states that the "role of extension, lifelong 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; and
- g. To appraise continually the appropriateness, effectiveness, and efficiency of extension, lifelong education, and public service programs and keep these services current with the changing needs of the state."

To carry out this mission, University Extension includes in its organizational structure units for the development and delivery of lifelong education to the people of North Carolina and constituent groups through lifelong education, extension, evening programs, and the summer school. The expertise of the University is also applied to local, county, and state government; citizens; and business issues and problems through the Center for Urban Affairs and Community Services and the International Trade Center, both of which are administrative units in University Extension.

Implementation of the Extension and Public Service mission of North Carolina State University has resulted in the development of an integrated organizational approach for the effective delivery of high quality educational programs and technical assistance to the people of North Carolina through extension, lifelong education, and public service. Basically the organizational structure has two operational modes -- a centralized University Extension administrative component and decentralized programs offered by the various academic schools, which function under the general direction of a Vice Chancellor.

The units of the centralized University Extension administrative component are the Division of Lifelong Education including conferences, workshops, seminars; summer sessions; evening programs, adult special students programs; the Center for Urban Affairs and Community Services; the International Trade Center; and the Jane S. McKimmon Center.

Within the various schools of the University, the deans, department heads, and faculty members have the responsibility for developing intra-school programs in extension, lifelong education, and public service.

Campus-wide coordination and communications for extension, lifelong education, and public service activities are provided by the Vice Chancellor for Extension and Public Service. In carrying out this responsibility; the Vice Chancellor provides assistance and encouragement in the identification of educational needs for individuals and groups throughout the state, program development and implementation, program evaluation, and statewide coordination with the constituent members of The University of North Carolina. The Vice Chancellor is assisted in his campus-wide responsibilities by the Extension and Lifelong Education Committee of the University which is composed of faculty representatives from each of the schools. The purpose of the committee is to provide a forum of information on the institution's total extension efforts and to encourage a maximum amount of interaction among the various schools and special units on campus in achieving the University's extension and public service mission.

The office of the Vice Chancellor for Extension and Public Service provides the linkage for inter-school centers and institutes, other multi-discipline resources of the University, and lifelong education programs to meet the lifelong educational and technical assistance needs of the citizens of North Carolina.

APPENDIX CORGANIZATION AND OPERATION OF
NORTH CAROLINA STATE UNIVERSITYI. 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 is comprised of all the public institutions of higher education in North Carolina that confer degrees at the baccalaureate level or higher. The University was authorized by the State Constitution in 1776, and it was chartered in 1789 by the General Assembly.

The University of North Carolina opened its doors to students at Chapel Hill in 1795. Thereafter, beginning in the later part of the nineteenth century, the General Assembly of North Carolina has established and supported fifteen other public senior institutions in keeping with Article IX, Section 8, of the Constitution of North Carolina which provides that 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."

By 1969, The University of North Carolina included six constituent institutions, governed by a single Board of Trustees. This multi-campus

University had its beginnings in legislation enacted in 1931 that defined The University of North Carolina to include The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and The University of North Carolina at Greensboro. In the 1960's three additional campuses were added: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

Beginning in 1877, the General Assembly of North Carolina established or acquired ten additional separately governed state-supported senior institutions of higher education. They are: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. Then, in 1971, the General Assembly redefined The University of North Carolina, and under the terms of that legislation of all sixteen public senior institutions became constituent institutions of The University of North Carolina.

The constitutionally authorized Board of Trustees of the six-campus University of North Carolina was designated the Board of Governors and this body is by law The University of North Carolina. The Board of Governors consists of thirty-two members elected by the General Assembly, and it is charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." The chief executive officer of The University is the President.

Each constituent institution of The University has its own faculty and student body. The chief administrative officer of each institution is the chancellor, and the chancellors are responsible to the President.

Each constituent institution also has a board of trustees composed of thirteen members: eight elected by the Board of Governors, four appointed by the Governor, and the elected president of the student body ex officio. (The School of the Arts has two additional ex officio trustees.) The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

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

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 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 Development is responsible for the development and encouragement of programs to augment the financial resources of the University through support from corporations, national foundations, individuals, and other private sources. The Vice Chancellor for Development assists the Chancellor and the President of the University in their relations with the State Legislature, the Congress, and other public officials.

The Director of the Office of University Relations reports directly to the Chancellor. The Office of University Relations is responsible for directing positive communications on a University-wide basis to best reflect the current status and future goals of the University to its publics. The Office of University Relations oversees the Office of Information Services and its role with the public media and also University-wide communications.

Other University Administrators include:

The Coordinator of International Programs reports to the Provost, 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 Provost 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.

The Vice Provost and 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.

The Vice Chancellor for Research 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 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, of 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.

a. 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 604C of the UNC Code); or (3) that the instructor be offered a terminal appointment of one academic year (see Section 604A of the UNC Code).

b. 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).

c. 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.

d. 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.

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 UNC 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 ten and one-half step salary range for each class.

The NCSU Division of Human Resources 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.

APPENDIX D

DISCIPLINE GROUPING Agricultural Sciences

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.22	13.97	6.08

SOURCE OF DATA:

HEGIS Data 1984-85 Ph.D. degrees

NON-TENURED TRACK Faculty

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	2.88	22.31	3.76

SOURCE OF DATA:

HEGIS Data 1984-85 M.S. degrees

EPA PROFESSIONALS Non-Faculty

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	2.88	22.31	1.13

SOURCE OF DATA:

DISCIPLINE GROUPING Biological Sciences

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.51	32.74	5.68

SOURCE OF DATA:

HEGIS Survey Doctoral degrees awarded in the U.S. during 1984-85

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	--	---	--

SOURCE OF DATA:

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	--	---	--

SOURCE OF DATA:

DISCIPLINE GROUPING Design

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.75	34.38	6.42

SOURCE OF DATA:

1984-85 HEGIS Survey

Note: The Masters Degree is the appropriate terminal degree in this grouping; the above data reflects Masters Degrees awarded in the U.S. during 1984-85

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.75	34.38	6.42

SOURCE OF DATA:

1984-85 HEGIS Survey

Note: The Masters Degree is the appropriate terminal degree in this grouping; the above data reflects Masters Degrees awarded in the U.S. during 1984-85

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.75	34.38	6.42

SOURCE OF DATA:

1984-85 HEGIS Survey

Note: The Masters Degree is the appropriate terminal degree in this grouping; the above data reflects Masters Degrees awarded in the U.S. during 1984-85

DISCIPLINE GROUPING Education

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	7.49	51.8	6.04

SOURCE OF DATA:

Office of Scientific Engineering Personnel
National Research Council - 1986

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	7.24	72.51	4.59

SOURCE OF DATA:

HEGIS 1984-85 Master

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.83	38.28	2.88

SOURCE OF DATA:

HEGIS 1984-85 Masters

DISCIPLINE GROUPING

Engineering

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.06	6.43	10.4

SOURCE OF DATA:

HEGIS Doctoral Degrees Awarded in U.S. 1984-85

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.42	10.71	8.58

SOURCE OF DATA:

HEGIS Masters Degrees Awarded in U.S. 1984-85

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.42	10.71	8.58

SOURCE OF DATA:

HEGIS Masters Degrees Awarded in U.S. 1984-85

DISCIPLINE GROUPING Extension Home Economics

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	5.02	88.64	4.55

SOURCE OF DATA:

HEGIS Survey Doctoral degrees awarded in the U.S. during 1984-85

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	--	---	--

SOURCE OF DATA:

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	--	---	---

SOURCE OF DATA:

DISCIPLINE GROUPING

Forest Resources

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.16	19.27	0.85

SOURCE OF DATA:

HEW HEGIS Report of Doctoral Degrees awarded during 1984-85 for renewable natural resources and parks and recreation

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.16	19.27	0.85

SOURCE OF DATA:

HEW HEGIS Report of Doctoral Degrees awarded during 1984-85 for renewable natural resources and parks and recreation

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.16	19.27	0.85

SOURCE OF DATA:

HEW HEGIS Report of Doctoral Degrees awarded during 1984-85 for renewable natural resources and parks and recreation

1/ See attachment for explanation.

The availability data for the School of Forest Resources must be determined from two distinctly different populations, so the final figures have been adjusted on the basis of the percentage of school faculty in each subgroup as shown below. The Ph.D. is considered the most appropriate degree for all categories (i.e., Tenure track, non-tenure track, and EPA professional) so the base population for availability is the same for all categories.

Forestry-Wood and Paper Science Faculty 83%

Recreation Resources Administration Faculty 17%

Black = $1.53(.83)+11.11(.17)=3.16$

Women= $15.82(.83)+36.11(.17)=19.27$

Other Minorities= $1.02(.83)+0(.17)=0.85$

It should be noted these percentages still represent very few individuals, especially for Blacks. For example, data collected by the Society of American Foresters (Executive Vice President's Office) show that only four Blacks were graduated with Ph.D. degrees from Forestry Schools each year of 1984 and 1985.

AVAILABILITY SOURCE

DISCIPLINE GROUPING Humanities and Social Sciences

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.45	39.20	2.41

SOURCE OF DATA:

1984-85 HEGIS Survey (Series 06,09,16,23,24,38,44,45-Ph.D)

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.22	53.05	2.60

SOURCE OF DATA:

1984-85 HEGIS Survey (Series 06,09,16,23,24,38,44,45-MA)

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.22	53.05	2.60

SOURCE OF DATA:

1984-85 HEGIS Survey (Series 06,09,16,23,24,38,44,45-MA)

DISCIPLINE GROUPING Physical and Mathematical Sciences

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.11	16.0	6.0

SOURCE OF DATA:

Average of appropriate discipline (Discipline Codes 11, 27, 40) taken from Office of Science and Engineering Personnel Data (Ph.D) for Blacks. For Women and other Minorities HEGIS Data 1984-85

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.0	28.0	8.0

SOURCE OF DATA:

Average of appropriate discipline taken for HEGIS data for M.S. degrees (Combination of Discipline Codes 11, 27, 40)

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.0	28.0	8.0

SOURCE OF DATA:

Average of appropriate disciplines taken for HEGIS data for M.S. degrees (Combination of Discipline Codes 11, 27, 40)

DISCIPLINE GROUPING Psychology

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	3.01	59.80	7.5

SOURCE OF DATA:

Office of Scientific Engineering Personnel
National Research Council - 1986

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	--	---	--

SOURCE OF DATA:

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	-	---	--

SOURCE OF DATA:

DISCIPLINE GROUPING

Textiles

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.06	6.4	7.7

SOURCE OF DATA:

1984-85 HEGIS Survey Data

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	4.6	10.2	3.6

SOURCE OF DATA:

1984-85 HEGIS Survey Data

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.4	10.7	7.0

SOURCE OF DATA:

1984-85 HEGIS Survey Data

DISCIPLINE GROUPING Veterinary Medicine

TENURE/TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	1.65	47.89	3.03

SOURCE OF DATA:

HEGIS Data 1984-85

NON-TENURED TRACK

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	10.3	38.9	2.75

SOURCE OF DATA:

HEGIS Data 1984-85

EPA PROFESSIONALS

Category	% Blacks	% Women	% Other Minorities
With Appropriate Terminal Degree	6.9	31.5	11.5

SOURCE OF DATA:

1985-86 Association of American Veterinarian Colleges
Comparative Data

Table 2A-12

Given: 9.2% derivation
 93 male and female minorities of 505 seeking Ph.D.'s in
 U.S. Schools and Colleges of Veterinary Medicine

Assumed: Two times that number in Ph.D. programs outside Schools
 and Colleges of Veterinary Medicine (Ag./Medicine/
 Biology) that have training suitable for tenure track
 positions in SVM

15.7% and 10.9% (females and others)
 derived the same way; 159 females and 11 others are in
 Schools of Veterinary Medicine seeking Ph.D.'s

Table 3A

Given: 96 Black males and
 $\frac{121}{217}$ Black females are currently in DVM programs in the U.S.
 531 total minorities are in U.S. SVM. Therefore 40.8%
 of all minorities are Black.

Assumed: Three x 531 will be available to enter Residency/Intern
 program based upon entry during 5 year postgraduation.
 Assume 3/5 of graduating minorities may be available for
 entry into U.S. programs - thus the 13.6%. Females and
 others taken from same statistics and similar assumptions.

APPENDIX E

AVAILABILITY DATA

Combined Availability Data: Wake, Durham, Orange counties. Extrapolated from Manpower Data Raleigh-Durham Standard Metropolitan Statistical Area. Executive, Administrative, and Managerial positions extrapolated from Heges Data.

Category	White		Black		Other Minorities		Total	
	M	F	M	F	M	F	M	F
Professional Non-Faculty	45.1%	39.9%	4.2%	8.8%	1.3%	.7%	50.6%	49.4%
Clerical and Secretarial	17.5%	63.6%	4.6%	13.4%	.2%	.7%	22.3%	77.7%
Technical and Paraprofessional	47.4%	33.2%	6.1%	9.6%	2.0%	1.7%	55.5%	44.5%
Skilled Crafts	74.3%	6.7%	15.9%	1.9%	1.1%	.1%	91.3%	8.7%
Service Maintenance	31.5%	25.7%	21.0%	20.1%	.9%	.8%	53.4%	46.6%

APPENDIX F

This section to be filled in
by Department/Division.

NCSU Form No. _____

Date Vacancy Occurred _____

EPA Category (check one):

Tenured/Tenure Track Faculty

Non-Tenure Track Faculty

Professional, Non-Faculty

THE UNIVERSITY OF NORTH CAROLINA
GENERAL ADMINISTRATION
CENTRAL FACULTY POSITION LISTING SERVICE

INSTITUTION _____

1. Position Description (Title, Discipline, School or Department, specialties required, rank)

2. Qualifications (education, experience, other)

3. Proposed effective date of employment:

4. Deadline for applications (if set):

5. 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 5. Inquiries about positions received by the University General Administration will be referred to the appropriate institutional officer for response.

NORTH CAROLINA STATE UNIVERSITY INTERIM AFFIRMATIVE ACTION REPORT

Submit to NCSU Affirmative Action Office for each EPA position prior to contacting candidate(s) for formal campus interview.

I. Discipline Grouping/Dept./Unit _____

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 _____

Is this position currently filled by a person approved by a waiver request?

Yes _____ No _____ If yes, give individual's name _____

II. Discipline Grouping/Unit Affirmative Action Projections

_____ EPA Faculty Complement _____ EPA Non-Faculty Complement

Discipline Grouping/Unit's Present Complement

White	Black	Other*	Sex	
			M	F

Projected 3 1/2-year Complement

White	Black	Other*	Sex	
			M	F

Department Present Complement

Male	White	Black	Other*
Female			

Number of Written Applications Received

Male	White	Black	Other*
Female			

*Other-Hispanic, Asian or Pacific Islander, and American Indian or Alaskan Native

List the Candidates being seriously considered (Additional names may be subsequently submitted)

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

(*If employed by NCSU, specify nature of employment; i.e. SPA/EPA, Department, Position/Title)

III. List below the specific efforts to locate females and minorities (number of groups, institutions and individuals notified about vacancy.) (If more space is needed, please attach an extra sheet to this form.)

SIGNED:

Search Committee Chairman _____ Date _____

Department Head _____ Date _____

Unit Affirmative Action Officer _____ Date _____

University Affirmative Action Officer _____ Date _____

Green, Provost's Office; Blue, Search Committee Chairman; Pink, Dept Head; G.I.d, Unit Affirmative Action Officer

NORTH CAROLINA STATE UNIVERSITY AFFIRMATIVE ACTION RECRUITMENT REPORT

I. Discipline Grouping/Department/Unit _____

EPA Position to be filled _____
(Rank and area of specialization)

Full-time _____ Part-time _____ Proposed Employment Date _____

CENTRAL FACULTY POSITION LISTING SERVICE NUMBER _____

II. Number of Written Applications Received _____ Number of Candidates Invited to Campus or Interviewed Elsewhere _____

	White	Black	Other*
Male			
Female			

	White	Black	Other*
Male			
Female			

*Other - Hispanic, Asian or Pacific Islander, and American Indian or Alaskan Native

OFFER TO BE MADE TO:

Name	Sex	Race	Present Employer*	Date Initially Interviewed	On Campus	OR	Off Campus
------	-----	------	-------------------	----------------------------	-----------	----	------------

1. _____

(*If present employer is NCSU, specify nature of employment; i.e., SPA/EPA, dept., position, title.)

PERSONS SERIOUSLY CONSIDERED, BUT NOT RECOMMENDED FOR THE APPOINTMENT (Provide the same information as above):

2. _____

3. _____

4. _____

5. _____

III. 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. Have you had to consider the nepotism policy with regard to employability of this candidate? yes no

SIGNED:

Department Head _____ Date _____

Unit Affirmative Action Officer/Div. Head _____ Date _____

University Affirmative Action Officer _____ Date _____



NOTICE OF STAFF VACANCY



IMPORTANT! READ INSTRUCTIONS ON REVERSE

1. CLASSIFICATION TITLE		2. WORKING TITLE		3. DEPT. and SCHOOL/DIVISION		4. POSITION #	
5. SALARY GRADE	6. SEPARATING EMPLOYEE'S NAME		7. Has an exit interview been scheduled? <input type="radio"/> Yes <input type="radio"/> No If your response is No please refer to Item 7 in the Instructions.			8. MAX SAL. STEP AVAIL.	9. AVAILABLE DATE
10. WORK HRS.		11. WORK LOCATION		12. DEPT'L. INTERVIEWER(S) / PHONE #s		13. MAILING ADDRESS	

14. a. DESCRIPTION OF PRIMARY DUTIES AND RESPONSIBILITIES, WORKING CONDITIONS. (TRAVEL, OVERTIME, ETC.) If overtime or travel is required, describe amount and nature. Indicate if position is other than a twelve month full time position.

14. b. Do these duties represent a significant change from the most recent job description? Yes No

15. MINIMUM ACCEPTABLE TRAINING, EXP., SKILLS, PHYSICAL REQUIREMENTS		16. PREFERRED TRAINING, EXP., SKILLS	
17. SPECIAL RECRUITMENT REQUESTS: <input type="radio"/> Concentrated Affirmative Action efforts <input type="radio"/> Other (Please describe) _____		18. Would you like for our temporary service to contact you about a temporary working in this position until a permanent selection is made? <input type="radio"/> Yes <input type="radio"/> No	

19. REQUEST FOR WAIVER OF LISTING IN SPA Vacancies See instruction on Reverse!

Name of Recommended Candidate _____ Salary Recommended \$ _____/yr
Race _____ Sex _____ Please attach an up-to-date University Application form and waiver justification. If the salary requested is above the hiring rate or if the recommended applicant is related to a current University employee additional justifications are required.

Submitted by _____ Date _____

STAFF (SPA) RECRUITMENT POLICY

Vacancies are listed weekly in *SPA Vacancies* which is distributed across campus and to agencies and institutions throughout the state. Vacancies must remain open eight workdays after initial listing.

Applicants interested in staff employment or inquiries concerning the possibility of staff employment shall be directed to Human Resources. Departments may supplement the recruitment activities of Human Resources or otherwise encourage individuals to file applications. However, no department may accept applications (or resumes) for staff employment other than those referred by Human Resources.

Applicants are only considered for the vacancies for which they apply. Each applicant's education, experience, skills and abilities are evaluated in relation to valid job requirements. When a significant number of applicants meet minimum job requirements, an employment specialist will also use the preferred job requirements in the screening process. After these evaluations, a limited number of applications are referred to hiring departments for further consideration. Hiring departments are responsible for all reference and other background checks.

INSTRUCTIONS

Questions may be directed to your personnel representative or to Human Resources at Ext. 2137.

- ITEM: 7. All SPA employees separating from your department must be scheduled for an exit interview with Human Resources. Listing this vacancy or granting a waiver request will be delayed until the exit interview is scheduled. If the employee has already separated, note the separation date along with the employee's name in Item 6.
- ITEM: 8. Indicate the salary 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: 15. 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 guidelines.
- ITEM: 16. Preferred standards must relate only to factors that would enhance job performance and should be carefully documented. Use of undocumented preferences to eliminate one candidate or justify another may be perceived as a pretext for not hiring someone from a "protected class."
- ITEM: 17. **CONCENTRATED AFFIRMATIVE ACTION**—Includes contacts with minority and women's groups and advertising in minority media.
- Requires commitment to extended recruitment. **OTHER**—Includes advertising in local, regional, or national newspapers or periodicals. Departments pay costs.
- ITEM: 19. **JUSTIFICATION FOR WAIVER**—Justification must be submitted on letterhead and attached to the *Notice of Staff Vacancy*.
- If recommending the transfer of a current SPA employee, describe the procedure followed in selecting this individual over other current staff. List the names of those current employees who received or asked for consideration.
- If recommending a current temporary employee describe the procedure followed in *initially* recruiting and employing this individual. List the names of other employees, including temporaries, who received or asked for consideration.
- Salary or nepotism justifications must be submitted on departmental letterhead and accompany *Notice of Staff Vacancy*.
- All waiver justifications must also be approved and cosigned by your Unit Affirmative Action Officer.

An Equal Opportunity/Affirmative Action Employer

NORTH CAROLINA STATE UNIVERSITY
APPLICATION ROUTING AND EVALUATION FORM
FOR SPA EMPLOYEES

TRANSFER CANDIDATE:	POSITION TITLE AND NUMBER:
DEPARTMENTAL REVIEWER:	DEPARTMENT:
DATE ROUTED:	HR EMPLOYMENT SPECIALIST:
REMARKS: 	

TYPE OF TRANSFER: Promotional Lateral Demotional

HIRING POLICY

1. Hiring officials are required to contact and preferably interview all transfer candidates referred by Employment Services. Examples of the required contact would include a brief telephone interview or at least a letter acknowledging that the application was considered for the vacant position.
2. No tests may be administered without prior approval of Employment Services.
3. All Application Routing and Evaluation Forms must be satisfactorily completed and returned before hiring recommendations can be approved. No commitments may be made to a candidate without prior approval from Employment Services. This requirement is intended to insure University compliance with State and Federal legislation or guidelines.
4. Justifications concerning the employment of relatives must be provided separately on departmental letterhead and accompany the Application Routing and Evaluation Forms. Questions regarding nepotism should be directed to Salary Administration.
5. After approval from Employment Services, the department may extend an offer. Personnel Action Form (PA 105) must then be submitted. Questions on completion of this form should be directed to Salary Administration.
6. Salary guidelines for transfers are contained in the Personnel Manual. Questions on salaries should be directed to the Employment Specialist listed on this form.
7. Starting dates for employees obtaining promotional or demotional transfers are the first of the month. Lateral transfers may begin work on any work day with a two-week notice or less if mutually agreed upon.
8. Hiring officials must advise all transfers who were interviewed of the disposition of their applications.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

Employment decisions will be made without regard to race, color, sex, handicap, religion or national origin. The University complies with all applicable legislation prohibiting age discrimination in employment.

NORTH CAROLINA STATE UNIVERSITY
APPLICATION ROUTING AND EVALUATION FORM
FOR EXTERNAL APPLICANTS

APPLICANT:	POSITION TITLE AND NUMBER:
DEPARTMENTAL REVIEWER:	DEPARTMENT:
DATE ROUTED:	HR EMPLOYMENT SPECIALIST:
REMARKS:	

HIRING POLICY

1. Hiring officials are asked to contact and preferably interview all external applicants referred by Employment Services.
2. No tests may be administered without prior approval of Employment Services.
3. All Application Routing and Evaluation Forms must be satisfactorily completed and returned before hiring recommendations can be approved. No commitments may be made to an applicant without prior approval from Employment Services. This requirement is intended to insure University compliance with State and Federal legislation or guidelines.
4. Justifications concerning the employment of relatives must be provided separately on departmental letterhead and accompany the Application Routing and Evaluation Forms. Questions regarding nepotism should be directed to Salary Administration.
5. Salary recommendations above the hiring rate must be approved by Employment Services. Rates above the hiring rate may be requested when:
 - a) a tight labor market exists and recruitment efforts have not produced qualified applicants, or
 - b) the applicant possesses exceptional relevant qualifications above the minimum requirements of the class specification and operational needs exist which justify filling the position at the salary above the minimum.

Appointments above the hiring rate are to be avoided if salary inequities would be created. Salary justifications must be provided separately on departmental letterhead and accompany the Application Routing and Evaluation Forms. Questions regarding salary justifications should be directed to Employment Services.

6. Hiring officials must advise all applicants who were interviewed of the disposition of their applications.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

Employment decisions will be made without regard to race, color, sex, handicap, religion or national origin. The University complies with all applicable legislation prohibiting age discrimination in employment.

DEPARTMENTAL ACTION

Section A: Mark the appropriate section. Document contacts and actions regarding each applicant in Section B.

- 1. Applicant contacted, but not interviewed.
- 2. Applicant interviewed, but not offered employment.
- 3. Applicant interviewed, recommend employment. Position Title and Number _____ Salary _____
 References Checked References Not Checked
- 4. Unable to contact applicant. Document attempts below.
- 5. Applicant declined offer of interview.
- 6. Employment recommendation submitted prior to receipt of application.

Section B: Documentation of the selection process is necessary to protect and support you and the University as an EEO/AA employer in case employment discrimination is alleged. Justification for the action taken in Section A is a critical part of that effort. As a result, reasons for acceptance/rejection of a candidate must be described in detail. If this evaluation does not provide substantial documentation, it will be returned for clarification.

Explain reasons for selecting or not selecting this applicant. Indicate those job related strengths which substantiate your decision. If unable to contact, document attempts.

Written documentation of reference information must be attached separately and is not available for applicant review. The Application Routing and Evaluation Form is subject to applicant review.

_____ Hiring Official _____ Date _____