

NCSU AFFIRMATIVE ACTION

Agriculture and Life Sciences	F. J. Hassler
Business Affairs	W. R. Calloway
Design	R. H. Clark
Education	C. J. Dolce
Engineering	R. G. Carson
Forest Resources	L. C. Saylor
Liberal Arts	Odell Uzzell
Library	C. B. King
Physical and Mathematical Sciences	J. D. Memory
Student Affairs	B. C. Talley
Textiles	J. F. Bogdan
University Extension	R. A. Mabry

PART III

Section B

AFFIRMATIVE ACTION PLAN
FOR THE
SCHOOL OF AGRICULTURE AND LIFE SCIENCES

June 15, 1973

AFFIRMATIVE ACTION PLAN
SCHOOL OF AGRICULTURE AND LIFE SCIENCES
of
NORTH CAROLINA STATE UNIVERSITY

POLICY STATEMENT AND SCOPE

It is our policy that admission to, employment by, and promotion in the School of Agriculture and Life Sciences 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. Active support will be given the University's policy and program including the requirements of 41 CFR 60, Federal Executive Orders 11246 and 11375, any subsequent orders, and the laws of the State.

It is recognized that it is not enough to proclaim nondiscrimination in the above-mentioned areas. The School will take active measures to insure that this policy is effectively implemented and that an atmosphere of nondiscrimination is established throughout the School and in all its endeavors and activities.

STATEMENT OF DEPARTMENTAL RESPONSIBILITIES

It is the responsibility of each Department, and its Head, to continue affirmative application and vigorous enforcement of the equal opportunity policy of the University and the School. The continuing success of the program depends, however, largely on each member of the faculty and staff who must be alert to instances where discrimination has occurred or is occurring, and each should bring apparent cases to the attention of those responsible for corrective action.

Each department will keep appropriate records of action taken during recruitment, employment and promotion of all employees. These and other

actions should be regularly reported by the Head, or his representative, to the Dean or the Affirmative Action Committee. The Dean, or the Committee, will ask for regular reports of special efforts to implement the Affirmative Action Plan.

BASIC DATA FILE ON PRESENT EMPLOYEES

The School has compiled data on present employees, both faculty and staff, to show sex, and race or nationality by rank or title. These up-to-date data show where the School is deficient in the full utilization of women and minority groups and the places where these situations can best be improved. These data are submitted with this report, Tables I and II.

The data show that among EPA personnel, all ranks,

- 8 % are white female,
- 2 % are black male,
- 1.6 % are black female, and
- 2.7 % are other, foreign-born or minorities.

Although these data in part reflect low availability in many fields of science, they also indicate a definite need for recruitment of white females and black males. Black females are virtually unavailable.

Data on present graduate students show that percentages of females and minorities are approximately twice as high as among present EPA personnel.

Data for SPA personnel indicate that,

- 66% are white female,
- 5 % are black male
- 5 % are black female
- 1.5 % are other, foreign born and minorities.

But, data also indicate that a large proportion of administrative and supervisory personnel are white male.

DATA ON AVAILABLE MANPOWER

Data have been and are being accumulated on the availability of trained personnel, and possible future personnel, faculty, graduate students, and

non-academic employees. Data on non-academic personnel will be largely limited to the locality but faculty and graduate students will be sought on a national, and international, basis.

Data are on file giving the numbers of graduates in all colleges and universities in the state with their sex, race and field of specialization. Data from technical and training schools are also available.

In several areas of specialization in the School, data have been obtained on numbers of graduates and post graduates, degrees, etc. for the nation. Data will be obtained in as many more areas of specialization as possible.

These data on the manpower pool will be used in special efforts to recruit both women and minorities for the faculty, graduate students, and non-academic employees of the School. The data show the same general low availability of females and minorities as is true of the nation as a whole. Data suggest, however, that there is a possibility of more SPA recruits among minorities graduating from community colleges and technical institutes.

Data on recent EPA employees show that among the minority personnel employed, most have come from our own graduates and a smaller number from the national pool. Active recruitment of women and minorities for graduate work will, in the future, greatly augment their numbers in the pool of possible EPA personnel.

It is recognized that the recruitment and retention of women and minority group personnel in the academic and professional staff requires affirmative effort, not mere neutrality. The national, and international, labor market from which the School must recruit its academic and professional employees makes it unrealistic to establish specific numerical goals based on availability. Personnel is virtually unobtainable among minority groups in some areas. While the School, and the University, tries always to choose the best personnel available in all categories, it will take special effort to recruit in such a way that women and individuals from minority groups will have an equal opportunity to

be considered and appointed to faculty and staff positions. It is the policy of the School that no appointments will be made to faculty or professional positions until female and minority group candidates have been diligently sought out, and if candidates are available, they are encouraged to apply for positions.

EMPLOYMENT PLANS AND GOALS FOR FACULTY AND GRADUATE STUDENTS

It is the plan and intent of each department in the School, that as faculty positions become available, it will actively recruit women and minority group candidates. The department will make contact with faculty members at institutions known to serve significant numbers of minority students and to seek actively qualified personnel in the desired field. The department will also make contact with groups specifically oriented to and concerned with minority groups in an effort to find qualified persons through these groups. Depending on the position, consideration will be given to advertising in magazines or technical journals for candidates for the position.

In the recruitment of graduate students special efforts will be made to recruit women and blacks from predominately female and black colleges and universities. This is in part with a ~~view~~^{view} toward developing qualified women and minority group candidates for subsequent employment.

There will be full participation of women and minority group members on committees which involve the selection and treatment of graduate students.

There will be allocation of employment opportunities such as teaching and research fellowships and work-study so as to assure women and minority applicants fair and equal consideration, consistent with intention to insure more qualified graduates in these groups.

It is the purpose and intent of each department to raise significantly the numbers of women and minority groups in the ranks of its faculty and graduate students.

EMPLOYMENT PLANS AND GOALS FOR NON-ACADEMIC EMPLOYEES

At the present time more than half the non-academic employees of the School are women; but, almost all are white women, and there should be considerably more women and minorities in administrative and supervisory positions. In order to provide equal opportunity, special efforts must be made to structure and implement, on a continuing basis, programs designed to recruit, select, and place and train qualifiable minority and women non-professionals within all segments of the work force. The goal is to utilize women and minority groups to the fullest extent possible, at least equivalent to their availability in the local labor market.

Each department will analyze its work force and make an effort to recruit and promote women and minority group persons to higher levels and administrative positions. Job categories which have traditionally been filled predominately by either men or women will be re-evaluated to determine if sex is actually a bona fide occupational qualification.

Records will be kept of the activities related to the handling and disposition of all faculty and non-academic applications (unsolicited as well as solicited). Special attention will be given to documenting the reasons why applicants (especially females or members of minority groups) were not selected.

The qualifications for each position will be carefully reviewed not only to see if they are fair and consistent with good and adequate work in that position, but also to be sure that they do not discriminate against either women or minorities. In some areas qualifications could perhaps be lowered and perhaps in others they should be raised as the character of the work changes.

Departments should follow the policy outlined by the University Administration in actively seeking applicants to fill vacancies by listing such vacancies with the Personnel Office and requesting equal opportunity be given to all applicants.

Non-professional employees are compensated by position classification based on a standardized public pay scale which provides equal pay for equivalent duties. The School is obliged to follow these pay scales and classifications and cannot pay salaries in conflict therewith. Where real or apparent inequities exist, however, individuals or departments should bring them to the attention of the Dean.

Annual reviews of qualifications of all employees will be conducted to insure that every employee, including minority persons and women, is given full opportunity for promotion, and that employee skills are fully utilized. Where female or other minority employees currently occupying lower positions possess qualifications equivalent to or exceeding those of other employees in higher level positions, they will be given priority consideration for promotion when such actions are consistent with state regulations.

Each department, as positions become available, will make a special effort to employ as many women and minority persons as possible, consistent with the availability of applicants.

A summary of individual estimates by department heads indicates that the following goals are realistic:

Five- and Ten-year Goals for:	Present	1978	1983
Top EPA ranks (Prof., Assoc. Prof., Asst. Prof.)	White females 1% Black females 0% Black males 1%	4% 1% 4%	8% 2% 11%
Lower EPA ranks (Instr. Res. Assoc., Res. Asst.)	White females 5% Black females 1% Black males 0%	8% 3% 3%	10% 4% 6%
Graduate Students	White females 14% Black females 1% Black males 2%	15% 2% 6%	24% 3% 9%

Our goal during the next five years is to fill at least 25% of nonprofessional and professional nonacademic positions which become available with black males and females. In certain position classifications such as stenography and laboratory technicians it is believed that qualified black females can be obtained in some numbers. As crew foremen positions become available it is our goal to fill as many as possible with qualified blacks.

REPORTING AND MONITORING

The University has adequate and working grievance boards and committees for both faculty and staff.

In regard to continuing and positive affirmative action, however, which has as its goal improvement of conditions and increased employment of minorities and women, there will be a permanent Affirmative Action Committee for the School of Agriculture and Life Sciences. Individuals and groups shall report real or apparent cases of discrimination to the Dean. Each Department will designate an affirmative action representative or committee that will report at regular intervals to the Dean as to affirmative action taken during the preceding period. All files and data on employment or other actions taken will be readily available to the Dean or the committee. Data on the number of professional and nonprofessional positions open or filled, and data on promotions will be provided, as well as specific actions taken in recruitment.

The committee shall look especially for potential problem areas, areas of under-utilization, or inequity. It shall help set realistic short-term and long-term goals. It shall ask for explanation of practices or procedures which may appear to involve discrimination. It shall review and summarize complaints to the complaint boards from the School. It shall keep the Dean informed as to continuing affirmative action and help make future plans. It should also help prepare material for outside group reviews.

TABLE I
ERA POSITIONS
SCHOOL OF AGRICULTURE AND LIFE SCIENCES

Faculty and Professional	White Male	White Female	Black Male	Black Female	Other Male	Other Female	Vacancies	Total
Professor	210	2				1		213
Assoc. Professor	126	1			1		1	129
Asst. Professor	98	4	4				5	111
Instructor	23	2					1	26
Research Assoc.	24	2		1	3	6		36
Research Asst.	40	2			2	2	1	47
Extn. Specialist	22	18	3				1	44
District Spec.	4	4	1	3				12
Home Econ. Agent		1		1				2
Asst. Director Ext.	2		1					3
Librarian		1						1
Head Tob. Lit. Serv.		1						1
Admn. Asst.			1					1
Distr. Supervisor	4	4	1	3				12
Asso. Stat. 4-H Ldr.	1							1
Stat. Home Econ. Agt.		1		1				2
Editors	8	2						10
Total Faculty	562	45	11	9	6	9	9	651
Graduate Assistants	45	11						56
Master Candidate	218	55	10	4	19	10		316
Ph. D. Candidate	230	35	5	4	27	7		308
Total (not incl. Asst)	448	90	15	8	46	17		624

TABLE II
SPA CLASSIFICATIONS
SCHOOL OF AGRICULTURE AND LIFE SCIENCES
SUMMARY

[illegible]

TABLE II (cont.)

Title	Grade	White	White	Black	Black	Other	Other	Vacant	Total
		Male	Female	Male	Female	Male	Female		
Dairy plant Foreman	61	1							1
Draftsman II	61	1							1
Acctg. Clerk III	60		1						1
Adm. Secretary	60		7						7
Computer Oper. I	60	2							2
Feedmill Oper.	60	1					1		2
Litho Pressman I	60	1							1
Maint. Mach. II	60	2							2
Secretary IV	60		7						7
Photographer I	59				1				1
Artist Illust.	58						1		1
Farm Foreman I	58	1		2					3
Greenhouse Mgr. I	58	1							1
Res. Tech. I	58	3	8	5	2	1	1		20
Dairyplant Operator	57	4							4
Dup. Equip. Oper. III	57	1							1
Lab. Ani. Tech. II	57			1					1
Secretary III	57		38		2		1		41
Statist. Aide	57		2						2
Stenographer III	57		3						3
Acctg. Clerk II	56		24						24
Clerk III	56	1							1
Maint. Mech. I	56	4							4
Typist III	56		2						2
Dup. Equip. Oper II	55		2						2
Ag. Res. Asst.	54	11		5					16
Darkroom Aide	54				1				1
Keypunch Oper. II	54		16						16
Steno II	54		122		11		1		134
Stock Clerk II	54			1					1
Typist II	54		27		3				30

TABLE II (Cont.)

Title	Grade	White		Black		Other		Vacant	Total
		Male	Female	Male	Female	Male	Female		
Clerk II	53		13						13
Res. Aide	53			1	3				4
Lab. Asst. Tech.	52			1					1
Gen. Utility Man	52							1	1
Truck Driver	52			1					1
Intern. Clerk	51		3						3
Dupl. Equip. Oper. I	51		1						1
Farm Worker	50	4		7	1				12
Lab. Helper	49				3				3
Totals		186	356	31	31	4	6	2	616

PART III

Section C

AFFIRMATIVE ACTION PLAN

FOR THE

SCHOOL OF DESIGN

June 15, 1973

SCHOOL OF DESIGN: AFFIRMATIVE ACTION PLAN

The School of Design is committed to the achievement of a diverse, multi-racial faculty, staff, and student body of both sexes. It is the School's firm belief that this diversity is beneficial to the education of the students, to the enrichment of the faculty, and will eventually lead to improvement of the professions represented by the School's departments: architecture, landscape architecture, and product design. In order to organize and maximize our efforts to achieve this goal, an affirmative action committee has been established in the School. This committee is constituted of six people: three faculty members, two students, and one non-academic employee. Two of the committee members are black and three are women.

1. THE PRESENT SITUATION

In recent years, the School of Design has taken steps to attempt to improve the representation of minorities and women. The following tables indicate these efforts:

1.1 Representation of Minorities and Women in the Faculty* (EPA)

	<u>1967-68</u>	<u>1969-70</u>	<u>1972-73</u>
Total	26	26	32
Minorities	0	0	1 (3.1%)
Women	0	1 (3.8%)	2 (6.2%)

*Only full-time faculty are indicated.

1.2 Representation of Minorities and Women Undergraduate Students

	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
Total	509	486	457
Minorities	3 (0.6%)	4 (0.8%)	6 (1.3%)
Women	47 (9.2%)	50 (10.3%)	63 (13.8%)

1.3 Representation of Minorities and Women Graduate Students

	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
Total	27	45	95
Minorities	0	1 (2.2%)	2 (2.1%)
Women	3 (11.1%)	8 (17.8%)	21 (22.1%)

1.4 Full-time non-academic employees (SPA)

Currently, there are nine full-time non-academic employees in the School. One of the seven women is black; she was employed in September, 1972.

While there have been advances made in recent years, the School of Design feels there are several problems which require resolution if an adequate representation of minorities and women is to be attained.

2. PROBLEM AREAS

Traditionally, the professions which relate to the School's departments have not attracted minorities or women. For example, according to the North Carolina Board of Architecture, the number of resident registered architects in North Carolina is 605. Of this 605, four (0.67%) are members of a minority group and five (0.8%) are women (one of the five women is currently on our faculty). Indications are that similar percentages would be found in landscape architecture and product design. From the standpoint of the faculty, the extremely low representation of minorities and women practicing in our professions makes recruitment of qualified faculty from these areas a major problem. In relation to recruiting of students, the low number of minorities and women in our professions results in a negative influence, and this image will have to be changed to improve recruiting results.

2.1 Faculty

A recent survey conducted by the Association of Collegiate Schools of Architecture (ACSA) indicated that in the 59 affiliated schools that responded there are 34 (2.3%) black faculty members and 83 (5.4%) women faculty members. It can be observed from Table 1.1 of this report that the percentage of minorities and women on our faculty is slightly higher than the national average indicated by the ACSA survey.

In October, 1972, the ACSA placed notices in four national professional journals asking minorities and women to indicate their interest in teaching. The responses were published in November, 1972, and distributed to ACSA member schools and have been supplemented in recent months by newsletters. There have been five black respondents and 19 women. In this case, however, a response indicates interest but does not necessarily increase the total resource available as several of the respondents are already teaching.

2.2 Students

Data in Tables 1.2 and 1.3 indicate significant differences relative to increasing the representation of minorities and women in the student body in the School of Design. Substantial progress has been made regarding women stu-

dents; the 13.8% women undergraduates is substantially more than the 5.7% women undergraduates currently enrolled in ACSA schools. The admission statistics for the freshman class that will enroll in the Fall, 1973, indicate that of the 85 who have accepted admission at this time, 23 are women. As a result, our projected statistics for the academic year 1973-74 indicate that 16.7% of the undergraduate students will be women.

Our objective of increasing the student representation of minorities in the School has not been realized. While there has been a small increase in the number of minority students, the change has not been as dramatic as with women. For the 1972-73 academic year, only five minority students applied for admission to the School of Design; of the five, two were accepted. The number of minority students who applied for admission in the Fall of 1973 was ten; one has been accepted at this time.

Currently, admission to the School is based upon the student's projected grade point average as calculated by the University. The minimum acceptable projected grade point average for in-state students is 2.5. Of the nine minority students who have been denied admission for Fall, 1973, two had projected grade point averages of 2.0; four had projected grade point averages between 1.6 and 2.0; and three had projected grade point averages below 1.6 (the University's minimum). The principle task relative to minority students would appear to be to increase the number of qualified students making application.

3. GOALS AND TIMETABLES

3.1 Faculty

A concentrated effort will be made to increase the representation of the minorities and women in the faculty of the School of Design. It is planned to utilize the openings which naturally occur in the faculty each year to meet our goals. Over the next ten years, our goal is to fill 50% of open faculty positions with minorities and women. In the previous five years, there have been an average of four faculty openings in each year created by resignations, terminations, and retirements. Assuming this rate continues, there may be forty available positions over the next ten years. It has to be assumed that some of the forty available positions will eventually be created by resignations and terminations in the group of minorities and women. Nevertheless, the School's goal for 1983-84 is a faculty of 36 that includes four (approximately 10%) minority members and 12 (33 1/3%) women.

3.2 Students

In an effort to provide better representation of minorities and women in the student body of the School of Design, a

goal of at least 15% minorities in ten years and at least 35% women in five years has been set. As has been mentioned earlier, the problem of better representation for minorities appears to be more difficult; and it is assumed that some momentum will have to be generated during these ten years. Therefore, a goal of 5% minority students in five years has been established as an interim guideline for the ten-year goal.

3.3 Full-time non-academic employees

Our goal is to add two minority employees within the next three years.

4. STRATEGIES FOR IMPLEMENTATION

Responsibility for insuring that a conscientious effort is made to achieve the goals of the Affirmative Action Plan of the School of Design will be assigned to a full-time member of the faculty. In the discharge of this responsibility, this person will be advised and assisted by an affirmative action committee comprised of faculty, students, and non-academic employees. At least 50% of the members of this committee will be from minority groups and women. The committee will be charged with the following activities: 1) coordination and monitoring of recruitment efforts at all levels to insure that significant efforts are being made to meet the goals of the affirmative action program, 2) identification of problems within the School related to minorities and women, 3) investigation of charges of either individual discrimination or overall patterns of discrimination, and 4) distribution of prescribed annual reports on the School of Design's progress in implementing this program.

Besides the normal reallocation of funds that results from a change and strengthening of some priorities represented by this affirmative action program, the School of Design will request that 10% of the annual funds in the Design Foundation be allotted to affirmative action. These funds will be utilized to increase our recruiting efforts by paying for necessary travel and for the development and production of communication devices about the School. They will also be used to increase the financial aid available to minority and women students, to support the proposed peer advising system, and to aid faculty development programs. Additionally, the Design Foundation will continue to pay necessary stipends for interviewing faculty and to meet moving expenses for new faculty.

4.1 Faculty

The current scarcity of minorities and women with appropriate academic and professional credentials has been recognized. In recruiting faculty in these areas, there is a temptation to apply less rigorous criteria than might be used in other circumstances, but to effectuate this might do an injustice to the minority and women students

in the School and would be reverse discrimination which is against the law. In the initial stages of implementation, one approach will be the hiring of part-time faculty. There are inherent difficulties in using part-time faculty as they are not in the School very often and do not serve as advisers to students, but this method can serve to aid future recruiting efforts both by identifying potential faculty and by providing exemplary practitioners for our students and prospective students. The initial recruiting will concentrate on identification and utilization of this resource. An increased effort to identify qualified minority and women faculty members is being made for the faculty positions that will be open in the School for the Fall, 1973, by advertising in the ACSA Newsletter and by contacting directly ACSA affiliated schools.

It is apparent that schools of design will have to create a resource of faculty through graduate education for minorities and women. However, a time lag to allow this to happen is inevitable and inducements must be developed to attract and keep minority and women faculty members. The School will encourage the development, expansion, and coordination with other departments and universities of programs of special interest to minorities and women. It will also seek research stipends and grants that will assist professional development and augment annual salaries.

4.2 Students

The continually increasing number of women students in the School of Design would seem to indicate that reaching the established goal through predicted growth is conceivable. An effort to insure more women students will be made initially by preparing a recruiting brochure that will emphasize women in the School and the professions related to the School. Several women students in the School have already indicated interest in visiting high schools to inform and recruit students; such an effort will be supported, encouraged, and developed into a program that will be instituted in the Fall of 1973.

The problem of recruiting minority students is much more difficult. There appear to be three avenues available for bringing students into the School: admission as freshmen, admission as transfer students, and admission to the graduate program. Our efforts will emphasize the admission of freshmen and graduate students.

One of the priorities in recruiting minority students is to change the restricted image of the School and the professions it represents. Initially, a brochure for recruiting will be produced that emphasizes the role minorities can take in the broad scope of the professions and the School. There are several existing programs and activities in community development areas which have special

relevance to minorities, and these will be expanded. Beyond the brochure, other means of visual communication about the School will be produced to appeal to minorities. These endeavors will be supported by a program of high school visitation and recruitment. At the graduate level, recruiting efforts will be increased in the black students.

The School of Design has also been working with Shaw University in Raleigh and currently has one minority student from Shaw taking courses in the School. (Arrangements were made for two other Shaw students to take courses in the School, but schedule conflicts for courses prevented the implementation of the arrangement.) The School of Design will document this program and will explore the possibility of its expansion to other minority students at St. Augustine's College, North Carolina Central University, and other departments within this University. It is our desire to further attract these students to our graduate program through such cooperative arrangements.

There are two general areas which will affect recruiting which apply to both minority and women students. The first of these has to do with the high school counselors and their image of the School of Design and the professions it represents. A program will be established in the 1973-74 academic year to change this image and to educate the counselors concerning the possibilities for minorities and women in the School and the related professions.

The other area of importance is for the School of Design to take a more active role in aiding employment of graduates. Initially, the School will generate information about employment opportunities for minorities and women, and, eventually, it will attempt to identify and expand the places of employment.

The principal goal of the recruiting efforts is to increase the number of qualified applicants for admission to the School. It is not our intention to arbitrarily alter the admissions standards but to make a comprehensive investigation and to implement appropriate entrance requirements for the review of students for the Fall, 1974. The initial step in this regard is reflected by the review of the admissions action taken on three of the minority undergraduate applicants for the Fall, 1973. At this time, interviews are being organized for each of these applicants.

It is also recognized that financial assistance may be needed, particularly for minorities with low financial ability to pay for their own education. The School will provide financial support for at least three minority students this year with an increase of support for three more minority students for each of the succeeding years until a total of at least 15 minority students receive support.

A system of peer advising will also be organized for minority and women students in the School. This system will provide for graduate students and upperclassmen to advise freshmen and sophomores. These advisers will help the underclassmen with problems distinctive among minorities and women: aiding in making the transition to the University; assisting in their social life, housing, and curriculum development; and providing tutors to aid their classwork. It will, also, serve as a problem-identification technique within the School as advisers will be asked to report difficulties and problem areas to the faculty member in the School in charge of affirmative action.

4.3 Full-time non-academic employees

There is currently one non-academic position for a secretary open in the School of Design. The School has emphasized that it is an equal employment opportunity employer. Two minority group members and eight others have been interviewed, and a selection has not been made.

5. CONCLUSIONS

The major source of the problem in the School of Design is to identify and encourage potentially qualified students and staff. Underlying this problem is a restricted image projected by historical example of the School and its related professions and emphasized by the School's role within the framework of a University that is similarly perceived. The activities described in this plan are positive strategies aimed at this problem. Through their implementation the School seeks to change and enhance its scope and effectiveness.

School of Forest Resources

MEMORANDUM

To Bill:

Attached are corrected copies of our
Affirmative Action Plan to include
Forestry Extension. Please insert these
pages in our original report.

*I will combine with
original report. es*

ATTACHED PAPERS

- ☐ Please note and return.
- ☐ Please note, do not return.
- ☐ File.
- ☐ For your records.
- ☐ Hold for conference.
- ☐ Speak to me concerning.
- ☐ Please handle.
- ☐ Please answer.
- ☐ Note opinion and return.
- ☐ Needs your signature.
- ☐ Please approve.
- ☐ Please give me all data.
- ☐ Refer to me.

Signed: Bud Saylor

Date November 15, 1973

as a team member. Judgments by the individual's peers in the fields of his interests and activities are a necessary input to the evaluation process.

In the above context, appointment of faculty (other than the best) made primarily to satisfy established quota goals for minorities and females could result in an erosion of the School's programs. If productivity or quality of School programs were lowered as the result of pressure to achieve firm goals, it would appear logical for the enforcing agency to provide additional financial resources to enable maintenance of quality programs.

School Statistics and Availability Data

Faculty (EPA) Personnel

Of the 57 faculty positions covering the ranks of instructor (or equivalent) to professor in the School of Forest Resources (Table 1), none is filled currently by a female or black; however, one at the assistant professor level is held by a member of another minority group (Oriental). This is not construed as underrepresentation of females or minorities in light of past and present availability data as presented below.

Meaningful availability data applicable to the School of Forest Resources are difficult to obtain for a variety of reasons such as past regulations that prohibited recording of race and sex, lack of systematic data recording and collection, incomplete responses to questionnaires that have been tried, etc. As a result it is only possible to provide data that are of value in obtaining a general overview of the situation.

Table 1. Faculty (EPA) positions and graduate assistants for the School of Forest Resources

Faculty	White Male	White Female	Black Male	Black Female	Other Male	Other Female	Vacancies	Total
Professor	20							20
Assoc. Prof.	15							15
Asst. Prof.	8				1			9
Instructor	5							5
Research Assoc.	2				1			3
Research Asst.	1							1
Teaching Tech.	1							1
Forestry Specialist	1							1
Liaison Geneticist	2							2
TOTAL	55				2			57
<u>Graduate Assistants</u>								
Masters Candidate	16		1					17
Ph.D. Candidate	14				1			15
TOTAL	30		1		1			32

In June of 1971, a report was published by the Council for University Women's Progress at the University of Minnesota indicating that only one (0.18%) of the 558 doctorates awarded in Forestry from 1960-69 was earned by a female; for the same period only four (13.3%) of 30 doctorates in Recreation were listed as earned by females.

As seen in Table 2, there has been a slow but steady increase from 1963 to 1971 in the number of females enrolled in doctoral programs in

--As of 1969, there were approximately 2,300 blacks with Ph.D.'s in the United States. This total represents less than one percent of the country's earned doctorates.

--About 650 blacks obtained natural science doctorates between 1876 and 1969. This represents less than one percent of the total doctorates awarded in natural science fields.

--Of the 1,096 black respondents to the Ford Foundation survey, more than half earned their degrees in Education or Social Science; 13 percent earned degrees in the Biological Sciences and 12 percent in the Physical Sciences.

--About 80% of the blacks with doctorates who are employed by colleges and universities are employed by institutions with predominately black enrollments.

On the basis of the above statistics, competition for qualified females and blacks by universities throughout the United States will obviously be keen for several years to come. This seems especially true for Schools such as ours that deal with professional areas in which historically they have been almost non-existent.

Non-academic (SPA) Personnel

Thirty-four non-academic positions currently exist in the School (Table 4); of these 27 (77%) are held by females and 5 (16%) by blacks. In addition, the School is cooperating with a local high school by employing a black male student part time as a laboratory and field technician.

Of the 16 positions classified as research support staff (e.g., technicians), three are held by blacks and 10 by females. The remaining 15 positions (basically secretarial positions) are filled by females, one of which is black. Although blacks do not hold top ranking positions in either of the two major categories, this is not the result of discriminatory practices. Rather, it is attributed to lack of seniority.

Table 4. Non-academic (SPA) positions for the School of Forest Resources

Title	Grade	White Male	White Female	Black Male	Black Female	Other Male	Other Female	Vacancies	Total
Admin. Officer I	67								
Admin. Asst.	62								
Admin. Sec.	60		1						1
Secretary IV	60		1						1
Steno III	57		3						3
Steno II	54		7		1				8
Typist II	54		1						1
Acct. Clerk II	56		1						1
Clerk IV	60		1						1
Computer Prog. I	64		1						1
Comp. Oper. II	63								
Key punch Oper. II	54								
Dup. Equip. Oper. II	55		1						1
Ag. Res. Tech. II	68								
Ag. Res. Tech. I	64	1	1						2
Ag. Res. Asst.	54			1					1
Res. Tech. III	64	2	2						4
Res. Tech. II	62		3	1					4
Res. Tech. I	58		1		2				3
Res. Mechanic II	64	1							1
Res. Mechanic I	62								
Maint. Mechanic II	60	1							1
Main, Mechanic I	56								
Farm Foreman II	62								
Farm Foreman I	58								
Farm Worker	50								
Greenhouse Mgr. I	58								
Greenhouse Worker	53								
TOTAL		5	24	2	3				34

department is provided in Table 6 which indicates 15 positions may become available from 1973 to 1978.

Table 6. Anticipated retirements, resignations and employment goals for faculty positions in the School of Forest Resources

Department	Retirements	Resignations	Employment Goals	
			Female (White)	Male (Black)
Forestry	4	1	1	1
Recreation Resources Administration	4	1	1	0
Wood and Paper Science	4	1	0	0
TOTALS	12	3	2	1

An attempt will be made to fill three of the 15 positions with some combination of females and blacks. On the basis of anticipated availability of qualified professionals, this may be somewhat overly ambitious, but it is considered to be something worthy to strive for. However, because of the extremely low availability of minority candidates for these positions the most effective approach will be to establish accelerated efforts to train and educate more minority people in these fields.

Non-academic (SPA) Personnel

No new non-academic positions are expected in the next five years and none are scheduled to be vacated through retirement. The turnover resulting from resignations is anticipated to be ten. The School goal will be to fill four of these positions with blacks. Three of

the four appointments are scheduled tentatively to be in the secretarial-stenographic area with the first to be completed by January of 1975.

Procedures

The School of Forest Resources will continue to use recruitment procedures that maintain the high quality standards already established for the successful performance of the School's education, research and extension functions. For example, the requirement of a doctorate will be maintained for all faculty positions. In addition, one of the degrees (i.e., B.S., M.S. or Ph.D.) held by the applicant must be in a professional area of the School (e.g., forestry, recreation, wood science, etc.). However, when an applicant possesses qualifications urgently needed, the doctoral requirement may be waived temporarily with the proviso it be completed in some specified time period. Similarly, extensive experience in a professional area may on rare occasions be considered as a substitute for having a degree in that particular field.

Because the professions are relatively small in size and the number of universities offering professional degrees is limited, past recruitment has been handled primarily through direct (word of mouth) contact. In the future, however, recruitment efforts will become more formalized.

Policies and procedures pertinent to the School's Affirmative Action Plan include the following:

- (1) Descriptions of vacant faculty positions will be carefully prepared to define qualifications desired in applicants. These descriptions will be widely advertised through professional journals, communication media of professional societies or associations and direct contact

cannot be supported by funds from the School's operating budget which is currently less than adequate for normal operations.) Examples of such efforts include:

- a) Training in our specialized academic fields postdoctoral students from other support areas such as economics, chemistry, etc., that have no background in our professions.
- b) Developing more ties and programs with institutions with predominately black enrollments. Established programs will be re-evaluated and strengthened if possible. Funds for scholarships and assistantships will also be sought.
- c) Increasing recruitment efforts in general throughout the state and region to attract more females and minority students into the School curricula.

(7) The Extension Forest Resources EPA personnel hold joint appointments in the Agricultural Extension Service, a cooperative state-USDA agency. Thus, members of the Extension group will comply with the employment procedures of the Agricultural Extension Service as well as those outlined here.

(8) The Assistant Dean will serve as the School's Equal Employment Opportunity Officer to coordinate and oversee the above activities. In addition, the School's Administrative Council (Deans, Department Heads, and Faculty Senate Representative) will act as an advisory body to periodically evaluate progress, review procedures, handle grievance matters, etc.

L. C. Saylor
Assistant Dean

March 12, 1973

as a team member. Judgments by the individual's peers in the fields of his interests and activities are a necessary input to the evaluation process.

In the above context, appointment of faculty (other than the best) made primarily to satisfy established quota goals for minorities and females could result in an erosion of the School's programs. If productivity or quality of School programs were lowered as the result of pressure to achieve firm goals, it would appear logical for the enforcing agency to provide additional financial resources to enable maintenance of quality programs.

School Statistics and Availability Data

Faculty (EPA) Personnel

Of the 57 faculty positions covering the ranks of instructor (or equivalent) to professor in the School of Forest Resources (Table 1), none is filled currently by a female or black; however, one at the assistant professor level is held by a member of another minority group (Oriental). This is not construed as underrepresentation of females or minorities in light of past and present availability data as presented below.

Meaningful availability data applicable to the School of Forest Resources are difficult to obtain for a variety of reasons such as past regulations that prohibited recording of race and sex, lack of systematic data recording and collection, incomplete responses to questionnaires that have been tried, etc. As a result it is only possible to provide data that are of value in obtaining a general overview of the situation.

Table 1. Faculty (EPA) positions and graduate assistants for the
School of Forest Resources

Faculty	White Male	White Female	Black Male	Black Female	Other Male	Other Female	Vacancies	Total
Professor	20							20
Assoc. Prof.	15							15
Asst. Prof.	8				1			9
Instructor	5							5
Research Assoc.	2				1			3
Research Asst.	1							1
Teaching Tech.	1							1
Forestry Specialist	1							1
Liaison Geneticist	2							2
TOTAL	55				2			57
<u>Graduate Assistants</u>								
Masters Candidate	16		1					17
Ph.D. Candidate	14				1			15
TOTAL	30		1		1			32

In June of 1971, a report was published by the Council for University Women's Progress at the University of Minnesota indicating that only one (0.18%) of the 558 doctorates awarded in Forestry from 1960-69 was earned by a female; for the same period only four (13.3%) of 30 doctorates in Recreation were listed as earned by females.

As seen in Table 2, there has been a slow but steady increase from 1963 to 1971 in the number of females enrolled in doctoral programs in

--As of 1969, there were approximately 2,300 blacks with Ph.D.'s in the United States. This total represents less than one percent of the country's earned doctorates.

--About 650 blacks obtained natural science doctorates between 1876 and 1969. This represents less than one percent of the total doctorates awarded in natural science fields.

--Of the 1,096 black respondents to the Ford Foundation survey, more than half earned their degrees in Education or Social Science; 13 percent earned degrees in the Biological Sciences and 12 percent in the Physical Sciences.

--About 80% of the blacks with doctorates who are employed by colleges and universities are employed by institutions with predominately black enrollments.

On the basis of the above statistics, competition for qualified females and blacks by universities throughout the United States will obviously be keen for several years to come. This seems especially true for Schools such as ours that deal with professional areas in which historically they have been almost non-existent.

Non-academic (SPA) Personnel

Thirty-four non-academic positions currently exist in the School (Table 4); of these 27 (77%) are held by females and 5 (16%) by blacks. In addition, the School is cooperating with a local high school by employing a black male student part time as a laboratory and field technician.

Of the 16 positions classified as research support staff (e.g., technicians), three are held by blacks and 10 by females. The remaining 15 positions (basically secretarial positions) are filled by females, one of which is black. Although blacks do not hold top ranking positions in either of the two major categories, this is not the result of discriminatory practices. Rather, it is attributed to lack of seniority.

Table 4. Non-academic (SPA) positions for the School of Forest Resources

Title	Grade	White Male	White Female	Black Male	Black Female	Other Male	Other Female	Vacancies	Total
Admin. Officer I	67								
Admin. Asst.	62								
Admin. Sec.	60		1						1
Secretary IV	60		1						1
Steno III	57		3						3
Steno II	54		7		1				8
Typist II	54		1						1
Acct. Clerk II	56		1						1
Clerk IV	60		1						1
Computer Prog. I	64		1						1
Comp. Oper. II	63								
Key punch Oper. II	54								
Dup. Equip. Oper. II	55		1						1
Ag. Res. Tech. II	68								
Ag. Res. Tech. I	64	1	1						2
Ag. Res. Asst.	54			1					1
Res. Tech. III	64	2	2						4
Res. Tech. II	62		3	1					4
Res. Tech. I	58		1		2				3
Res. Mechanic II	64	1							1
Res. Mechanic I	62								
Maint. Mechanic II	60	1							1
Main. Mechanic I	56								
Farm Foreman II	62								
Farm Foreman I	58								
Farm Worker	50								
Greenhouse Mgr. I	58								
Greenhouse Worker	53								
TOTAL		5	24	2	3				34

department is provided in Table 6 which indicates 15 positions may become available from 1973 to 1978.

Table 6. Anticipated retirements, resignations and employment goals for faculty positions in the School of Forest Resources

Department	Retirements	Resignations	Employment Goals	
			Female (White)	Male (Black)
Forestry	4	1	1	1
Recreation Resources Administration	4	1	1	0
Wood and Paper Science	4	1	0	0
TOTALS	12	3	2	1

An attempt will be made to fill three of the 15 positions with some combination of females and blacks. On the basis of anticipated availability of qualified professionals, this may be somewhat overly ambitious, but it is considered to be something worthy to strive for. However, because of the extremely low availability of minority candidates for these positions the most effective approach will be to establish accelerated efforts to train and educate more minority people in these fields.

Non-academic (SPA) Personnel

No new non-academic positions are expected in the next five years and none are scheduled to be vacated through retirement. The turnover resulting from resignations is anticipated to be ten. The School goal will be to fill four of these positions with blacks. Three of

the four appointments are scheduled tentatively to be in the secretarial-stenographic area with the first to be completed by January of 1975.

Procedures

The School of Forest Resources will continue to use recruitment procedures that maintain the high quality standards already established for the successful performance of the School's education, research and extension functions. For example, the requirement of a doctorate will be maintained for all faculty positions. In addition, one of the degrees (i.e., B.S., M.S. or Ph.D.) held by the applicant must be in a professional area of the School (e.g., forestry, recreation, wood science, etc.). However, when an applicant possesses qualifications urgently needed, the doctoral requirement may be waived temporarily with the proviso it be completed in some specified time period. Similarly, extensive experience in a professional area may on rare occasions be considered as a substitute for having a degree in that particular field.

Because the professions are relatively small in size and the number of universities offering professional degrees is limited, past recruitment has been handled primarily through direct (word of mouth) contact. In the future, however, recruitment efforts will become more formalized.

Policies and procedures pertinent to the School's Affirmative Action Plan include the following:

- (1) Descriptions of vacant faculty positions will be carefully prepared to define qualifications desired in applicants. These descriptions will be widely advertised through professional journals, communication media of professional societies or associations and direct contact

cannot be supported by funds from the School's operating budget which is currently less than adequate for normal operations.) Examples of such efforts include:

- a) Training in our specialized academic fields postdoctoral students from other support areas such as economics, chemistry, etc., that have no background in our professions.
- b) Developing more ties and programs with institutions with predominately black enrollments. Established programs will be re-evaluated and strengthened if possible. Funds for scholarships and assistantships will also be sought.
- c) Increasing recruitment efforts in general throughout the state and region to attract more females and minority students into the School curricula.

(7) The Extension Forest Resources EPA personnel hold joint appointments in the Agricultural Extension Service, a cooperative state-USDA agency. Thus, members of the Extension group will comply with the employment procedures of the Agricultural Extension Service as well as those outlined here.

(8) The Assistant Dean will serve as the School's Equal Employment Opportunity Officer to coordinate and oversee the above activities. In addition, the School's Administrative Council (Deans, Department Heads, and Faculty Senate Representative) will act as an advisory body to periodically evaluate progress, review procedures, handle grievance matters, etc.

L. C. Saylor
Assistant Dean

March 12, 1973

PART III

Section F

AFFIRMATIVE ACTION PLAN
FOR THE
SCHOOL OF FOREST RESOURCES

June 15, 1973

Introduction

This document contains the Affirmative Action Plan for the School of Forest Resources which is composed of the Department of Forestry, Department of Recreation Resources Administration and Department of Wood and Paper Science. The statements and in particular the "availability data" are presented in reference to the professional areas for which the departments are responsible. These include: Forest Resources Management, Recreation and Parks Administration, Forest Recreation, Wood Science, and Pulp and Paper Science.

General Statement

The School of Forest Resources agrees to continue established policies that in terms of Executive Order 11246 "will not discriminate against any employee or applicant for employment because of race, color, religion, sex or national origin and that will provide affirmative action to ensure that applicants are employed and that employees are treated during employment without regard to these factors."

Although as shown later, it is not felt that women, blacks or other minority ethnic groups are underrepresented in the School on the basis of availability of qualified candidates, a serious attempt has been made to establish goals and procedures that are positive and even innovative as well as realistic in dealing with the problem of equal employment opportunity.

It is recognized that the scarcity of individuals from minority groups and females (in particular) in the professions represented in the School is in large measure the result of lack of interest and to some extent outright aversion by these groups because of the nature of the work associated with these areas. As a result, it is felt that some of the most profitable efforts in the future will be

those directed toward rectifying past "image" problems and recruiting and training undergraduate, graduate and postdoctoral students even though results from these efforts will be more long term in nature. Hopefully, such activities will involve the professions at large as well as other schools across the nation.

It is also recognized that recruitment of faculty by the School of Forest Resources is a highly competitive enterprise. Selection and appointment of an individual faculty member involves the process of identifying the best person possible for the needs of the School and the position available consistent with the salary and resources that can be provided to support the individual. In this sense, appointment of a faculty member has requirements above and beyond attainment of the minimum specifications of a particular academic degree. These additional requirements include evaluations of: a) the quality of the individual's past performance in teaching and/or research, b) the potential of the individual to make contributions of the highest quality in the field identified, and c) evidence of leadership and effective participation as a team member. Judgments by the individual's peers in the fields of his interests and activities are a necessary input to the evaluation process.

School Statistics and Availability Data

Faculty (EPA) Personnel

Of the 44 faculty positions covering the ranks of instructor (or equivalent) to professor in the School of Forest Resources (Table 1), none is filled currently by a female or black; however, one at the assistant professor level is held by a member of another minority group (Oriental). This is not construed as underrepresentation of females or minorities in light of past and present availability data as presented below.

Meaningful availability data applicable to the School of Forest Resources are difficult to obtain for a variety of reasons such as past regulations that prohibited recording of race and sex, lack of systematic data recording and collection, and incomplete responses to questionnaires that have been tried. As a result it is only possible to provide data that are of value in obtaining a general overview of the situation.

Table 1. Faculty (EPA) positions and graduate assistants for the School of Forest Resources

Faculty	White Male	White Female	Black Male	Black Female	Other Male	Other Female	Vacancies	Total
Professor	17							17
Assoc. Prof.	12							12
Asst. Prof.	5				1			6
Instructor	2							2
Research Assoc.	2				1			3
Research Asst.	1							1
Teaching Tech.	1							1
Liaison Geneticist	2							2
TOTAL	42				2			44
<u>Graduate Assistants</u>								
Masters Candidates	16		1					17
Ph.D. Candidates	14				1			15
TOTAL	30		1		1			32

In June of 1971, a report was published by the Council for University Women's Progress at the University of Minnesota indicating that only one (0.18%) of the 558 doctorates awarded in Forestry from 1960-69 was earned by a female; for the same period only four (13.3%) of 30 doctorates in Recreation were listed as earned by females.

As seen in Table 2, there has been a slow but steady increase from 1963 to 1971 in the number of females enrolled in doctoral programs in

Table 2. Undergraduate and graduate enrollment from 1960-71 for females in all schools of forestry^{1/}

Year	Undergraduate Students		Graduate Students			
	Female (Total) Number	Female %	Master		Doctor	
			Female (Total) Number	Female %	Female (Total) Number	Female %
1960	24 (8,439)	0.3	6 (604)	1.0	-- (312)	-
1961	26 (8,704)	0.3	4 (696)	0.6	-- (351)	-
1962	30 (8,757)	0.3	8 (714)	1.1	-- (392)	-
1963	41 (8,804)	0.5	12 (839)	1.4	3 (418)	0.7
1964	70 (9,412)	0.7	12 (988)	1.2	2 (443)	0.5
1965	105 (10,339)	1.0	12 (1,217)	1.0	4 (518)	0.8
1966	134 (11,118)	1.2	21 (1,320)	1.6	10 (645)	1.2
1967	199 (12,358)	1.6	34 (1,330)	2.6	12 (785)	1.5
1968	313 (13,312)	2.4	53 (1,327)	4.0	11 (911)	1.2
1969	379 (13,480)	2.8	49 (1,351)	3.6	10 (907)	1.1
1970	696 (17,178)	4.1	115 (1,926)	6.0	24 (960)	2.5
1971	1,175 (19,313)	6.1	157 (2,227)	7.1	44 (870)	5.1

^{1/}Data were compiled from the 1972 annual report by Gordon D. Marckworth as published in the Journal of Forestry and further supplemented in a special report to deans of all forestry schools.

forestry schools. It should be recognized, however, that although 44 (5.1%) of 870 graduate candidates in 1971 were listed as females, these data are somewhat misleading because a significant proportion of the females are known to be foreign students (mainly Oriental) working in very specialized fields.

The above trend in University enrollment is also being experienced in some society memberships in that females in the Society of American Foresters increased from 38 to 95 during the nineteen month period ending January 3, 1973. Even so, this amounts to less than one percent of the total membership of approximately 17,000 in this Society. In the Society of Wood Science and Technology six (1%) are females, while in TAPPI (Technical Association of the Pulp and Paper Industry), 113 (0.9%) of the 12,800 members are females with affiliate standing (librarians or subscribers) and 38 (0.3%) are women with associate membership.

As shown by the above statistics, there has been a definite lack of qualified females for faculty positions, and to our knowledge only one forestry school currently has a female appointed to a forestry type position. The one area that might appear to be an exception is recreation and parks administration where according to the August 1971 issue of "Parks and Recreation" 107 (18%) of the 596 faculty members in these curriculums were listed as female. However, because many of these women are involved in programs that deal with therapeutic recreation or face-to-face leadership (e.g., physical education) roles, it is felt that less than five percent who obtain a doctorate degree would qualify for positions in our recreation programs that emphasize concepts of management of recreation areas, facilities, personnel, programs.

Statistics for blacks and other minority groups are more difficult to obtain than for females and the situation in general is even more discouraging. Some of the most meaningful data available are those published by Payne and Theoe (Table 3) which show, for example, that only six (0.3%) of 2,258 graduate students in forestry in 1969-70 were black. Similarly, in a survey during the 1970-71 academic year, the National Recreation and Park Association found only 8 (3.1%) of 257 doctoral candidates in recreation were black.

Table 3. Minority group students (1969-70 academic year) and graduates (1900-1970) in forestry programs^{1/}

Group	Student Enrollment (Academic Year 1969-70)				Graduates of Forestry Programs (1900-70)	
	Undergraduate		Graduate			
	Minority (Tot.)	%	Minority (Tot.)	%	Minority (Tot.)	%
Negro	18 (13,480)	0.13	6 (2,258)	0.27	12 (43,405)	0.03
Mexican American	27 (13,480)	0.20	5 (2,258)	0.22	20 (43,405)	0.05
American Indian	33 (13,480)	0.24	1 (2,258)	0.04	26 (43,405)	0.06
Oriental	14 (13,480)	0.10	37 (2,258)	1.64	45 (43,405)	0.10
TOTALS	92 (13,480)	0.68	49 (2,258)	2.17	103 (43,405)	0.24

^{1/} Minority group data were obtained from the article "Black foresters needed--A professional concern" by B. R. Payne and D. R. Theoe. Journal of Forestry 69(5): 295-98. 1971.-----The enrollment and graduate totals were obtained from the 1972 report by Marckworth (see footnote for Table 2).

Beyond the student ranks, it is estimated by the national office of the Society of American Foresters that only five (0.03%) of 17,000 members are black. No blacks are known to be serving in faculty positions with traditional forest management responsibilities, while less than five percent of the faculty in recreation and parks programs were listed by Parks and Recreation (August 1971 issue) as black.

Along with the above data, our inability to successfully establish cooperative programs at N. C. State University with predominately black institutions indicates further how unattractive forestry and related areas have been to the blacks. Since 1968, various types of transfer programs have been attempted with Tuskegee, Shaw, St. Augustine and Fayetteville State Universities. However, to date we have not had a single black student enroll in one of these programs. A further indication of the negative attitude blacks have toward traditional forestry, is the fact that students and faculty at Fayetteville State University did not even want to establish a transfer program in forestry, although they did choose to do so in other areas such as recreation and wood and paper science.

As expressed from several sources, a basic reason efforts such as ours have not succeeded is the fact that most blacks associate forestry with "slave labor" activities, such as pulpwood and timber cutting, and these are the very jobs they have struggled so hard the past 100 years to break from.

Additional information relevant to the availability of blacks with doctorate degrees can be found in the Ford Foundation report "Black American Doctorates" and a book entitled "Negroes in Science: National Science Doctorates, 1876-1969." Meaningful excerpts include:

--As of 1969, there were approximately 2,300 blacks with Ph.D.'s in the United States. This total represents less than one percent of the country's earned doctorates.

--About 650 blacks obtained natural science doctorates between 1876 and 1969. This represents less than one percent of the total doctorates awarded in natural science fields.

--Of the 1,096 black respondents to the Ford Foundation survey, more than half earned their degrees in Education or Social Science; 13 percent earned degrees in the Biological Sciences and 12 percent in the Physical Sciences.

--About 80% of the blacks with doctorates who are employed by colleges and universities are employed by institutions with predominately black enrollments.

On the basis of the above statistics, competition for qualified females and blacks by universities throughout the United States will obviously be keen for several years to come. This seems especially true for Schools such as ours that deal with professional areas in which historically black professionals have been almost non-existent.

Non-academic (SPA) Personnel

Thirty-one non-academic positions currently exist in the School (Table 4); of these 24 (77%) are held by females and 5 (16%) by blacks. In addition, the School is cooperating with a local high school by employing a black male student part time as a laboratory and field technician.

Of the 16 positions classified as research support staff (e.g., technicians), three are held by blacks and 10 by females. The remaining 15 positions (basically secretarial positions) are filled by females, one of which is black. Although blacks do not hold top ranking positions in either of the two major categories, this is not the result of discriminatory practices. Rather, it is attributed to lack of seniority.

Table 4. Non-academic (SPA) positions for the School of Forest Resources

Title	Grade	White Male	White Female	Black Male	Black Female	Other Male	Other Female	Vacancies	Total
Admin. Sec.	60		1						1
Secretary IV	60		1						1
Secretary III	57		2						2
Steno II	54		5		1				6
Typist II	54		1						1
Acct. Clerk II	56		1						1
Clerk IV	60		1						1
Computer Prog. I	64		1						1
Comp. Oper. II	63								
Key punch Oper. II	54								
Dup. Equip. Oper. II	55		1						1
Ag. Res. Tech. II	68								
Ag. Res. Tech. I	64	1	1						2
Ag. Res. Asst.	54			1					1
Res. Tech. III	64	2	2						4
Res. Tech. II	62		3	1					4
Res. Tech. I	58		1		2				3
Res. Mechanic II	64	1							1
Res. Mechanic I	62								
Maint. Mechanic II	60	1							1
TOTAL		5	21	2	3				31

Figures for the percentage of blacks in non-academic positions in the School (16%) compare rather favorably with the percentage of blacks listed in the work force of the local community (20% - Table 5). The area needing most immediate attention is that related to secretarial services.

Table 5. Wake County work force

Category	Minority Work Force			Total Work Force		
	Male	Female	Total	Male	Female	Total
Civilian Work Force	12,800	11,400	24,200	71,410	50,720	122,130
Employment	12,440	10,770	23,210	70,350	49,290	119,640
Unemployment	360	630	990	1,060	1,430	2,490
Unemployment rate (%)	2.8	5.5	4.1	1.5	2.8	2.0

Goals

Faculty (EPA) Personnel

Because of the extreme scarcity of qualified applicants, affirmative employment goals to increase females and minorities in the School of Forest Resources cannot be established realistically in a period less than five years in the future. Therefore, all figures are projections for 1978 unless stated otherwise.

No new faculty positions are expected to be created in the next five years in the School, so changes in personnel can only be accomplished as positions are vacated by retirement or resignation. A profile by

department is provided in Table 6 which indicates 13 positions may become available from 1973 to 1978.

Table 6. Anticipated retirements, resignations and employment goals for faculty positions in the School of Forest Resources

Department	Retirements	Resignations	Employment Goals		
			Females	Minority Groups (primarily Blacks)	
Forestry	4	1	1	or	1
Recreation Resources Administration	4	1	1	or	1
Wood and Paper Science	2	1	0		0
TOTALS	10	3	1 or 2		1 or 2

An attempt will be made to fill two of the 13 positions with some combination of females and blacks. On the basis of anticipated availability of qualified professionals, this may be somewhat overly ambitious, but it is considered to be something worthy to strive for. However, because of the extremely low availability of minority candidates for these positions the most effective approach will be to establish accelerated efforts to train and educate more minority people in these fields.

Non-academic (SPA) Personnel

No new non-academic positions are expected in the next five years and none are scheduled to be vacated through retirement. The turnover resulting from resignations is anticipated to be nine. The School goal will be to fill three of these positions with blacks. Two of

the three appointments are scheduled tentatively to be in the secretarial-stenographic area with the first to be completed by January of 1975.

Procedures

The School of Forest Resources will continue to use recruitment procedures that maintain the high quality standards already established for the successful performance of the School's education, research and extension functions. For example, the requirement of a doctorate will be maintained for all faculty positions. In addition, one of the degrees (i.e., B.S., M.S. or Ph.D.) held by the applicant must be in a professional area of the School (e.g., forestry, recreation, wood science, etc.). However, when an applicant possesses qualifications urgently needed, the doctoral requirement may be waived temporarily with the proviso it be completed in some specified time period. Similarly, extensive experience in a professional area may on rare occasions be considered as a substitute for having a degree in that particular field.

Because the professions are relatively small in size and the number of universities offering professional degrees is limited, past recruitment has been handled primarily through direct (word of mouth) contact. In the future, however, recruitment efforts will become more formalized.

Policies and procedures pertinent to the School's Affirmative Action Plan include the following:

- (1) Descriptions of vacant faculty positions will be carefully prepared to define qualifications desired in applicants. These descriptions will be widely advertised through professional journals, communication media of professional societies or associations and direct contact

with universities offering professional forestry or related curricula. Announcements will also be sent to institutions of predominantly black enrollments with which cooperating programs have been established. All recruiting advertisements will indicate the School is an Equal Opportunity Employer.

(2) Records will be kept of the activities related to the handling and disposition of all faculty and non-academic applications (unsolicited as well as solicited). Special attention will be given to documenting the reasons why applicants (especially females or members of minority groups) were not selected.

(3) All departmental recruitment activities will be coordinated through the School's Equal Employment Opportunity Officer.

(4) For non-academic personnel, the School will continue to solicit qualified applicants through the University Personnel Office, the State Employment Office, and the Raleigh Community Good Neighbor Council. Qualifications for these positions will continue to be those established by the North Carolina State Personnel Office.

(5) Because of the small number of non-academic personnel in the School and because there is no history of discrimination in advancement in the School, no special training programs are being planned for the near future.

(6) Special consideration will be given to new or additional efforts directed toward training postdoctoral students and attracting more females and minority students into School undergraduate and graduate programs. (It is recognized, however, that these programs and efforts

cannot be supported by funds from the School's operating budget which is currently less than adequate for normal operations.) Examples of such efforts include:

- a) Training in our specialized academic fields postdoctoral students from other support areas such as economics, chemistry, etc., that have no background in our professions.
- b) Developing more ties and programs with institutions with predominately black enrollments. Established programs will be re-evaluated and strengthened if possible. Funds for scholarships and assistantships will also be sought.
- c) Increasing recruitment efforts in general throughout the state and region to attract more females and minority students into the School curricula.

(7) The Assistant Dean will serve as the School's Equal Employment Opportunity Officer to coordinate and oversee the above activities. In addition, the School's Administrative Council (Deans, Department Heads, and Faculty Senate Representative) will act as an advisory body to periodically evaluate progress, review procedures, handle grievance matters, etc.

PART III

Section D

AFFIRMATIVE ACTION PLAN
FOR THE
SCHOOL OF EDUCATION

June 15, 1973

SCHOOL OF EDUCATION
NORTH CAROLINA STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN

PROCESS OF DEVELOPMENT

This affirmative action plan is a result of discussion over a period of several months involving the Dean of the School of Education and the School of Education Administrative Council.¹ Members of the Administrative Council, in turn, were expected to involve departmental and unit faculty members in further discussion of issues and alternatives. This model of planning was selected because of the conviction that basic personnel decisions are and should be made by the departments and units within the School; if changes are to occur in personnel practices, such changes must occur within these basic administrative units.

GENERAL PRINCIPLES AND DISCUSSION

There are two principles which are, at time, in conflict in the development of programs of affirmative action. One principle points to the need to take positive steps to provide employment opportunity for individuals representing groups which either are not represented or which are under-represented in the School. A second principle emphasizes the problems of reverse discrimination against individuals who are traditionally over-represented. This plan seeks to develop procedures that do represent affirmative action by establishing goals for faculty, staff, and student populations.

¹The School of Education Administrative Council is composed of the Head of the Department of Adult and Community College Education, Head of the Department of Agricultural Education, Director of the Center for Occupational Education, Coordinator of the Division of Education, Head of the Department of Guidance and Personnel Services, Head of the Department of Industrial and Technical Education, Head of the Department of Mathematics and Science Education, and Head of the Department of Psychology.

Several premises have been utilized in the development of the plan:

1. Criteria of competency must be applied with a view toward maintaining and improving the quality of programs and activities in the School of Education.
2. The School and its subunits will undertake affirmative steps to develop equal employment opportunities for previously excluded groups.
3. For immediate purposes, the primary focus in this plan should be on the most directly relevant unrepresented and under-represented groups, i.e., blacks and females.
4. Focus on immediately relevant groups should not obscure the larger perspective which includes other minority groups.

THE PLAN

In this discussion, attempts are made to answer two basic questions: 1.

What is the present picture of the School in terms of ethnic composition and sex?

2. What should the School look like in five years in terms of ethnic composition and sex?

In order to facilitate discussion, staff, faculty and student categories will be treated separately.

STAFF

The only staff positions assigned to the School of Education are clerical and secretarial positions. At the present time, all these positions are occupied by females. Although there is no plan to recruit actively and to employ

males for these positions because of the adverse relative salary structure, employment of qualified males who might seek such positions will be encouraged.

Realistic goal setting is a difficult process. The use of absolute numbers can be misleading inasmuch as the total number employed in any category will tend to vary according to the availability of resources. Although absolute numbers have been employed, these numbers have been arrived at on the basis of a desired percentage. Hence, if the total employed is greater, the total number of minority secretarial and clerical personnel will also be greater. The converse is also true.

Since the employment market for secretarial personnel tends to be local in nature, the proportion of blacks in secretarial and clerical positions should approximate the racial proportion in the pool of available regional manpower. Our data show that between 15% and 20% of the job applicants at NCSU are blacks, and blacks comprise about 20% of the population. Although it is recognized that unequal opportunities in the past actually further reduce the proportion of blacks with the necessary secretarial and clerical skills, it is believed that this imbalance is in the process of rapid correction. In North Carolina in 1971-1972, 17% of the associate degree graduates in secretarial fields were blacks. Hence, the goal of 20% black clerical and secretarial personnel is adopted as being a reasonable one.

The racial composition of the present secretarial and clerical staff includes all individuals so employed, most of whom are employed through the use of non-university funds. Our goal for 1979-80 assumes no loss and no increase in such positions. It is believed that this goal can be achieved through natural turnover

in secretarial and clerical personnel.

There are three black, twenty-nine white and one Chinese secretaries and clerks presently employed in the School of Education. It is proposed that the number of black secretarial and clerical employees be increased by four within the next five years.

SECRETARIAL AND CLERICAL STAFF

	1972-73				1979-80			
	Present				Proposed			
School of Education								
	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>
	3	29	1	33	7	25	1	33

The achievement of the goal indicated above will not result from passive employment practices. The Personnel Office will be utilized in announcing vacancies and in seeking applicants. All vacancy announcements will indicate that the School of Education is an Equal Opportunity Employer.

The grades and levels of positions and salaries of secretarial and clerical personnel are prescribed by the State Personnel Office. Hence, any position incumbent is assured of a salary which is equitable in terms of other positions at the same grade and level.

FACULTY - BY RACE

The School of Education Faculty is presently an all-white one. Clearly this pattern cannot continue. The goals established reflect a concept of what is reasonable and equitable. The numbers of present faculty indicated include all

individuals employed as faculty members, a few of whom are part-time, and many of whom are supported by non-university funds. Hence, proportion becomes important as a goal. Should the total number of faculty increase, the number of black faculty members will also increase. The converse will also be true. The School goal is based on an assumption of neither an increase nor a decrease in faculty positions.

The search for new faculty is and should be a nation-wide one. Hence, the proportion of black faculty members should tend to approximate the black proportion in the population. It is recognized that the competition for competent black faculty with a doctorate is keen. A necessary condition for achieving the indicated goals is that the University Administration make available sufficient salary funds to enable the School of Education to be competitive in its search for competent black faculty.

Although the national proportion of blacks to the total population is approximately 12%, the proportion of blacks who have doctorates in relation to the total number of doctoral degree holders is significantly less. Accurate data concerning the number of black persons who have been awarded doctoral degrees are difficult to obtain. One estimate is that as of 1969 there was a cumulative total of approximately 313 blacks who had been awarded doctoral degrees in Education. The total number awarded doctorates in Psychology appears to be considerably less. Although the School is committed to an even higher number of black faculty members, a realistic goal would be the appointment of four black faculty members by the 1978-1979 school year.

FACULTY -- BY RACE

	1972-73 Present			1978-79 Proposed		
School of Education						
	<u>Black</u>	<u>White</u>	<u>Total</u>	<u>Black</u>	<u>White</u>	<u>Total</u>
	0	80	80	40	76	80

It is believed that these goals can be achieved through normal faculty turnover.

To achieve these goals will require aggressive recruitment. It is clear that normal channels of recruitment do not and will not suffice. Goal achievement will be especially difficult because of the lack of large numbers of qualified blacks with doctorates in most of the specialized fields which are emphasized in the School of Education.

It is anticipated that adjunct appointments to the School of Education will also reflect an equitable proportion of blacks.

FACULTY - BY SEX

Within the last few years, the School of Education has moved rapidly in the employment of females. For purposes of this plan, the category "female" has been treated as if it were discrete from the category "black," which, of course, it is not.

The description of the present faculty composition according to sex indicates that there are thirteen female faculty members of a total eighty or approximately 16%. Several of the total are supported by non-university funds.

Reliable and valid data concerning the supply of females with doctorates in Education and Psychology are difficult to find. One study indicates that approximately 21% of all the doctorates in Education awarded in 1970-1971 were awarded to females. Another study indicated that of all doctorates in Education awarded in the period 1960-1969, approximately 20% were awarded to females. One study indicates that approximately 24% of all doctorates in Psychology awarded in 1970-1971 were awarded to females. Another study indicated that females constituted 20% of the total of those awarded the doctorate in that field in the period 1960-1969.

The School of Education at North Carolina State University does not offer a comprehensive program in all areas of professional education. Some of the largest and strongest program offerings are in the areas of vocational education in which few females have been awarded doctorates. One study indicated that in the nation only two females were awarded doctorates in Agricultural Education, and only eight females were awarded doctorates in Trade and Industrial Education during the years 1960-1969. The School of Education does not offer programs in Elementary Education, Physical Education, Health Education, Art Education, Home Economics Education. These have been areas of specialization for a large percentage of the doctorates awarded in professional education.

The distribution of females with doctoral degrees in the various areas of Psychology is not clear. There is evidence that the overwhelming majority of females with doctorates in Psychology are classified in the area of "General Psychology" with relatively few being specialized in Human Factors Psychology, Clinical Community Psychology, Experimental Psychology, Social Psychology all

of which are areas of emphasis in the Psychology program at North Carolina State University.

Within this limited available supply, an overall goal for the period 1972-1973 - 1978-1979 of an increase in the number of female faculty members by three would appear to be reasonable. The proposed total of sixteen female faculty members would represent twenty percent of the total.

FACULTY - BY SEX

	1972-73 Present			1978-79 Proposed		
School of Education						
	<u>Female</u>	<u>Male</u>	<u>Total</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>
	13	67	80	16	64	80

An analysis of salary indicated that the median salary of females presently employed is approximately equal to the median salaries of males of the same rank and years of experience in the School of Education.

However, at the present time, there are no females in higher ranked positions.

FACULTY - FEMALE
By Rank

Research Assistant	2
Instructor	4
Research Associate	1
Assistant Professor	3
Associate Professor	0
Professor	0
Other: (Office of the Dean)	
Assistant to the Dean	1
Coordinator - Curriculum Materials Center	1
Assistant Coordinator - Curriculum Materials Center	<u>1</u>
Total	13

This condition is explained by the recency of the appointments and the lack of a doctorate by most of the female faculty members. Until the 1971-1972 academic year, the School had as a member of its faculty a female full professor who accepted a deanship at another institution.

RECRUITMENT

If the School is to meet the established goals, aggressive recruitment practices will be followed. All position vacancy announcements will contain indication that the School of Education at North Carolina State University is an Equal Opportunity Employer. Contacts with predominately black institutions will be made in connection with all faculty vacancies. Each department and unit will be required to demonstrate that recruitment avenues aimed at blacks and females have been fully utilized. Such active recruitment must include personal and informal contacts by the Search Committee with institutions which have awarded doctorates to blacks and females in the vacancy areas. The Dean of the School of Education will assume responsibility for insuring that minority group and female applicants are actively and rigorously recruited.

STUDENTS

The undergraduate program of the School of Education has moved rapidly from being predominantly male to one in which females comprised almost 50% by the 1973 spring semester. Action is indicated to attempt to preserve a male - female balance on the undergraduate level. In master's degree programs in the 1973 spring semester, approximately 30% of the enrollment was female. Given the

specialized nature of many of the programs in the School which in the past have not been attractive to females, e. g., Industrial Arts, Agricultural Education, and Industrial and Technical Education, and given the absence of elementary and special education programs, this proportion appears to be more favorable than might be anticipated. In doctoral programs in the 1973 spring semester, approximately 30% of those enrolled was female.

The School appears to be in the process of developing a reasonable distribution of student enrollment by sex. Hence, no affirmative action would appear to be needed.

However, a review of enrollment by race does not reveal an equitable distribution. It is clear that blacks and other minority ethnic and racial groups are not sufficiently represented.

Such underrepresentation is apparently a result of several factors:

1. absence of aggressive recruitment for minority group students.
2. difficulty on the part of black and Indian students in meeting the entrance criteria because of prior inferior educational opportunities and unequal home and community environments.
3. continued existence of predominantly black state supported and private institutions which also compete for students.
4. lack of fellowship and scholarship funds to be used in recruitment of qualified black students.

In order to remedy the racial imbalance in the student population, the School will:

1. develop an aggressive recruitment campaign aimed at minority group students.

2. develop recruitment literature aimed at this population.
3. seek student stipend funds to aid poor but capable minority group students in their university attendance, and allocate such funds specifically to qualified minority group students.

CONCLUSION

The School of Education is committed to the policy that there shall be no discrimination on the basis of race, color, religion, sex, or national origin, and it is committed to the achievement of the goals indicated. The standards of achievement which have been specified for the next five years appear to be difficult but reasonable. An appropriate standard of evaluation which should be applied at the end of the five year period is the extent to which these standards of achievement have actually been met.

A handwritten signature in blue ink, reading "Carl J. Dolce", is written over a horizontal line.

Carl J. Dolce
Dean
School of Education

PART III

Section E

Gilbert Road
25% cotton
Gym

AFFIRMATIVE ACTION PLAN

FOR THE
SCHOOL OF ENGINEERING

June 15, 1973

The School of Engineering is committed to the concept that enrollment, employment and any other access to the School's facilities and resources shall be open to all regardless of race, color, sex, religion, creed, or national origin. Since engineering has traditionally been a white man's world, this imposes a severe obligation on the School to be sure that women and blacks are given full consideration in our hiring and enrollment practices. The obligation is to do more than passively wait for applicants, but rather to seek out applicants at every opportunity. This we shall do without sacrificing the quality of our students, employees, or faculty.

Many of the activities described in this report are extension of things already underway or long done in the School. Joint undergraduate programs with predominantly black institutions were carried out for a period of more than five years (see p. 7). We have employed Black technicians and secretaries for at least five years. But now the effort needs to be intensified.

This plan concerns itself with the details with relation to the major groups within the School. The heads of the departments and divisions of the School of Engineering are those most frequently and most directly concerned with the employment of faculty, SPA and other personnel of the School. They are also the most frequent representatives of the School in contacts with the public schools, engineering societies and the public in general. For this reason, that group constitutes the Affirmative Action Committee for the School with the associate dean for academic affairs serving as chairman. This report concerns itself with the following groups: 1) faculty, 2) other EPA employees, 3) SPA clerical, 4) SPA technician, 5) students. These groups differ from each other in terms of the availability of people and in terms of how one goes about generating contacts with them.

The committee is agreed that when a position becomes available, a sincere effort will be made to find a qualified black person or a qualified woman to fill it. If no qualified black or women can be found, then, and only then, will the position be filled by a qualified white male. In the latter case, a statement will accompany the appointment form detailing the efforts that have been made to locate a black or a woman for the position. The committee pledges the School to carefully review salary increases and promotions to be sure that these are made without regard to race or sex. Since currently the number of blacks and the number of women (except for SPA clerical) are so very small, statistics purporting to show the current status within the School would not be meaningful. The policy, however, is clear and will be adhered to.

At the present time and for the next few years, the School does not expect major growth in personnel. The reasons for this are several: 1) a decrease in the number of students who are selecting engineering as a field of study, 2) an increase, mandated by the legislature, in the student-faculty ratio and 3) the phasing out of the federal programs which have directly supported certain faculty and research positions within the School. It appears, therefore, that the number of positions open within the next 6 to 8 years will be largely determined by retirements and by turnover. But turnover in the present climate of engineering education is not great. Projections for retirement and recent statistics on turnover provide the best evidence of the number of positions likely to become vacant during the next few years.

Faculty:

The proportion of doctorates earned by women in the United States during the period 1960-69 was 0.44% or in terms of absolute numbers,

82 (appendix, item no. 9). The listing also combines the statistics from 32 institutions which have granted more than 2,000 doctorates and gives the number granted to women by field. This ranges from 0 in several fields to a high of 4 in electrical engineering. In terms of percentage, the range is from 0 to 3.4%. The data on the availability of Black Ph.D.'s are much less reliable. One list indicates only 32 awarded in the physical sciences, including engineering, for the period 1960 through 1969, another ~~cites~~ 64 between 1958 and 1972. The availability of blacks appears to be even less than half that of women.

In the case of women and of blacks, however, the prospects are that data in the future will be more reliable and accessible. Howard University is attempting to keep current a data bank of black graduate students and black graduate degree holders. Several efforts have been made to keep current better information about women with appropriate educational backgrounds and interest for careers in engineering. Openings at this School of Engineering will almost exclusively be at the assistant professor level for when professors retire or leave for other reasons, there is a decided tendency to bring in new people at the assistant professor level in order to keep some balance among the academic ranks. This will be appropriate as most women or blacks becoming available for academic positions are likely to be recent graduates not eligible for initial appointment at the associate or full professor levels.

During the last several years, turnover (exclusive of retirement) has been at the rate of 4 to 6 per year. Seven retirements are scheduled by June 30, 1976, and six more by June 30, 1978. Vacancies are estimated to be not more than eight per year (spread over ten departments) for the next five years. This is less than one per year per department.

There is a very small potential pool of applicants as indicated by the statistics cited above. There will also be a very small number of openings during the next few years, and it will, therefore, be important that each opening be filled very carefully. In view of these two considerations, rather than to set a goal in terms of numbers, the School pledges to seek out qualified women or blacks every time a vacancy occurs, and if it is not filled by either of these, to document the steps taken in seeking out qualified people.

Other EPA Personnel:

This group includes professional personnel employed at the Minerals Research Laboratory, the Industrial Extension Service, the Nuclear Reactor Project, and the Engineering Research Services Division. There are approximately 40 such individuals employed by the School of Engineering, both on-campus and off-campus. They are specialists in mining, mineral processing and mineral beneficiation, nuclear reactor operation, industrial plant layout, electron microscope operation, etc. Turnover in this group has averaged two per year. None are scheduled for retirement within the next 5 years. This University grants 85% of all the engineering BS degrees in the State of North Carolina and 100% of the degrees in many of the specialty areas referred to above (appendix, item no. 4). In the long term, therefore, we must expect to develop the personnel for most of these positions, although some might reasonably be filled with graduates of North Carolina A & T University or other predominantly black institutions. Therefore, in addition to a best effort pledge, the School sets as its goal the employment of one black engineer in the above areas by 1975 and 2 by 1978. This translates into 2 1/2% by 1975 and 5% by 1978, more than the proportionate number of degrees currently being granted to blacks in the State of North Carolina. There are

even fewer women receiving bachelor's degrees in engineering in the State of North Carolina, but these will be sought out, and we shall continue to document efforts to hire women and blacks whenever a vacancy becomes available.

SPA Clerical Positions

The School of Engineering has 54 clerical positions. All are filled by women and three of these are black. Other blacks have been hired and have served from time to time in the past. These jobs are not regarded as "female" positions. This category is, perhaps, the area of greatest turnover; for many of the clerical jobs are filled by young women who tend to move as they are promoted or as they are married or as their husbands graduate. Retirement and turnover statistics indicate that in the next five years we can expect about 8 vacancies at the steno or secretary I level, 45 at the steno or secretary II level, and 14 at steno or secretary III level. This is more than 100% turnover during this period of time. Other positions are too few in number to lend themselves to statistical analysis. The University Personnel Office makes an effort to assist with filling these jobs and will be specifically requested to take affirmative steps to provide minorities equal opportunity. In addition, contacts will be sought through blacks now on the payroll to supplement those available from the central University office.

The School sets as a goal to have 8% of the SPA clerical group black by 1975 and an additional 5% black by 1978. This translates into 4 people by 1975 and 7 by 1978. Males are not applying for these positions nor does there seem to be a readily available supply; however, as an Equal Opportunity Employer, males will be given full consideration.

SPA Technician - Machinist

The School of Engineering has 37 various technician and machinist positions scattered throughout the School of its laboratories, including the Engineering Research Services Division and the Minerals Research Laboratory. These positions are not considered to be "male" but at present they are all filled by white males. Turnover among this group is much lower than among the SPA clerical category. Based on estimates of retirement and on statistics of recent turnover, we would expect to have 3 vacancies per year during the next few years. The technical institutes are graduating people with one year and two year certificates or degrees, some of which are appropriate to skills and abilities needed by the School of Engineering (appendix, item no. 3). The School sets as its goal, therefore, two black people in this area by 1975 and five by 1978. We do not see strong interest by women in these positions; however, women will be given every consideration. The technical institute data indicate that extremely low numbers of women select engineering technology fields in North Carolina at the present time.

Students:

The School of Engineering has 1.7% of its undergraduates as blacks, about the same percentage as for the University as a whole. The School has four black graduate students or 1.0%, whereas the University has 42 or 1.8%. These figures include full and part-time students. Information is based on enrollment statistics reported by the University for compliance with Title VI of the Civil Rights Act of 1964.

Enrollment of blacks is not large enough either at the School or University level. Through release time funds made available by the Provost's office, a faculty member will devote part of his time

during the spring 1973 semester to the recruiting of black student, almost exclusively undergraduates.

It is recommended that departments more actively involve themselves in the recruitment of black graduate students and that they do so by making direct contacts with North Carolina A & T and other predominantly black institutions throughout the South calling special attention to the availability of teaching assistantships, research assistantships and other financial support. In the long run, this will be our best source of black faculty members. A few of the current black, graduate and undergraduate, students who have been identified are willing to help with the recruiting.

For a period of approximately five years (1968-1972), the School has had a joint program with Shaw University. This was aimed at allowing students to combine engineering subjects at NCSU with liberal arts subjects at Shaw. At its high point, there were 22 students enrolled in the joint program. A NCSU fraternity provided one for one tutoring and counseling; Shaw University provided transportation several times per day between the campuses. The program declined in enrollment and was dropped when extensive administrative changes occurred at Shaw University.

In 1967 an arrangement was worked out to allow some St. Augustine College students receive an engineering emphasis to their education: Four or five students per year participated for several years. No NCSU degree or transfer was involved. Enrollment was under the arrangement that allows students at one campus in Raleigh to take courses at another. The program dropped off through general lack of interest, though an occasional student still enrolls in one or more engineering courses.

at the

At the undergraduate level, visits to high school counselors and to high schools with large black enrollments will be made during the spring. Efforts will also be made to obtain financing for an on-campus summer institute to which black potential undergraduate students can be invited. The out-of-pocket costs; that is, dormitory and food costs, will be approximately \$1,000 per one-week institute for about 30 students.

The School has an active and successful cooperative engineering program that also seeks to recruit black students. Industry is receptive to employing additional black students as part of the co-op program. Participation in the program furnishes valuable financial assistance to students as well as industrial experience. There are currently no black students enrolled in co-op, though there have been in the past, and there are currently no women enrolled in the co-op program. A proposal to a private foundation is in the works to seek funding expressly for attracting black students to the co-op program.

As an objective, we aim to double black undergraduate enrollment by 1975, using as a round figure 100 undergraduate students. Since the current undergraduate engineering enrollment at North Carolina A & T University totals only 135 juniors and seniors, this may be an ambitious goal. However, it would still represent less than 10% of this School's enrollment. If the same magnitude of increase were used at the graduate level, the goal would be 8 graduate students by 1975. We could hope to have 12 graduate students by 1978.

No recommendation is made regarding recruitment efforts for women undergraduate or graduate students. Most of the counselors, high schools, and other sources from which most white undergraduate and graduate students are obtained are currently being covered.

Recruiting for women, black and white, will be carried out concurrently with other recruiting efforts.

Annual Reporting:

For several years now, the School has included in its Annual Report a section on the recruitment of black faculty. The same section appears in the departmental annual reports. This section, expanded to include SPA and students, will furnish an annual progress report on the School's move toward its goal of more completely involving all segments of American society.

Affirmative Action Committee
For the School of Engineering

R. H. Hammond	C. F. Zorowski
J. K. Ferrell	W. W. Austin
D. L. Dean	R. L. Murray
G. B. Hoadley	J. R. Canada
P. H. McDonald	R. G. Carson, Chairman
R. F. Stoops	

Appendix
Affirmative Action Information
(on file in 232 Riddick)

1. Department of HEW. Letter to President W. C. Friday dated September 27, 1972.
2. Department of HEW. Memorandum to College and University Presidents. October 1, 1972.
3. N. C. Two-Year Institutions. Degree statistics by field, sex and race for 1971-72, all programs.
4. Number of Bachelor's Degrees Conferred by North Carolina Colleges and Universities By Institution, Sex and Field of Study, 1970-71, 1969-70, 1968-69.
5. Graduate degrees conferred in North Carolina by institution and field, 1970-71, 1969-70, 1968-69.
6. 1971 Work Force Estimates, State of North Carolina, by sex and white - minority breakdown.
7. Minority Employment in State Government, N. C. Human Relations Commission, April 1972.
8. IEEE - Committee on Professional Opportunities for Women, roster of women qualified for and interested in academic engineering positions, January, 1973.
9. Association of American Colleges - Project on the Status and Education of Women Statistics concerning Doctorates Awarded to Women by Area and Field, 1960-1969.
10. Society of Women Engineers - Report on Women Undergraduate Engineering Students - Biennial Survey, 1959-1972.
11. Women Want Equality in Higher Education, K. Patricia Corss - The Research Reporter Volume VII, Number 4, 1972. University of California, Berkeley.
12. Data on Availability of Negro Ph.D.'s by C. Jenkins. Summary of statistics from several sources.
13. Manpower Comments, Volume 9, No. 10, November 1972, pages 9-11. Comments re: Women and Minorities in the Sciences.
14. A Quick Reference to Federal Laws and Regulations concerning Sex Discrimination in Educational Institutions, October 1972.
15. Recommendations of the Minority Group Student Opportunities Committee of the Graduate School Administrative Board from Provost H. C. Kelly, February 6, 1973.

16. Report of Good Neighbor Council, "Racism in Employment at NCSU -- Patterns and Prospects", from H. C. Kelly, February 1, 1973.
17. Printout of EPA personnel in School of Engineering by rank, sex and race, January 1973.
18. Printout of SPA personnel in School of Engineering by sex and race, January 1973.
19. Enrollment by race, Fall 1972, NCSU.
20. Dartmouth College - Affirmative Action Plan - March 30, 1972.
21. Vice Manufacturing Division, Richardson-Merrell, Inc., Affirmative Action Program, July 1, 1971.
22. College Management article, "Affirmative Action You Must Take", February 1973.
23. Proceedings of an Engineering Foundation Conference, "Women in Engineering and Management," July 16-21, 1972.

PART III

Section G

AFFIRMATIVE ACTION PLAN
FOR THE
SCHOOL OF LIBERAL ARTS

June 15, 1973

Affirmative Action Plan:

School of Liberal Arts of North Carolina State University

POLICY

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

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

I. RESPONSIBILITY FOR IMPLEMENTATION

A. Dean of the School of Liberal Arts

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

B. Department Heads and Supervisors

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

C. Faculty Review Committee

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

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

D. Staff and Service Review Committee

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

II. UTILIZATION ANALYSIS OF PRESENT EMPLOYMENT

A. Minority Employees

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

Academic Personnel
Non-academic Personnel

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

Academic Personnel

Of the some 200 full-time faculty members in the eight departments, five, or 2.5 per cent, are Blacks (four) and Spanish-surnamed Americans (1). Data on the number of minorities with doctorates are not current and conclusive. (Here, minority refers to American Indians, Blacks, Spanish-surnamed Americans, and American Orientals.) Of the 1,096 Black respondents to a Ford Foundation survey, 29 per cent earned their doctorates in Education, 26 per cent in the social sciences, 13 per cent in the Biological sciences, 12 per cent in Physical Science, 12 per cent in the Humanities, and 8 per cent in other fields.¹ A recent American Council on Education survey revealed that of 827,000 graduate students in 1968, 22,330, or 2.7 per cent, were Black. Of these, 424, or approximately 1.9 per cent, sought the Ph.D. degree.² Of candidates for other doctorates, 6.3 per cent were Black.² If the Ford Foundation survey can be used as a crude index of the distribution of Black doctorates by academic disciplines (26 per cent in the Social Sciences and 12 per cent in the Humanities), it can be estimated, then, that of the 424 Blacks who sought the Ph.D. degree in 1968, 161, or 38 per cent, were in the Social Sciences and the Humanities. If it is assumed that about one-fourth of these completed their doctorates in the course of the year, it is apparent that only about 40 new Black Ph.D.'s entered the labor market in 1968 in all disciplines of liberal arts.

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

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

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

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

Non-Academic Personnel

Of the 38 employees in non-Academic positions, 11, or 28.9 per cent are Black. Of eight departments, all but two have at least one Black SPA employee, and one department (Physical Education) has four. Thus, there is clearly no underutilization of minorities in this category, though it is nevertheless the goal of the School eventually to place at least one Black secretary in each of the two departments, not employing a member of a minority group at this time.

B. Female Employees

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

Academic Personnel

Of the some 200 full-time employees in academic positions, 26, or approximately 13.0 per cent are women. On a national basis, the percentage of women holding doctorates is over 20 per cent in such academic areas as English, Romance Languages, Physical Education, and Anthropology. The percentages are lower in other areas. These include Philosophy with 10.2 per cent, Economics with 5.6 per cent, Government with 8.8 per cent and Sociology with 17.07 per cent. In this connection, parity is reflected in the utilization of women in several areas. In others, the utilization is relatively low.

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

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

3. The analysis of non-Academic job categories in the 1972-73 EEO-1 Report inadvertently listed 65 instead of 38 positions which reflected an underutilization of Blacks. The corrected number of positions, 38, does not reflect underutilization.

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

Non-Academic Personnel

A total of 38 persons are employed in non-Academic positions in the School. Of the total employed, 86.8 per cent are women. Thus, there is not an underutilization of women in this category, though there are indications that a conventional classification system has evolved that designates certain jobs by categories such as "male," "female," "Black," or "White."

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

Academic Personnel

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

Goals

To increase the utilization of minorities to 10 per cent⁵

To increase the utilization of women to 20 per cent⁷

Timetable

Implementation of recruitment procedures, August, 1973= 5 per cent goal August 31, 1975 10 per cent goal August 31, 1978⁶

Implementation of recruitment procedures, August 31, 1973 16 per cent goal, August 31, 1975 20 per cent goal, August 31, 1978

5. See Appendix I.

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

7. See Appendix II.

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

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

Non-Academic Personnel

Minority utilization is sought in all departments. The "conventional" job classification pattern should be eliminated wherever possible, though this is often difficult. For example, there are few male secretaries, but the School has employed one in the past and will continue to recruit in this area without regard to sex. Other areas (such as locker room attendants in Physical Education) are even more difficult, but, wherever possible "conventional" classifications will be abandoned.

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

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

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

III. SUPPORTIVE PLANS FOR IMPROVING THE AVAILABILITY OF MINORITY PROFESSIONALS

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

1. Regional Consortium of Universities

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

- (1) At a minimum universities should exchange information on available talent in a routinized and systematic manner.
- (2) Funding agencies might be approached to support training programs for minorities and women, with a provision that the cost of their education would be written off if graduates chose to take employment in the region.

2. Individual Universities

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

3. Faculty Development Programs

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

Appendix I

Minority Faculty Employment Goals (EPA)

School of Liberal Arts Totals

	<u>1972-73</u>		<u>8/31/75 Goal</u>		<u>8/31/78 Goal</u>	
	<u>%</u>		<u>%</u>		<u>%</u>	
Minority Faculty	5	2.5	11	5	20	10
Total Faculty	200		200		200	

Appendix II

Female Faculty Employment Goals (EPA)

School of Liberal Arts Totals

	<u>1972-73</u>		<u>8/31/75 Goal</u>		<u>8/31/78 Goal</u>	
	<u>%</u>		<u>%</u>		<u>%</u>	
Female Faculty	26	13	32	16	40	20
Total Faculty	200		200		200	

PART III

Section H

AFFIRMATIVE ACTION PLAN
FOR THE
SCHOOL OF PHYSICAL AND MATHEMATICAL SCIENCES

June 15, 1973

AFFIRMATIVE ACTION PLAN PAMS, NCSU

The School of Physical and Mathematical Sciences of North Carolina State University reaffirms its determination to insure that its policies with regard to recruitment, hiring, and personnel practice do not discriminate on the basis of sex, race, color, creed, religion or national origin. Beyond this, moreover, the School plans to "make additional efforts to recruit, employ, and promote qualified members of excluded groups, even if that exclusion cannot be traced to discrimination."* (In this document, the term "excluded groups" will be taken to mean women and racial minorities). The School asserts its good faith in making efforts to insure the rectification of any past discrimination, and plans to establish procedures and policies which will both make it transparently clear that no discriminatory practices now exist in the School, and also to provide for an established grievance procedure for any faculty or staff associated with the School who feel that they have suffered as the result of discrimination. As will be outlined in detail below, the existing grievance procedure will be supplemented and a detailed statement of the new process will be developed. Furthermore, certain requirements will be made of department heads in the School concerning careful documentation of their efforts in recruitment, hiring, promotions, and salary adjustments, so that a file of such activities, particularly with regard to possible allegations of discrimination, will be available in all cases. Several changes in recruitment and hiring policy practices

* HEW wording

are suggested which should help stimulate the employment of qualified members of excluded groups, and specific goals for such employment are also given.

Before the detailed statement of School's affirmative action plan is given, it is perhaps best to describe certain constraints to which the School is subject in hiring any substantial number of members of excluded groups. First, it is fair to say (see Tables 1 and 2), that there is a particularly small pool of qualified persons in the Physical and Mathematical Sciences who are classified as women, blacks, or other minority ethnic groups. Those who are qualified are in great demand. This situation provides a challenge to the School of Physical and Mathematical Sciences for the training of persons belonging to these excluded groups so that they will reach professional status in our fields. On the other hand, the fact that not many qualified persons from those groups are available in these disciplines makes it difficult to recruit them in large numbers. Second, the School of Physical and Mathematical Sciences will have few academic positions available for filling in the immediate future, except as a result of retirements and resignations. For the last four years, there has been an average net increase of faculty of seven per year, but this trend has stopped abruptly. Clearly, no large scale change in the relative percentage of excluded groups can take place unless there are substantial numbers of positions that might be filled. Finally, in its zeal to take affirmative action, the School recognizes that it must not err in the direction of reverse discrimination which might lead to the

selection of unqualified persons. As is mentioned in the letter of October 1, 1972 from Mr. Pottinger to college and university presidents, "to take such action on grounds of race, ethnicity, sex or religion constitutes discrimination in violation of the Executive Order."

Accordingly the School of Physical and Mathematical Sciences plans to institute the following policies:

1. In making known the availability of any new positions, the department heads will state specifically that NCSU is an equal opportunity employer. Any Search Committees appointed to reach and screen applicants for a specific position will act in consultation with the departmental EEO officer (see below). Efforts will be made to publicize any vacancy in professional journals and employment registers, through a broad selection of other universities, and in any fashion the committee may decide will help to spread the information as widely as possible.
2. The department heads will keep a complete file on all correspondence involving potential employees of their department, including information as to sex or race of the applicant wherever available. Unsolicited applications will be given full attention.
3. In the event that a member of an excluded group is not selected for a particular position, the department head should be able to document on the basis of qualifications the decision made in passing over the candidate from the excluded group.

4. A current file of salary and rank status, and the actions taken concerning these, of faculty and staff members will be kept and reviewed annually by department heads and by the school dean to see if any discriminating practices are in effect.
5. Equal Employment Opportunity (EEO) officers will be appointed in each department. The existence and functions of this office should be made clear to all faculty and staff members in the departments of PAMS.
6. A School of PAMS EEO Committee will be appointed to whom the EEO officers may report. This committee should also maintain a cumulative account of progress in regard to hiring and promoting, based on data received from department heads, and will provide annual reports to the dean concerning the School's progress in meeting the goals specified in this plan.
7. A school committee will be appointed with the goal of recommending policies and practices which will increase the number of members of excluded groups who study physical and mathematical sciences both at the graduate and undergraduate levels, with the aim of entering these fields as a profession. The committee will include a member of each department in the school. The committee will consult with national professional societies in determining suitable methods for recruiting students, and with other appropriate agencies for help in publicizing its efforts. The committee will make annual progress reports to the dean of the school. Table 3 gives the current

graduate enrollment in the school broken down by excluded groups.

8. Specifically, the School of Physical and Mathematical Sciences sets the following goals:
 - a. Currently, the breakdown by race and sex among academic employees is given in Table 4. We propose that four females and one black male be recruited in the next three years. One of these should be at the Professor level. The salary of excluded groups is lower than the School average because such members are in the lower ranks. This is one reason why our goal includes the recruitment of a woman or a black at the Full Professor level.
 - b. The breakdown by race and sex for non-academic personnel is shown in Table 5. Our proposal is that four black females and one black male be added in the SPA ranks in the next three years.
9. If our goals are met precisely (assuming the appointments were for nine month contracts) the relevant percentages for EPA personnel would be raised from seven to ten percent for white females and from one to two percent for black males. A study of Tables 1 and 2 will indicate that these percentages are above the national availability figures for the Physical and Mathematical Sciences.

TABLE I

DOCTORATES AWARDED TO WOMEN 1960 - 1969

Field	Total number of Doctorates earned	Total number of Doctorates earned by women	% of Doctorates earned by women
<u>Mathematical Sciences</u>			
Mathematics	5,538	348	6.46
Statistics	781	53	6.79
<u>Physical Sciences</u>			
Chemistry	12,983	881	6.82
Geology	2,143	53	2.47
Geophysics	203	3	1.48
Meteorology	245	2	.82
Oceanography	222	4	1.80
Physics	8,415	168	2.00
Computer Sciences (1964 - 1969 only)	99	3	3.03
Subtotals	30,629	1,515	4.95
National totals in all fields	154,111	17,929	11.63

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

Note: A recent study (The Woman Doctorate in America, by Helen Austin) indicated that 91% of women doctorates were working, 81% full-time. (Only 81% of all men are in the labor force. Of men with doctorates, only 69% work full-time in their field of study.)

TABLE 1 (b)

DOCTORATES AWARDED TO WOMEN BY THE LARGEST DEGREE
GRANTING INSTITUTIONS AND THE BEST RANKED DEPARTMENTS IN THE FIELD 1967 - 1969

<u>Department</u>	<u>Total Women</u>	<u>% Women</u>
Chemistry	179	8.5
Computer Sciences	2	6.0 (1968-69)
Geology & Geophysics	17	4.9
Mathematics	55	5.5
Physics	40	2.4
Statistics	8	5.2

Source: Availability Statistics, Women Holders of the Ph.D., 1967 - 1969

(Top Degree Granting Schools) Compiled by the Office of the Chancellor, University of Wisconsin. (April 1972)

Table 2

Black American PhD's in Physical and Mathematical Sciences, 1958 - 1970

Field of Doctorate	Year PhD Awarded													58-70 Total	% of Total Black PhD's*
	58	59	60	61	62	63	64	65	66	67	68	69	70		
Physics and Astronomy	0	2	1	2	4	4	3	10	7	1	2	6	2	44	2.0%
Chemistry	10	7	8	12	15	16	18	17	19	17	18	20	18	195	9.0%
Biochemistry	3	0	5	7	2	1	4	9	9	3	4	5	4	56	2.6%
Mathematical Sciences	2	2	3	2	2	6	4	2	9	9	8	11	4	64	3.0%
Earth Sciences	0	1	1	1	0	1	1	1	0	0	2	2	0	10	0.5%
PMS Subtotals	15	12	18	24	23	28	30	39	44	30	34	44	28	369	17%
Yearly totals in all fields	120	115	114	142	139	169	166	158	177	178	217	218	255	2168*	
Percentage	12.5	10.4	15.8	16.9	16.5	16.6	18.0	24.7	24.9	17.0	15.7	20.2	11.0		

* Total of Black Americans PhD's awarded in all fields (1958 - 70) = 2168

Additional Items Relevant to the Information in Table 2

1. As of 1969, there were approximately 2300 black Ph.D.'s in the U. S., representing less than 1% of the country's earned doctorates*.
2. Between 1876 and 1969, approximately 650 blacks received natural science doctorates, less than 1% of the doctorates awarded in natural sciences*.
3. Of 1,096 black respondents to a Ford Foundation survey, 29% earned their doctorates in Education, 26% in the Social Sciences, 13% in Biological Science, 12% in Physical Science, 12% in the Humanities, and 8% in the other fields*.
4. About 80% of Negro doctorates, who are employed by colleges and universities, are employed at predominately black institutions*.
5. In the Mathematical Sciences, of 1281 doctorates awarded by U. S. universities in 1971-72, information on the race and sex of recipients was obtained for 848. Of the 848, 9 were blacks (approximately 1%).**

* Information summarized from a Ford Foundation Survey: Black American Doctorates and Negroes in Science: Natural Science Doctorates, 1876-1969.

** Notices of the American Mathematical Society, October 1972.

Table 3

GRADUATE STUDENT DISTRIBUTION, PAMS, FALL 1972

		men		women	
		white	black	white	black
Biochem.	Ph.D.	10	1	9	1
	MS	1	0	2	1
Physics	Ph.D.	35	0	3	0
	MS	18	0	5	0
Chem.	Ph.D.	19	2	2	0
	MS	22	0	1	0
Math.	Ph.D.	18	1	2	0
	MS	29	3	6	0
Statistics	Ph.D.	23	0	5	1
	MS	12	0	6	0
Comp. Sci.	MS	3	0	1	0
Geosci.	Ph.D.	4	0	0	0
	MS	24	0	3	0
Total		218	7	45	3

Table 4 a

Academic Employees in PAMS with Nine Month Contracts

	<u>White-Male</u>	<u>White-Female</u>	<u>Black-Male</u>	<u>Total</u>
Number	119	9	1	129
Percent	92%	7%	1%	

Academic Employees in PAMS with Twelve Month Contracts

	<u>White-Male</u>	<u>White-Female</u>	<u>Black-Male</u>	<u>Total</u>
Number	43	2	0	45
Percent	95%	5%	0%	

Table 4 b

Goals for Academic Employees
Nine and Twelve Month Contracts Combined

	<u>Present (1972-73)</u>		<u>1975-76</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
White-Male	162	93%	157	90%
Female	11	6%	15	9%
Black	1	1%	2	1%
Total	174		174	

Table 5

Non-Academic Employees in PAMS

Total	<u>White-Male</u>	<u>White-Female</u>	<u>Black-Male</u>	<u>Black-Female</u>
61	11	48	0	2
Percent	18%	79%	-	3%

Table 5 a

Goals for Non-Academic Employees

	Present		1975-76	
	Number	Percent	Number	Percent
White-Male	11	18%	10	16%
White-Female	48	79%	42	69%
Black-Female	2	3%	8	13%
Black-Male	0		1	2%
Total	61		61	

PART III

Section I

AFFIRMATIVE ACTION PLAN

FOR THE

SCHOOL OF TEXTILES

June 15, 1973

Affirmative Action Plan - School of Textiles, NCSU

March 1973

I. Background Information

A. Characterization of School of Textiles and Textile Education in General

The School of Textiles is a career-oriented segment of North Carolina State University. Majors in this School receive about one-third of their course work in their major field of study and the remainder from the humanities, social sciences, mathematics and sciences provided by the University. Subjects offered by the School are interdisciplinary and applications-oriented. There are several concentrations of study available based on application.

Because of the breadth of subject matter covered, no two of the 39 faculty are alike. Many have industrial experience with total experience from research and study adding up to some indepth aspect of textiles, fibers and/or polymers.

Emphasis is on the theoretical principles underlying the practical processes and products which constitute this vast field of commercial and human endeavor. Physical sciences, mathematics and engineering subjects are crucial to the educational approach taken by the School. Over 77% of present faculty have attained the doctorate or equivalent in some discipline and combined this with years of applications study and experience.

The School is one of only seven in the country with undergraduate programs, one of six with masters level programs, and one of five with a Ph.D. program. It is by far the largest school with approximately 1/3 of the national enrollment at each of the above academic levels. The national output of graduates is roughly 450 per year at the undergraduate level, 70 per year at the masters, and 6 at the doctoral.

B. Textile Students

In the Spring semester 1973 there were 638 students enrolled in the School of Textiles: 577 undergraduate, 40 masters, 18 Ph.D., and 3 special. At the undergraduate level there are 40 female (7%), 15 black(2.6%) and 8 oriental (1%)

At the graduate level there were 6 female(12.5%), 1 black (2%) and 18 oriental (37.5%)

During the period from fall 1969 to spring 1973 the number of black students enrolled increased from 6 to 16, a change from 0.8% to 2.5% of our student body.

The number of female students increased from 27 to 46, a change from 3.8% to 7.2% of our student body.

The number of black undergraduate students who were awarded scholarships increased from 16.7% to 37.5% during this same period. A larger proportion of blacks were supported by scholarships during each of the semesters since 1969 than were females or white males.

The percent of female undergraduate students receiving scholarships increased from 11.1% to 30.5% from fall 1969 to spring 1973.

All black and female graduate students currently enrolled receive financial support through assistantships. Only 82% of the white male graduate students have been awarded assistantships.

For more detailed comparative data on enrollment and financial support awarded to students from 1969 to the present see the charts on pages 13 and 14 of the appendix.

In the seven colleges and universities that have undergraduate B.S. programs in textiles, only 30 other blacks are currently enrolled. There are 215 females enrolled in addition to those at NCSU.

Other than those enrolled in the School of Textiles at NCSU, there are 5 black students enrolled in the six colleges and universities offering graduate programs in textiles in the U.S. Of these 5, one is female. In addition there are 3 other female students enrolled in these same colleges and universities.

C. Steps Taken to Increase Enrollment of Minority Students in Order to Increase the Potential Supply of Minority Faculty.

It is evident that the supply of blacks and females who are fully qualified (Ph.D. or equivalent) for teaching at NCSU School of Textiles is extremely limited. There are only one or two who have achieved the doctorate in the past five years and these have gone to industry at salaries beyond the range available to the university. In addition, the known Ph.D.s were not optimally prepared in that the course of study that they followed was in a non-textile discipline. The only connection with textiles was in the thesis problem.

In general the females with Ph.Ds in textiles come from home economics programs. We have one such person on our faculty, plus one more temporarily. In consideration of the range of subject matter taught by the School of Textiles there is only room for one or possibly two faculty with backgrounds of this type.

Recently, in 1972, the first female graduated from UNC-G with a Ph.D. in home economics whose thesis work was done at NCSU on a textile subject. It is expected that the joint approach as well as enrollment of females and blacks in our own textile program, will generate the potential for them to qualify for faculty positions. Results of efforts to increase black and female enrollment are given in the appendix, pages 15 and 16. Graduates resulting are also listed.

Encouragement for minority students is indicated by the fact that all seven of the graduate students from that group are currently receiving assistantships as opposed to 82% for other students. Blacks and females are also experiencing a higher proportion of undergraduate scholarships than other students (appendix, page 13).

The School has intensified recruiting of minority students each year over the previous year. For the past two years a black recruiter has been used. Seventy-five percent of his recruiting efforts have been directed to the minority group in the coastal and southeastern part of the state. The first year he visited 9 schools and talked with approximately 250 students, 7 of whom were accepted here. This year he has recruited in the seven or eight predominately black high schools in the state and with the other recruiters has visited about 20 other high schools. We estimate that our recruiters have talked with approximately 400-500 black students so far this year.

At our last four open houses for high school students we have had special programs for blacks with black industrial representatives participating in them.

This past year a special brochure for black students was produced. A copy is appended to this report.

The problem of encouraging high school and B.S. graduates to enter the School of Textiles is not an easy one, as testified to by the drop of the national enrollment of textile students by 25% in the past five years. It is doubly difficult to attract minority students. That the School has succeeded with minority students over this same period is testimony to the very strong effort that has been made.

D. Faculty of the School

A list of current faculty is provided in the appendix, pages 17 and 18, with brief information about their background and areas of expertise and interest.

Distribution of faculty by rank is:

Professors	8	
Associate Professors	16	
Assistant Professors	12	- 2 females, no black
Instructors	<u>3</u>	
Total	39	

There are two females and no blacks among the faculty. Both females have the rank of assistant professor, one with tenure and the other with visiting status for one semester. The tenured female has a current salary of \$11,500 on a 9-month basis. She is the newest in the rank of assistant professor and is one of three who do not have Ph.D. degrees. Six others do.

E. Openings in Faculty Positions Expected, 1973-1977

Faculty positions estimated to be available in the next five years are as follows.

Table I

Year, Fall	Regular Faculty		Adjunct		Post Doc. or Other		Sub. Total	Visiting ⁽³⁾	Total
	New	Replace.	New	Replace.	New	Replace.			
1973	2	(1)			1		3	1	(2) 4
1974		2	1			1	4	1	5
1975				1	1	1	3	1	4
1976		2	1	1		1	5	1	6
1977	—	<u>3</u>	—	<u>1</u>	<u>1</u>	<u>1</u>	<u>6</u>	<u>1</u>	<u>7</u>
	2	7	2	3	3	4	21	1	22

Seven new positions, fourteen replacements, and four non-cumulative replacements (visiting professors)

(1) Will materialize only if budget request approved by legislature now in session and by Board of Governors

(2) Already committed

(3) Non-cumulative; only one at a time

F. Fields of specialization to be Sought for Positions Open, 1973-1977

Restricting attention to the 7 to 9 regular faculty positions that will be filled in the next five years, School administrators have chosen the following fields of specialization to fill these positions. The listing is in order of current priority. The chances of being able to find a minority person with the particular characteristics described are

also estimated.

<u>Fields of Specialization</u>	<u>Chances for Minority Person</u>	
	<u>Black</u>	<u>Female</u>
1. Textile scientist or engineer specializing in physical and chemical testing, quality control, and statistical analysis of textile materials	Fair	Good
2. Materials scientist and/or engineer skilled in theory and practice of the formation of non-conventional fabric structures	Very slight	Very slight
3. Chemist specializing in environmental concerns of the textile industry.	May already have moral commitment to white male	
4. Industrial engineer or economist specializing in textile management, operations research, technical and economic forecasting, etc.	Very slight	Fair
5. Knitting specialist - research and machine oriented.	Very slight	Nil
6. Textile chemist specializing in the theory and practice of the finishing of textiles	Very slight	Very slight
7. Textile engineer or materials scientist thoroughly knowledgeable in theory and practice of weaving and related fabric systems	Very slight	Very slight
8. Physicist or equivalent specializing in science of color and its applications in textiles	Fair	Good
9. Textile engineer specializing in theory and practice of yarn manufacture	Very slight	Very slight
G. Supply of Blacks and Females for Open Positions		

Another possible source of university faculty is from related disciplines coupled with special training and development. There are occasions when we do this deliberately in order to build an on-campus bridge to the department of that discipline. It is not a common thing having been done only once in the past ten years. In other related instances the individuals in question also had fairly extensive experience or training in textiles, fibers, and/or polymers.

It would appear that the number of such individuals in the minority group is quite limited as judged from the records. The records quoted are the Ford Foundation Survey Black American Doctorates and another source, Negroes in Science: Natural Science Doctorates, 1876-1969. Between 1960-69 only 70 blacks obtained Ph.D s in chemistry and 32 in engineering and other physical sciences. On top of this there are only 20 institutions in the country that offer Ph.D degrees relating to the chemistry or physics of polymers, fibers and/or textiles. Four of these have initiated such programs in only the past five years. It is estimated for example that of 10,000 Ph. D. chemists graduating annually less than 1% (100) have been given training in polymers, fibers or textiles. Furthermore, less than 1% of these are blacks; therefore, one or two per year might be expected to have an appropriate orientation, but there is a good probability than in any given year there would be no blacks obtaining a doctorate in chemistry with a polymer-fiber-textile orientation.

The number of women available with such doctorates is estimated to be small but at least existent. In the period 1960-69, 52 women obtained Ph.Ds in home economics, clothing and textiles (limited usefulness to the School of Textiles). There were 881 Ph.Ds in chemistry in the same period. Eight or nine of these may have had an orientation in polymers, fibers or textiles. Only 168 obtained doctorates in physics.

H. Promotions and Tenure, Minority Faculty

The one permanently employed female faculty member was recently promoted to the rank of assistant professor and given tenure.

I. SPA Employees

At the present time there are 29 full-time and 3 part-time SPA employees in the School of Textiles. A complete list is given in the appendix, page 19. Sixty-four percent are female and 6% black. One of the two black employees is female.

Out of 32 positions, turnover in the past five years was 45 with highest turnover rate in the lowest level positions (appendix, page 19 and 20).

Looking at individual positions, only 15 of the 32 positions actually experienced one or more turnovers; the rest had none. It would be reasonable to expect that in the next five years approximately 1/2 of the present work force will be replaced. This averages out to about three new persons per year, but nine will be hired in order to gain the three. Through June 1977 only three SPA personnel will retire, two of them textile laboratory mechanics and one a secretary III.

In the past five years it was necessary to invite 8 blacks in for interviews in order to hire two. This is slightly more than our average for whites, male or female.

II. Affirmative Action Plan by the School of Textiles

A. General

The record of the recent past described in the introduction above shows that the School of Textiles has taken many positive steps designed to increase representation of females and minorities in all areas of its operation: students, faculty and non-academic employees. The results have been promising but not outstanding. The supply of interested, qualified individuals is a severe problem at the faculty level; lesser problems exist in the other categories. Honest attempts are being made in all areas to search out qualified minority applicants.

The affirmative action plan set forth below will include every known device for improving chances of bringing the females and minority situation in each of the three categories mentioned above more nearly in line with the theoretical supply. The word theoretical is deliberately chosen because it is our experience that what appears to be the supply may be overestimated in view of the fact that the rate of rejection by the minority group is higher than for the majority. Nevertheless, as the plan indicates, the School will do its part.

The plan is for targeted numbers of female and minority personnel within a particular span of time. It is necessary to make assumptions with respect to (1) the availability of qualified people and (2) their willingness to accept an academic appointment within the pay scale available to the School. If these conditions are not met with a frequency equivalent to our assumptions, the targets will not be achieved.

B. Plan for Faculty and Other EPA Personnel

A complete picture of the proposed affirmative action plan for all EPA employees and related associates is given in Table II on the following page.

Table II

Affirmative Action Plan for Faculty and Other EPA Personnel

	<u>1973S</u>	<u>1973F</u>	<u>1974F</u>	<u>1975F</u>	<u>1976F</u>	<u>1977F</u>
Administrative	6	6	6	6	6	6
White Male	6	6	6	6	6	6
Female	0	0	0	0	0	0
Black	0	0	0	0	0	0
Regular Faculty	38	37	39	39	39	39
White Male	37	36	37	37	35	35
Female	1	1	1	1	2	2
Black	0	0	1	1	2	2
Adjunct Faculty	8	8	9	9	10	10
White Male	8	7	7	6	6	6
Female	0	0	1	1	2	2
Black	0	1	1	2	2	2
Visiting Faculty	1	1	1	1	1	1
White Male	0	1	0	0	1	0
Female	1	0	0	1	0	0
Black	0	0	1	0	0	1
Other Positions	7	7	8	8	9	10
White Male	5	5	5	4	5	5
Female	2	2	2	2	2	3
Black	0	0	1	2	2	2
Total	60	59	63	63	65	66
White Male	56	55	55	53	53	53
Female	4	3	4	5	6	6
Black	0	1	4	5	6	7

The following points are apparent in this plan:

1. No provision is made for minority representation among administrative personnel. Since there is at present no potentially eligible minority person in the United States for either of the key positions that will be open in the next five years, and the positions require approximately 10-20 years of prior experience to qualify, it is not reasonable to expect that a minority person can qualify in the time span considered.
2. Our goal is to add 4 blacks or females in the next five years. At least two of the projected new open positions are not certain to be approved. The increase in the ~~five-five~~ year period will be from 3% to 10% of total regular faculty.
3. Adjunct faculty who are minority persons will increase from zero to 40% in five years. This can probably be accomplished because there is no salary involved but merely an agreement to share interests and to work together.
4. Visiting faculty will probably not exceed one person at any one time and will rotate each year. The rotation will be equally balanced between white male, black and female.
5. Other EPA personnel include research associates, recruiters, instructional technologist, and extension specialist. At present 29% of this group are black or female. In five years it is anticipated that the minority will become 50%.
6. Our overall goal is to have 20% of our EPA positions filled with minorities and females five years from now.

In order to achieve even this relatively modest figure it is going to require a very great effort. The steps we plan to take are as follows:

1. Establish direct communications with all departments in institutions of higher education which graduate black students and females trained in fields which might qualify them for an open position. At the faculty level this will be practically impossible in the next year or so according to our survey of the

supply situation. In other EPA positions it should at least be possible.

2. Develop an increasing supply of women and minority students coming through our own programs who would qualify to become faculty or fill other EPA positions. This effort is already underway as indicated in the section on background. Applies at both undergraduate and graduate level.
3. Extend invitations to qualified women and minority faculty of other institutions to enter into some sort of relationship in hopes that something more permanent might develop. These relationships would include visiting professor or adjunct faculty status.
4. Increase invitations for women and minority persons to lecture here for purposes of becoming better acquainted.
5. Work with industry for leave arrangements with women and minority persons employed there. Traditionally many of our faculty have come from industry. Until recently this would not have been possible. Now industry is beginning to employ more minority persons and this approach will soon become at least possible.

C. Plan for SPA Personnel

The plan shown in Table III below is proposed for SPA employees in the School of Textiles.

Table III.

Affirmative Action Plan for SPA Personnel

<u>Target Date</u>	<u>White Male</u>	<u>White Female</u>	<u>Black Male</u>	<u>Black Female</u>
Jan. 1973	11	20	1	1
July 1973	10	19	2	2
Jan. 1974	10	18	2	3
July 1974	10	17	2	4
Jan. 1975	9	16	3	5
July 1975	9	15	3	6

This plan would take the percentage of black SPA employees from 6% to 28% in three years. Twenty-eight percent is a high expectation based on population ratios and may not be achievable based on ratio of output of blacks to whites in the fields of training represented by these job classifications. Furthermore, state pay scales will eliminate many qualified individuals who will find higher paying jobs elsewhere.

It should be emphasized again that this affirmative action plan is based on the availability of qualified women and blacks to fill the positions anticipated to be open. If an adequate supply is not available, or if qualified individuals decline our offers, or our minority employees are lured away by higher salaries than are available to us, these targets will not be met.

Women and minority employees will be given opportunity to train and to qualify for higher paying positions in the same manner as white male employees. As a result, we would expect that upward movement will be available to blacks and females on the basis of merit.

As already pointed out, higher level jobs will open with much lower frequency and, while intensive searches will be made to uncover qualified women and minority personnel, the chances of filling these positions from the outside will be very much less.

Implementation

The School of Textiles recognizes that the establishment of goals alone will not bring about the solution to problems of imbalance of employment among white males, females and blacks. Responsibilities for continuing action must be assigned to individuals who will plan specific actions and see that they are followed through.

Accordingly the School has established an Affirmative Action Committee. The initial composition of the committee is as follows:

J.F. Bogdan, Chairman
H.A. Rutherford
W.E. Smith

This committee will have ad hoc advisers who will be chosen according to the needs of the committee. Various minority groups will be represented by an adviser to be elected by each group. All permanent committee members, selected temporary committee members and some ad hoc advisers will each be assigned some aspect of the overall plan of implementation as their individual responsibility for action or coordination as required.

The permanent committee as presently constituted will:

- (1) Identify and classify the component parts of the affirmative action plan.
- (2) Develop a plan of implementation.
- (3) Determine the composition of the permanent committee and, together with advisers, the assignment of the component parts of the plan to individuals.
- (4) Establish methods of recordkeeping and a repository for records.
- (5) Receive grievances and recommend to the appropriate administrators what kind of consideration should be given to them.

APPENDIX

Student Enrollment in School of Textiles

	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973(S)</u>
Number					
Black	6	6	12	15	16
Female	27	29	35	39	46
White Male	671	716	662	602	576
Percent					
Black	0.8	0.8	1.7	2.3	2.5
Female	3.8	3.9	4.9	5.9	7.2
White Male	95.4	95.3	93.4	91.8	90.3

Undergraduate Scholarships Awarded

	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973(S)</u>
Number					
Black	1	2	3	3	6
Female	3	6	7	6	14
White Male	88	94	87	90	101
Percent					
Black	16.7	33.3	25.0	20.0	37.5
Female	11.1	20.6	20.0	15.4	30.5
White Male	13.1	13.1	13.1	14.9	17.5

Graduate Student Enrollment in School of Textiles

	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973(S)</u>
Number					
Black	0	1	1	1	1
Female	5	5	7	6	6
White Male	<u>54</u>	<u>78</u>	<u>68</u>	<u>56</u>	<u>51</u>
	59	84	76	63	58
Percent					
Black	0	1.2	1.3	1.6	1.7
Female	8.5	6.0	9.2	9.5	10.3
White Male	91.5	92.8	89.5	88.9	88.0

Graduate Assistantships Awarded 1972

	<u>Number</u>		<u>Percent with Assistant- ships</u>
	<u>Grad. Students</u>	<u>Assistant- ships</u>	
Black	1	1	100
Female	6	6	100
White Male	50	41	82

Summary of Graduate Recruiting by School of Textiles Faculty
December 1971 to Present

<u>Recruiter(s)</u>	<u>Institution</u>	<u>Contact(s)</u>	<u>Students Interviewed</u>			<u>Action: Offers made including financial support – Record of Acceptances</u>
			<u>B</u>	<u>F</u>	<u>M</u>	
Chaney, Rutherford	A&T State Univ.	W.I. Morris W. Sullivan	6			3 students, Miss Kelly, Miss Parker & Mr. Boone, visited here 2/14/72 at Burlington Ind. 's expense. No applications received afterwards.
Goldfinger	A&T State	Gilcrist & Hanghan	5 (2 of which were female)			One black enrolled and graduated from M.S. program
Chaney, Rutherford	UNC-G	Schaeffer				Visited Director of Placement who planned to inform students of School of Textiles programs
Cuculo, Rutherford	UNC-G	Puterbaugh				Follow-up on 2 potential students revealed that one went to Wis. and other to Duke with assistantship
Hamby, Rutherford	UNC-C	English	1		1	Graduate assistantship offered and accepted by J. J. Hendley (black) – NCTF \$300 month. Other student dropped out after 1 semester.
Hamby	Fayette- ville State	Knuckles, Fields		2		Presentation made to students in Science Dept. Application forms mailed to Miss Morant and Miss Mack who showed interest. Miss Morant admitted later on provisional basis – then dropped out. Miss Mack did not apply.
Hamby	Gaston C.	Dean Cline	2		1	Sent application forms to blacks, although records seemed weak. Later sent letters to students on Dean's List. No results.
Hamby	UNC-Ch				1	*Talked to 2 classes. One boy given an Enka assistantship. He withdrew after 2 weeks. *One or 2 students presently in 4-1 program may have enrolled here as a result of this visit.

Recruiter(s)	Institution	Contact(s)	Students Interviewed			Action: Offers made including financial support - Record of Acceptances
			B	F	M	
Rutherford, Cuculo	Duke	Quin and P. Smith				Set up to give a seminar to the 100+ students (including some black) in the Chemistry Dept. <u>No one</u> showed up.
Cates	Wake F.	J. Reed			2	Discussed graduate programs with 2 students (one oriental). Neither applied.
Goldfinger	Appalacian	Gram, Randall				Talked with Placement Director and Chairman of Math Dept. who will inform students of programs
Hamby, Rutherford	UNC- Wilm.	Crews				Talked with group. Two male students applied and are enrolled in School now. Mr. Crews could recommend no one when contacted this year.
Hamby	PCTS	Partridge		3 (1 black)	6	Interviewed each separately. Files contain summary of comments. Black female encouraged to discuss further the possibility of entering School's MTT program; female Vietnamese has already submitted an application; suggested to third female that she discuss MTT program with Dr. Cooper here during holidays; assistantship offered to male with "A" average; will forward application form to another male with high average; no encouragement given to two foreign nor 1 American whose grades were low.

Fields of Training of Textile Technology Faculty

Graduates of textile colleges or programs:

<u>Field</u>	<u>Faculty</u>
Textile Engineering	Bogdan Bradford
Textile Technology	Hutchison Klibbe Middleton Mohamed Moser Pardue Porter Smith Stuckey Lynch
Textile, Fiber & Polymer Science	Brown Grady Tucker
Textile Physics	Gupta
Physical Chemistry	Hersh
Law	Powell
Education	Robinson
Home Ec., Tex. & Clothing	Massey
Mechanical Engineering	El-Shiekh

Faculty with textile experience at time of recruitment:

Mechanical Engineering	Lord
Physics	George
Economics & Industrial Engineering	Cooper
Microscopy	Rochow

Fields of Training of Textile Technology Faculty (Cont.)FieldFaculty

Faculty with no textile experience at time of recruitment:

Physics

Fornes

Fields of Training of Textile Chemistry Faculty

Faculty with practical textile experience at time of recruiting:

Organic Chemistry

H. A. Rutherford
J. A. Cuculo

Textile Chemistry

K. S. Campbell
R. McGregor

Textile Chemistry & Education

C. D. Livengood

Physical Organic Chemistry

T. H. Guion

Physical Chemistry

D. M. Cates

Chemistry

R. W. Work

Faculty with applicable polymer experience:

Polymer Chemistry

R. D. Gilbert
M. H. Theil

Organic Chemistry

C. E. Bryan

Physical Chemistry

G. Goldfinger

Chemical Engineering

W. K. Walsh

SPA POSITIONS IN SCHOOL OF TEXTILES

<u>Position No.</u>	<u>Classification</u>	<u>No. Turnovers 7/1/67 to 12/31/72</u>	<u>Turnover Total</u>
44499	Steno III	3	
44500	Secretary IV	0	
44506	Secretary III	0	
44518	Steno III	0	
44528	Steno III	3	
44504	Steno III	0	6
44520	Steno II	3	
44534	Steno II	7	
44536	Steno II (Established 12/1/70)	2	
44530	Steno II	4 (1 retired)	
44530	Steno II	5	21
44550	Typist III	3	3
44560	Typist I (Established 2/1/70)	5	5
44800	Tex. Lab. Mech.	0	
44804	Tex. Lab. Mech.	0	
44807	Tex. Lab. Mech.	0	
44802	Tex. Lab. Mech.	1 (Retired)	1
44870	Tex. Res. Tech. (Est. 8/28/70)	0	0
45453	Res. Tech.	0	0
44776	Instr. Maker II	1	1
44784	Instr. Maker I	0	0
44620	Stock Clerk	0	0
44792	Maintenance Mech.	1	1
44790	Res. Mech. II (Est. 8/2/71)	0	0
44450	Accounting Clerk III	0	0
44464	Accounting Clerk II	1 (Death)	1

PART III

Section J

AFFIRMATIVE ACTION PLAN

FOR THE

D. H. HILL LIBRARY

June 15, 1973

TABLE OF CONTENTS

- I. THE HISTORICAL RECORD
Minority Groups
Women
- II. THE SITUATION NOW
Minority Groups
Women
- III. AVAILABILITY OF MINORITY GROUPS AND WOMEN
FOR LIBRARY POSITIONS
Non-Academic Positions (SPA)
Minority Groups
Women

Professional Positions (EPA)
Minority Groups
Women
- IV. THE COMMITMENT AND GOALS
Goals for Minority Groups
Goals for Women
- V. PROPOSED ACTION TO IMPLEMENT COMMITMENT
AND REALIZE GOALS
Minority Groups
Non-Academic
Professional
Women
- VI. REPORTING PROCEDURES TO MEASURE PROGRESS
- VII. RESPONSIBILITY

I. THE HISTORICAL RECORD

Minority Groups

In the late 1950's and early 1960's the D. H. Hill Library began to employ blacks for the first time. Although the first steps could only be described as tentative, they were significant because they resulted not from outside pressure, but from the Library administration's belief that blacks should be hired. The first black student assistant was employed around 1960. Mr. Edward Walker was the first full-time black hired by the Library. He was hired as a Clerk I and became the Library's first Mail Clerk in 1962, but he has been upgraded several times and now holds the position of Stack Supervisor which is classified Library Assistant II. Mrs. Doretha Blalock joined the staff in 1964 as a Typist II. She was the first black to be hired by the Library above the clerk classification and was possibly the first black to hold a clerical position on campus. Mrs. Blalock was later promoted to Library Assistant II. A third black, Mrs. Verna L. Lee, accepted a full-time Typist II position with the Library in September 1965. In all, 22 blacks have served on the library staff since 1962.

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

Student assistants are vital to the operation of an academic library. They perform a variety of tasks such as shelving books,

typing orders and filing catalog cards. Since the early 1960's sixteen black students have served as student assistants.

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

Women

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

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

II. THE SITUATION NOW

Minority Groups

At the para-professional and clerical levels there are presently 11.5 FTE positions now filled by blacks out of a total of 73 full-time equivalent SPA employees.

The following table gives the breakdown by position classification:

	<u>Caucasian Male</u>	<u>Caucasian Female</u>	<u>Black Male</u>	<u>Black Female</u>	<u>Other Male</u>	<u>Other Female</u>	<u>TOTAL</u>
Clerk I	0	0	1	0	0	0	1
Typist I	0	2	0	2	0	1	5
Intermediate Clerk	1	2	0	0	0	0	3
Mail Clerk	0	0	0	1	0	0	1
Steno II	0	0	0	1	0	0	1
Typist II	0	4	0	0	0	0	4
Library Asst. I	1	15.5	0	3.5	1	0	21
Typist III	0	3	0	0	0	0	3
Clerk III	0	1	0	0	0	0	1
Library Asst. II	0	29	1	2	0	0	32
Clerk IV	0	1	0	0	0	0	1
	<u>2</u>	<u>57.5</u>	<u>2</u>	<u>9.5</u>	<u>1</u>	<u>1</u>	<u>73</u>

This indicates that the Library has been successful in employing blacks at the SPA level. Of the FTE employees, 11.5, or 16%, are blacks. An Employment Security Commission report of January 22, 1973 shows a total work force in Wake County of 118,170. 22,660, or 19% of this total, are black. This comparison indicates that the Library already has an appropriate percentage of blacks when availability is considered.

At the professional level there are no blacks on the staff at this time, but we anticipate that by July 23, two black women librarians will have been employed, which will meet our goal.

Women

At the present time, there are 68 women and five men on the SPA staff and 15 women and 9 men on the professional staff. Of the 15 women professional librarians eight are serving as heads of departments. Seven women SPA employees are serving as supervisors of library units.

III. AVAILABILITY OF MINORITY GROUPS AND WOMEN FOR LIBRARY POSITIONS

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

Non-Academic Positions (SPA)

Non-academic library personnel are generally recruited from among the work force of Wake County, including graduates of local colleges and wives of faculty members and students. A letter from the Employment Security Commission dated January 22, 1973 provides information on the number of blacks and other minority groups in the Wake County work force. The 22,660 blacks in the Wake County work force as of January 22, 1973 represents 19% of the total work force. There is an ample supply of blacks in the area with qualifications needed for SPA positions which require generally high school graduation, or in some cases, one or more years of college.

Women

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

Professional Positions (EPA)

Minority Groups

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

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

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

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

The statistics cited bear out the shortage of librarians on the national as well as the state level; which explains to some extent why so few applications are received from black librarians even after our best efforts at recruitment. This is explained further by the fact that a large group of the few black librarians who do receive M.L.S. degrees from library schools are trained for work in secondary and elementary schools rather than in college and university libraries.

Women

Traditionally librarianship has attracted a substantially greater number of women than men. Taking 1969-70 as a typical year, about 5/6 of those receiving Library Science Degrees in the U.S. and in North Carolina are women. During this year, 5,436 women received Master's Degrees in Library Science, of whom 124

were from Library schools in North Carolina.

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

IV. THE COMMITMENT AND GOALS

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

Goals for Minority Groups

- (1) A major goal of the D. H. Hill Library is to increase the number and percentage of blacks and members of other minority groups on the staff through concerted efforts to identify and recruit qualified candidates at all SPA and EPA levels. It is the aim of the Library to increase the percentage of black SPA employees from the present 16% to

as high a level as possible. There are no upper limits on the percentage or number of blacks that we hope to have on the staff. However, we hope that by January 1974 we might be able to recruit enough qualified blacks so that the percentage of SPA blacks on the library staff is at least equal to the percentage of blacks in the Wake County work force which is now 19%. We are very near this goal at the present time.

- (2) The Library will continue its policy of providing for employees, regardless of race, the opportunity for upward mobility within the constraints imposed by position classification requirements.
- (3) The problems of finding and recruiting blacks for professional positions is extremely difficult because of the factors previously cited. In spite of the most concerted efforts at recruitment of black professionals, few applications from blacks are received. A major goal of the library is to increase even further its efforts in recruitment of qualified black professional candidates. If the academic staff continues at its present level of 24, the goal will be to have at least two blacks in professional positions by January 1974.
- (4) As in the case of SPA employees, future black EPA staff members will be provided opportunities for promotion commensurate with their qualifications and abilities.

Goals for Women

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

V. PROPOSED ACTION TO IMPLEMENT COMMITMENT
AND REALIZE GOALS

Minority Groups

Non-Academic

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

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

- (1) A letter will be sent to the Personnel Office and all appropriate employment agencies stating that library department heads desire to interview qualified applicants regardless of race, religion, sex, or nationality. We want it known by all those responsible for making referrals that the library is anxious to take affirmative action to provide equal opportunity.
- (2) As long as the Personnel Department can refer qualified black applicants, no position will be filled by a department head until both qualified black and white applicants have been interviewed. Department heads will maintain records to show that blacks have been interviewed and considered for position vacancies. Our intention is to make sure that department heads do not overlook blacks in the recruiting and interviewing process.
- (3) It is only natural that many positions are filled through the "grape vine"--i.e, some staff member in a department tells a friend about a position vacancy. This has been an effective though informal recruiting device for the library as well as for other departments on campus and an impossible one to control. Until blacks become a more substantial part of the "grape vine," however, it tends to exclude blacks. Therefore, it should be used by department heads in conjunction with other recruiting devices to assure blacks equal opportunities in interviewing and consideration for vacancies.

- (4) Applicants for para-professional and clerical positions frequently have higher qualifications for vacant positions than required by position classification. This is due in part to the large number of student wives who find the library a convenient and desirable place to work. A student wife who is a college graduate is sometimes willing and even anxious to work for two or three years in a library position that is classified and described as "minimum qualification, high school graduate." As an employer interested in hiring the best staff possible, this situation has proved advantageous for the library. But, as David H. Rosenbloom points out in a recent article in Personnel Administration and Public Personnel Review, the principle that the "best qualified" should always be appointed and promoted over all others becomes discriminatory in a society in which there has been widespread inequality of opportunity to become the "best qualified." To avoid this kind of discrimination, it may be necessary to hire, at least some of the time, those who meet minimum qualifications for the position rather than the "best qualified" who are frequently over qualified.
- (5) Blacks as well as whites on the staff are given the opportunity to upgrade themselves by applying for higher level job openings in the library. At least three blacks who are presently on the staff have been promoted to higher job classifications. This practice will be continued.

Professional

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

- (1) Professional job vacancies are being listed with library schools including Atlanta University, the only predominantly black ALA-accredited library school in the country. They have also been listed with non-ALA accredited predominantly black library schools.
- (2) Positions will also be advertised in newspapers with nationwide distribution having primarily black readership (e.g. the Daily Challenge and the Courier) and in newspapers with readership of other minority groups.
- (3) Descriptions of position vacancies will be sent to the libraries of major black institutions in the country with the request that they be posted or circulated to the staff.
- (4) The Director has arranged with the Dean of the School of Library Science at North Carolina Central University for visits to the campus for interviews with students.

- (5) The Director has extended an invitation to the Dean of the School of Library Science at North Carolina Central to bring classes to our campus to tour the Library. The invitation has been accepted and such tours should interest students in the D. H. Hill Library as a possible place of employment.
- (6) The Librarians at Shaw and St. Augustine's have been notified of the Library's recruiting program and asked to refer to us any extra black applicants they might interview.
- (7) Black professionals will be actively recruited at professional library meetings.
- (8) It has been previously mentioned that student assistants working part-time are vital to the operation of the library. Black students have served the D. H. Hill Library in the capacity since the 1960's. Special efforts will be made to recruit black student assistants since student assistants frequently become interested in librarianship as a profession. This continues to be one of the best ways of attracting students to the profession, and we hope to encourage some black students to go to library school and thereby increase the number of black professional librarians in the market.

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

Women

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

VI. REPORTING PROCEDURES TO MEASURE PROGRESS

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

- (1) All position vacancies will be reported to the Director's Office as is presently done. Positions will be reported to the campus Personnel Office and in Personnel Notes

before the job is offered to any applicant other than a present staff member. This provides the opportunity for upward mobility to campus employees.

- (2) Those department heads needing to fill a vacancy shall submit to the Director a summary of the recruiting and interviewing processes followed in filling each position. Included will be information on the number of people interviewed and the race and sex of each.
- (3) Department heads shall include in their annual reports statements describing the efforts that have been made during the year to employ and upgrade minorities and women.

VII. RESPONSIBILITY

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

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

PART III
SECTION K

AFFIRMATIVE ACTION PLAN
FOR THE
DIVISION OF STUDENT AFFAIRS

June 15, 1973

AFFIRMATIVE ACTION PLAN
Division of Student Affairs
North Carolina State University

I. Introduction

The following Affirmative Action Plan has been developed to ensure equal employment within the Division of Student Affairs at North Carolina State University. The plan is designed to eliminate any existing discriminatory conditions, whether purposeful or inadvertent, and to require units within the Division to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded - even if that exclusion cannot be traced to particular discriminatory actions on the part of the Division.

A wide variety of programs and services for students are administered within the Division of Student Affairs at North Carolina State University. As a result, there are many types of positions, both in the Exempt from Personnel Act (EPA) and Subject to Personnel Act (SPA) categories. EPA positions included Deans, Directors of Departments, Counselors and others generally considered as professional student personnel workers. SPA positions include secretaries, clerks, data processors, cooks and food assistants, and housekeeping assistants.

The Affirmative Action Plan presented below was developed by the Director of the Student Affairs Research Office and the Dean of Student Affairs and is based on evaluation of existing employment and promotion procedures and personnel data maintained by the Division and the University. Goals and procedures to achieve these goals were developed in consultation with department heads and associate deans within the Division. Responsibility for implementation of the plan and monitoring of progress toward goals is the responsibility of individual department heads and associate deans under supervision of the Dean of Student Affairs.

In remaining sections of this plan, EPA and SPA positions are discussed as separate categories.

II. Analysis of Present Employment Procedures and Patterns.

A. EPA Positions

1. Recruitment and Selection. Procedures for the recruitment and evaluation - selection of applicants for vacant or newly created positions are developed and implemented by individual department heads. Although procedures vary, department heads and associate deans generally seek qualified persons initially from within the Division. The position is next advertised through professional publications and/or channels of communication. Applications are screened on the basis of formal academic preparation and professional experience, and final applicants are interviewed prior to making a final decision. Review of these procedures did not indicate the existence of purposeful discrimination.
2. Employment Figures. The following figures summarize EPA employment within the Division.

	<u>White Male</u>	<u>Black Male</u>	<u>White Female</u>	<u>Black Female</u>
Full-time	43	2	10	1
Part-time	<u>4</u>	<u>0</u>	<u>4</u>	<u>1</u>
TOTAL	47	2	14	2

Female employees represent 25 percent of the total; and black employees, 6 percent of the total. The enrollment of NCSU has traditionally been composed of white males, and EPA positions have reflected this tradition. Within the past five years female enrollment has grown substantially and now represents 22 percent of the total. Enrollment of black students remains low at approximately 2 percent of the total but intensified

recruiting efforts have been initiated to attract black students. One of the black females in the EPA category was hired in the spring of 1972 for this purpose.

B. SPA Positions.

1. Recruitment and selection. As with EPA positions, department heads and associate deans are responsible for recruiting and selecting persons to fill SPA positions. Applications for positions, however, are coordinated by the University Division of Personnel Services. When a SPA position becomes vacant or is newly created, the department head normally reviews the qualifications of persons already employed within the Division, then reviews applications on file at Personnel Services, and then if necessary recruits applications through other channels. Qualifications and experience for all SPA positions are established by the N. C. State Personnel Department, and applicants are screened and selected on the basis of these qualifications. Although most of the SPA positions within the Division are secretarial-clerical, a wide range of other categories exists, including staff nurse, statistical analyst, cook, housekeeping assistant, and hospital orderly. Review of procedures to recruit and select SPA personnel did not indicate the existence of purposeful discrimination.
2. Employment figures. Since there is a wide range of positions within the SPA category, the following summary of information has been broken into the four main types of positions.

Type I - Secretarial, clerical, data processing

	<u>White Male</u>	<u>Black Male</u>	<u>White Female</u>	<u>Black Female</u>
Full-time	2	0	59	4
Part-time	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>
TOTAL	2	0	62	5

In a category dominated by females (the only males in this category are in data processing jobs), 97 percent are female and 7 percent are black.

Type II - Staff nurses and medical technologists

	<u>White Female</u>	<u>Black Female</u>
Full-time	10	1
Part-time	<u>0</u>	<u>0</u>
Total	10	1

In this area completely filled by females, the one black employee represents 9 percent of the total.

Type III - Semi and unskilled positions
(cooks, housekeeping assistants, etc.)

	<u>White Male</u>	<u>Black Male</u>	<u>White Female</u>	<u>Black Female</u>
Full-time	1	13	7	12
Part-time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	1	13	7	12

In this category 58 percent are female, and 76 percent are black.

Type IV - All others, including some supervisory positions.

	<u>White Male</u>	<u>Black Male</u>	<u>White Female</u>	<u>Black Female</u>
Full-time	10	1	2	2
Part-time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	10	1	2	2

In this category 27 percent are female, and 20 percent are black.

Total

	<u>White Male</u>	<u>Black Male</u>	<u>White Female</u>	<u>Black Female</u>
Full-time	13	14	78	19
Part-time	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>
Total	13	14	81	20

For all SPA positions combined, 79 percent are female and 27 percent are black.

III. Goals and Time Tables.

Data presented in the previous section as well as data on the availability of female and black masters and doctoral graduates in education indicate that females and blacks are underutilized (i.e., having fewer females and blacks employed than would be reasonably expected by their availability) in several categories. Based on these figures and the assumption that the number of positions will be stable, the following goals and time tables have been established.

A. EPA Positions. Within five years, increase the percentage of female employees from 25 to 30 percent. During the next eight years increase the number of female department heads and/or associate deans from one to three. During the next five years, increase the percentage of black employees from 6 percent to 12 percent of the total. During the next eight years, increase the number of black department heads and/or associate deans from none to one.

CURRENT PERCENTAGE AND FIVE YEAR GOAL OF FEMALE AND BLACK EMPLOYEES, BY EMPLOYMENT CATEGORY

EPA			
Female	Present	25	75
	Goal in 5 years	30	70
Black	Present	6	94
	Goal in 5 years	12	88
SPA			
Black (Secretarial, clerical, data processing)	Present	7	93
	Goal in 5 years	20	80
Black (Nurse, medical technologist)	Present	9	91
	Goal in 5 years	27	73

These goals and time tables are based on present and projected availability of females and blacks within the professional area of student personnel, expected turnover in existing positions within the Division, and expected changes in the ratio of female and black students within the student body. The Division policy of promoting from within will be adhered to during the accomplishment of these goals.

- B. SPA Positions. During the next five years, increase the percentage of black employees within the category of secretarial, clerical, data processing from 7 percent to 20 percent.

During the next five years, increase the percentage of black employees in the category of nurse, medical technologist from 9 percent to 27 percent.

IV. Policies and Procedures to Accomplish Goals.

The following policies and procedures will be followed to accomplish the goals stated in section III above.

- A. Employment Policy. The Division of Student Affairs at North Carolina State University will not discriminate against any employee or applicants for employment because of race, color, religion, sex, or national origin, and will take affirmative action to ensure that all applicants are employed and that employees are treated during employment without regard to these factors. The Division will make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded (i.e., females and blacks) even though their exclusion cannot be traced to particular discriminatory actions on the part of the Division.

b. Employment Procedures.

1. Goals established in this plan will be accomplished by adding female and black members to the Division as existing positions become vacant through normal turnover or as new positions are established.

2. Recruitment efforts in areas of defined underutilization must include females and/or blacks as appropriate. Selection of personnel for these positions will not be approved until satisfactory evidence is submitted to indicate additional efforts have been made to recruit underutilized groups.
 3. Recruitment efforts will include channels of communication which will maximize the number of females and black candidates who might be attracted to the position.
- C. Responsibility. The responsibility for implementation of this plan lies with individual department heads and associate deans with final, overall supervision by the Dean of Student Affairs.
- D. Monitoring of Progress. Each year a status report summarizing the progress made toward these goals will be prepared by the Director of Student Affairs Research.

PART III

Section L

AFFIRMATIVE ACTION PLAN
FOR THE
OFFICE OF BUSINESS AFFAIRS

June 15, 1973

NCSU OFFICE OF BUSINESS AFFAIRS
AFFIRMATIVE ACTION PLAN

I. INTRODUCTION

Under present guidelines each supervisor in Business Affairs has been informed of Equal Employment Opportunities rules and regulations and the Chancellor's memorandum of March 29, 1968 pertaining to employment of minorities. The Personnel Department's weekly listing of campus vacancies is posted and supervisors with vacancies are encouraged to first look within the Office of Business Affairs for promotional opportunities, then on campus for promotional transfers.

To enhance promotional opportunities, Supervisory Development Training programs have been provided for first-line and intermediate level supervisors. Selected higher level managers have been provided a short course "Management Dynamics and Effective Decision Making." Periodic short programs covering all phases of personnel administration procedures are provided for clerical and secretarial employees. Adult Basic Education courses have been conducted on campus during work hours for employees with less than eighth grade level education. Apprenticeship programs have been developed and at present there are approved apprenticeship positions in the Print Shop and Physical Plant Division. In cooperation with Wake County Opportunities, Inc. the Office of Business Affairs has placed trainees under the New Careers Program. An agreement has recently been concluded with the Raleigh Work Incentive Program (WIN) whereby the Office of Business Affairs will assist in providing job training for selected personnel in the WIN Program. One trainee has been placed in the Print Shop, one in Agriculture Extension office work, and one in Animal Science laboratory work.

While much progress has been made in recent years in improving the job and promotional opportunities for all employees, a review of the profile of the present work force reveals a need for greater effort in recruiting and selection practices pertaining to women and minority groups. To help correct these deficiencies a restatement of Equal Employment Opportunity Policy will be issued and each supervisor informed of the need to increase efforts to utilize women and minority groups.

II. STATEMENT OF NORTH CAROLINA STATE UNIVERSITY OFFICE OF
BUSINESS AFFAIRS POLICY AND INTENT

The policy of the Office of Business Affairs is to offer equal employment opportunity to all individuals without regard to

race, color, religion, sex, age, or national origin. The purpose of this policy is to promote nondiscrimination with respect to recruiting, hiring, rate of pay, promotions, benefits, demotions, terminations, and all other conditions and privileges of employment. An individual's qualifications shall be the only consideration in any employment decision related to that individual.

The Office of Business Affairs intends to take special efforts to seek out qualified applicants without regard to race, color, religion, sex, age, or national origin. Additionally, special training programs will be initiated for currently employed women and minority groups in a vigorous effort to up-grade and correct these deficiency areas.

The statement of policy and intent, signed by the Vice Chancellor for Finance and Business, will be distributed initially to every employee. The statement will be included in appropriate publications, in new employee orientations, and posted on employee bulletin boards. At regular intervals the Vice Chancellor for Finance and Business will meet with department heads, executives, managers, and other officials having selection or promotion authority, to monitor and insure implementation of the policy and intent.

III. NORTH CAROLINA STATE UNIVERSITY OFFICE OF BUSINESS AFFAIRS AFFIRMATIVE ACTION PLAN

Review of the profile of the present work force and analysis of the job categories represented (note Chart 1 below) shows possibility of underutilization of women, or minorities, or both, in the following areas: Officials and Managers, Office and Clerical, and Skilled Craftsmen.

Chart 1

EMPLOYMENT PROFILE OFFICE OF BUSINESS AFFAIRS April 27, 1973

	Total Employees	White Males	Black Males	White Females	Black Females	Other Minorities
Officials and Managers	27	27				
Supervisors	116	56	35	21	4	
Office and Clerical	116	18	7	84	7	
Skilled Crafts- men (Journeyman)	193	133	16	33	11	
Trainees (Apprentices)	50	29	9	11		1
Semi-Skilled	295	16	184	2	93	
Total	797	279	251	151	115	1

To significantly increase the number of minority group and female employees in positions other than those traditionally associated with these employees, the Office of Business Affairs establishes the following realistic numerical goals for years 1973 - 1975 (note Chart 2 below). These numerical goals are in addition to the goals of a broad nature also described below:

Chart 2

AFFIRMATIVE ACTIONS AND GOALS
Anticipated Increases and Employment Goals for Years 1973 - 1975

	Total Employees	White Males	Black Males	White Females	Black Females	Other Minorities
Officials and Managers	26	25	1			
Supervisors	124	55	41	21	7	
Office and Clerical	126	17	9	77	23	
Skilled Crafts- men (Journeymen)	207	132	25	34	15	1
Trainees (Apprentices)	60	29	15	12	3	1
Semi-Skilled	300	16	182	5	97	
Total	843	274	273	149	145	2

A. Officials and Managers:

The underutilization of both women and minorities in this job category cannot be particularized to any department or unit; therefore, GOALS must be of a broad nature.

GOALS

To increase significantly the utilization of women and minorities at all levels possible in this job category as vacancies occur.

TIMETABLE

June, 1974

AFFIRMATIVE
ACTIONS

RESPONSIBILITY

TARGET DATE

1. To search out potentially qualified women and minority employees and offer them

Vice Chancellor
for Finance and
Business

Continuing

<u>AFFIRMATIVE ACTION</u>	<u>RESPONSIBILITY</u>	<u>TARGET DATE</u>
1. Reaffirm with all levels of management the need to increase employment of minority groups in office and clerical positions through direct employment, training, and upgrade as vacancies occur.	Vice Chancellor for Finance and Business	June, 1973
2. Increase recruitment visits to high schools, secretarial, and business schools with large minority group enrollment.	Director of Personnel Services	Continuing
3. Survey applications of present work force in service positions to determine if minority groups are underutilized.	Director of Personnel Services	January, 1974
4. Periodic review by each department or unit head of employees' progress in present positions, potential for higher level positions, and aid and encouragement in applying for promotional opportunities.	All levels of management	Continuing
5. Continue cooperation with Wake Opportunities, Inc. for New Careers Program and Raleigh Work Incentive Program with view of placing minority group trainees in office and clerical positions.	Director of Personnel Services for New Careers Program, and Training Officer for WIN Program	Continuing
6. Establish an apprentice program with traineeship positions in areas where large numbers of temporary clerical employees are used. Recruit minority groups from present force as well as outside	Training Officer in coordination with Director of Personnel Services	June, 1974

<u>AFFIRMATIVE ACTIONS</u>	<u>RESPONSIBILITY</u>	<u>TARGET DATE</u>
promotional opportunities when vacancies occur in this category.		
2. To advise all recruiting sources of our desire to employ women and minority groups within this category as vacancies occur.	Vice Chancellor for Finance and Business (through Director, Personnel Services)	Continuing
3. To encourage present employees in this category to refer qualified women or minority group applicants.	All levels of management	January, 1974
4. Continue present managerial and supervisory development training programs with stress on equal employment opportunities responsibilities of managers and supervisors.	Training Officer	Continuing

B. Office and Clerical:

The underutilization of minority groups in this job category is not limited to specific departments or activities; therefore, GOALS must be broad in nature. All organizational units within the Office of Business Affairs need to greatly increase efforts to utilize minority groups in employment, up-grade and training in this job category.

<u>GOALS</u>	<u>TIMETABLE</u>
To significantly increase the number of minority group employees in this job category and to establish wider recruitment sources.	June, 1974
To increase applicant flow of minority groups.	January, 1974

<u>AFFIRMATIVE ACTION</u>	<u>RESPONSIBILITY</u>	<u>TARGET DATE</u>
to work through trainee- ship program to become qualified applicants for job referrals as vacancies occur.		

C. Skilled Craftsmen:

The underutilization of minorities and women in this job category is primarily with the Physical Plant Division where trade functions are performed.

<u>GOALS</u>	<u>TIMETABLE</u>
To increase the utilization of minority group and women appli- cants for vacancies and training opportunities leading to employ- ment in this job category.	June, 1974

<u>AFFIRMATIVE ACTION</u>	<u>RESPONSIBILITY</u>	<u>TARGET DATE</u>
1. Utilize minority group and women applicants in approved apprenticeship positions.	Director of Physical Plant Division	Continuing
2. Create additional apprenticeship or trainee positions in craft skills and recruit trainees from present minority or women employees in service positions.	Director of Physical Plant Division	January, 1974
3. Encourage participation of minority group service workers in Adult Basic Education Programs to enhance promotional opportunities and increase basic skills.	Director of Physical Plant Division	Continuing

IV. ROLE OF THE NORTH CAROLINA STATE UNIVERSITY DIVISION OF PERSONNEL SERVICES

While the Division of Personnel Services is organizationally placed within the Office of Business Affairs, it serves as the central Personnel Office for all employees of the University subject to the State Personnel Act (SPA employees). Actions to improve equal opportunity employment by Division of Personnel Services are, therefore, not limited to efforts solely to improve utilization of women and minority groups within Office of Business Affairs.

GOALS

To significantly increase recruiting and placement efforts toward improved utilization of women and minority applicants.

TIMETABLE

Continuing

AFFIRMATIVE ACTIONS

RESPONSIBILITY

TARGET DATE

- | | | |
|--|--------------------|---------------|
| 1. Reaffirm to all recruiting sources that NCSU is an Equal Opportunity Employer. | Personnel Services | June, 1973 |
| 2. Increase visits to local business college, technical schools, local colleges, and high schools to recruit women and minority group applicants. | Personnel Services | January, 1974 |
| 3. Continue advertising position vacancies in newspapers, both black and white, stressing fact NCSU is an Equal Opportunity Employer. | Personnel Services | Continuing |
| 4. Continue notifying local State Personnel employment offices, Wake Opportunities, Inc. and other Manpower Development agencies of our vacancies in efforts to increase referrals of women and minority group applicants. | Personnel Services | Continuing |

<u>AFFIRMATIVE ACTIONS</u>	<u>RESPONSIBILITY</u>	<u>TARGET DATE</u>
5. Continue publications of "Personnel Notes" and "The Weekly Report of Applicants" with inclusion of notation "Equal Opportunity Employer." Include in "Personnel Notes" encouragement for present employees to apply for positions for which they feel qualified.	Personnel Services	Continuing
6. Maintain the affirmative action file presently in being for follow up on employment status of minority applicants and for possible referrals from this file.	Personnel Services	Continuing
7. Conduct survey of applications of present work force in service positions to determine if minority groups are underutilized.	Personnel Services	January, 1974
8. Make periodic visits around campus to insure that "Equal Opportunity Employer" posters and current "Personnel Notes" are prominently displayed on employee bulletin boards.	Personnel Services	Continuing

PART III

Section M

AFFIRMATIVE ACTION PLAN

FOR

UNIVERSITY EXTENSION

June 15, 1973

UNIVERSITY EXTENSION AFFIRMATIVE ACTION PLAN FOR COMPLIANCE
WITH EXECUTIVE ORDER 11246
"NONDISCRIMINATION UNDER FEDERAL CONTRACTS"

Current Situation

Employment and promotion of personnel in the Division of Continuing Education, the Center for Urban Affairs and Community Services, Educational Television, and Urban Policy Study are the responsibility of the Vice Chancellor for Extension and Public Service. It is our policy that employment by and promotion in these units should be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin. The University's policies of nondiscrimination will be actively supported. Each unit of University Extension will take active measures to insure that policies of nondiscrimination are effectively implemented.

Currently there is a total of seventy-six positions in these units. The distribution of positions among men and women and blacks and whites may be seen in the following table:

	EPA								SPA							
	Total = 34								Total = 42							
	Administrative				Staff				Supervisory				Staff			
	Black		White		Black		White		Black		White		Black		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
MEN	2	6	14	41	0	-	13	40	2	5	6	14	6	14	0	-
WOMEN	0	0	1	3	1	3	3	9	0	-	9	21	1	2	18	43

Time spent by employees in performing their supervisory or administrative responsibilities vary; however, no individual employee devotes full time to administration or supervision. Each has additional programming or work responsibilities.

Recruitment and Employment Practices

As SPA vacancies occur they are reported to the University Division of Personnel Services which publicizes the job opening in its weekly bulletin campus-wide. The public is then made aware that a vacancy exists through the daily newspapers, word of mouth, and personal contacts. A special effort is made to notify individuals in predominately black educational institutions and to reach other blacks through black owned news media. Additional efforts are made by University Extension administration to publicize vacancies among minority individuals and women through on-campus employees who are representatives of these groups.

A file of applicants for EPA positions is maintained in the Vice Chancellor's office. As vacancies occur, individuals who have made application are contacted to determine current interest. In addition, other EPA personnel and relevant departments on-campus are made aware of vacancies as they occur. Other institutions and agencies are informed of employment opportunities as the need arises.

Employment Goals

Intensified efforts will be made over the next fiscal years (1973-76) to employ one woman--representative of a minority group--in an EPA position with administrative responsibility. Past history suggests a three to four year period will be needed to achieve the goal through attrition. During the same period of time a special effort will be made to employ one minority group male in an EPA staff position as a vacancy occurs or as new positions are established.

During the next eighteen months to two years our goal will be to employ a minimum of one woman from a minority group in a SPA position that has supervisory responsibility as a part of the job description. In addition, special efforts will be exerted to employ one additional woman representing a minority group in a SPA position during the next two years. The following table summarizes employment goals, including percentages:

	EPA								SPA							
	Total = 34								Total = 42							
	Administrative				Staff				Supervisory				Staff			
	Minority		White		Minority		White		Minority		White		Minority		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
MEN	2	6	13	40	1	3	12	39	2	6	6	14	6	14	0	-
WOMEN	1	3	1	3	1	3	3	9	1	3	8	20	2	6	17	40

Plans and Procedures to Achieve the Goals

The Division of Continuing Education and the Center for Urban Affairs will continue present policies and procedures in recruitment of employees that tend to enhance the employment of minorities and women. In addition, recruitment procedures and techniques will be initiated to aid further the achievement of the stated goals.

At least one individual will be charged with directing recruitment activities including publicizing vacancies and conducting personal interviews at locations off-campus (e.g. at predominantly black and women's institutions of higher education), publicizing vacancies through mass media (particularly media with predominantly black readers or audiences), alerting agencies and organizations

with direct lines of communication to minority groups to available job opportunities and soliciting their cooperation. All current staff members will be encouraged to aid in achieving the recruiting and employment goals. Efforts will be intensified to systematically inform appropriate groups and agencies of the purposes of the Division and Center and to build a reserve of names of qualified individuals who indicate an interest in becoming employees.

The University and State policies will be followed in decisions concerning promotions, terminations, and benefits and salaries for each job classification.

Present University and State policies will be adhered to relative to leave and grievance procedures.

PART III

Section N

AFFIRMATIVE ACTION PLAN

FOR THE

SPECIAL UNITS

- 1) Special Academic Units
- 2) Special Units for Auxiliary and Academic Administration
- 3) University Administration

June 15, 1973

1) AFFIRMATIVE ACTION PLAN
 FOR
 SPECIAL ACADEMIC UNITS

Division of University Studies

The Division of University Studies is a small special academic unit that reports directly to the Provost. Its function is to teach special courses of an interdisciplinary nature to a broad spectrum of students. By design less than half of the Division's eleven positions are filled by full time faculty because positions are used to buy released time of faculty from other departments to teach particular courses. In the Fall of 1973, using female faculty the Division will teach a course on the role of women. Affirmative action goals for the Division include involvement of female and minority faculty in appropriate courses, the development of courses dealing with such topics as the role of women, and the encouragement of other departments to employ female and minority faculty who can participate in University Studies courses.

2) AFFIRMATIVE ACTION PLAN
FOR
SPECIAL UNITS FOR AUXILIARY AND ACADEMIC ADMINISTRATION

Introduction

This document describes the employment programs of twelve of the smaller administrative units within the University. Included are the offices of: Alumni Affairs, Athletics, the Chancellor, the Computing Center, Foundations and Development, the Graduate School, Information Services, International Programs, the Provost, the Radiological Safety Office, Research Administration, and the Water Resources Research Institute.

The types of functions performed by these units are extraordinarily diverse; ranging from the primarily administrative functions of the Office of the Chancellor, to the primarily coordinative function of the Water Resources Research Institute, to the primarily service function of the Computing Center. The reason why these diverse small units are being considered as a group (viz., "special administrative units") is to facilitate the statement of meaningful and realistic affirmative action goals.

The administrative positions associated with these units are considered as part of the "central university administration" (which is the subject of a separate statement) and are not reflected in the data, goals, and plan presented here, but are treated in the special section devoted to University Administration.

Current Employment Profile

Within the fourteen administrative units are employed a total of 40 academic personnel (in EPA positions) and 115 non-academic personnel (in SPA positions).

The distributions by sex and race of the EPA and SPA personnel appear in Tables I and II respectively.

TABLE I

CURRENT EPA EMPLOYMENT PROFILE SPECIAL ADMINISTRATIVE UNITS

(positions combine academic and administrative titles, thus no breakdown by title is meaningful)

	Sex		Race	
	Males	Females	White	Minority
Totals	39	1	40	0
	98%	2.5%	100%	

TABLE 2

CURRENT SPA EMPLOYMENT PROFILE

POSITION	SEX		RACE	
	Males	Females	White	Minority
Accounting Clerk	1	2	3	0
Address. Equip. Op.	0	1	1	0
Administrative Asst.	1	6	7	0
Administrative Sec.	0	1	1	0
Asst. Director Info.	1	0	1	0
Clerk I	2	0	1	1
Clerk II	0	2	2	0
Clerk III	1	3	4	0
Clerk IV	1	1	2	0
Computer Operator I	1	0	1	0
Computer Operator II	4	0	3	1
Computer Programmer I	0	1	1	0
Computer Programmer II	2	2	4	0
Computer Programmer III	6	0	6	0
Computer Systems Ana. II	1	0	1	0

Tabel 2- Continued

	<u>Males</u>	<u>Females</u>	<u>White</u>	<u>Minority</u>
Computer Systems Ana. III	1	1	2	0
Computer Systems Mgr. II	1	0	1	0
Cook II	0	1	0	1
Data Processing Mgr. I	4	1	4	1
Data Processing Mgr. II	1	0	1	0
Data Processing Mgr. III	1	0	1	0
Editorial Assistant	0	1	1	0
Electrician II	1	0	1	0
Housekeeping Assistant	0	2	0	2
Info. & Communic. Spec. II	0	3	3	0
Intermediate Clerk	0	1	0	1
Key Punch Oper. II	0	4	4	0
Key Punch Unit Supv. II	0	1	1	0
Maintenance Mechanic II	1	0	1	0
Plant Main Supv.	1	0	1	0
Radiation Survey Tech.	5	0	4	1
Secretary II	0	1	1	0
Secretary III	0	4	3	1
Secretary IV	0	2	2	0
Steno I	0	2	2	0
Steno II	0	16	15	1
Steno III	0	8	8	0
Stock Clerk I	1	0	0	1
Typist I	0	2	2	0
Typist II	0	4	3	1
Typist III	0	2	2	0
Warehouse Mgr. II	1	0	1	0
University Archivist	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total	40	75	103	12
	(35%)	(65%)	(90%)	(10%)

It is recognized that the proportions of females and minority races holding EPA positions is low.

In the case of SPA personnel, the proportion of women is 65%. All of the secretarial, stenographic, typist, key punch operator, and housekeeping positions are held by women. The proportion of women in other SPA positions is 46%. The proportion of SPA positions held by minority race representatives is 10% .

Goals

It is expected that there will not be any significant increase within the foreseeable future in the number of EPA or SPA employees in

any of the twelve special administrative units. Increases in the proportions of women and minority race representatives will be achieved primarily through replacements. Because turnover rates in the past five years have been low, and because estimates of future turnover rates are highly uncertain, it appears appropriate to establish affirmative action goals in terms of proportions of women and minority race representatives among employees to be hired and promoted in the next five-year period.

With regard to EPA positions, the following goals are proposed for the next five-year period:

1. At least one out of each five new EPA employees will be a woman;
2. At least one out of each eight new EPA employees will be a representative of a minority race.

With regard to SPA positions, our goal over the next five-year period is that at least one out of each five new SPA employees will be a representative of a minority race.

Implementation

The small number of EPA positions in each of the units coupled with the wide diversity of personnel qualifications among the units, render impractical the implementation of a unified program for recruiting women and representatives of minority races. Each unit will recruit personnel for EPA positions by means of channels appropriate to the particular position. These means shall include notification of other institutions and advertisement in publications of professional groups.

All offers of appointment are subject to the approval of the Provost. It will be required that all requests for appointment action

be accompanied by the following information on each candidate considered seriously for the position: name, sex, minority group affiliation, manner of recruitment (or other means by which contact with candidate was made), qualifications, comparison of qualifications with those of the selected candidate, and expressions of interest (positive or negative) expressed by the candidate.

The filling of SPA positions will be accomplished in close coordination with the Division of Personnel Service. All SPA position vacancies will be filed with that office. Each of the twelve units will submit annually of the EEO officer a report summarizing their SPA position affirmative action activities. Included for each SPA position filled during the year will be the following information on each candidate: sex, minority group affiliation, manner of recruitment (or other means by which contact with candidate was made), qualifications, comparison of qualifications with those of the selected candidate, and expression of interest (positive or negative) expressed by the candidate.

It will be the responsibility of the Equal Employment Opportunities Officer to coordinate recruitment efforts for women and minority race candidates for EPA positions and to prepare annually a report to the Provost summarizing and evaluating the affirmative action activities (related to both EPA and SPA positions) of the units included in this plan.

AFFIRMATIVE ACTION PLAN
FOR THE
ADMINISTRATION

In our affirmative action planning, a special analysis was made of the University administration as a whole. Department heads, assistant deans, deans, directors, vice chancellors, and administrative staff positions were analyzed as a group even though they normally would be distributed among all units of the institution. The results show that our administrative structure at N.C. State is at present all male and all white.

This condition does not exist because of overt acts of discrimination on the part of the University in the past. If we allow it to continue over a prolonged period, however, we will be indeed negligent in providing equal opportunity. One explanation for the present situation lies in the kinds of programs N.C. State University has and does offer. Since there are few minority or female faculty available in such fields as engineering, forestry, or textiles, it follows that there would be even fewer female or minority administrators who have come up through the ranks. Another explanation lies in the fact that until the middle sixties, NCSU was basically a male institution. As such it would be expected that most administrators would be male. For instance, until 1963 N.C. State did not even offer a degree in liberal arts. The growth of the School of Liberal Arts over the past decade has been phenomenal, and it has greatly increased the number of female students and faculty. Since the development of administrators takes time, one would expect a lag on this campus in the emergence of female administrators.

The following mechanism will be used to ensure the minorities and females are given equal opportunity in the filling of administrative posts. In cases where search committees function, the committees will be urged to seek minority and female candidates. In cases where no such candidates exist or can be located the committee will be asked to document its search at the time it presents the list of top candidates to the Chancellor.

In cases of administrative staff positions which are not filled by a selection committee, the Chancellor will require a documentation of search efforts including a list of candidates interviewed. If no minority or females are among those interviewed, the Chancellor may require additional searching unless the evidence clearly demonstrates that further searching would be futile.

Goals for administrative positions can be stated in both long-range and short-range terms. By 1980, it is the goal of N.C. State University to have at least five out of about 100 administrative positions filled with either minorities or females. Our data show that between 1974 and 1980, 29 administrators will reach retirement age. Based on the nature of disciplines offered at this university such a goal of 5% may be optimistic because of availability. It may well be the latter part of this decade before individuals qualified for administrative responsibility are available internally. Over the short run, or by 1975, N.C. State's goal is to have at least two administrative posts filled with minorities or females.

APPENDIX B

NCSU AFFIRMATIVE ACTION RECRUITMENT REPORT (Fill out for each EPA position filled)

Department of: _____

EPA position filled: _____
(rank and area of specialization if appropriate)

Fulltime____; Part time____; Date employment effective _____

Number of groups, institutions, etc. notified about vacancy: _____
(list on back specific efforts to locate females and minorities)

Number of applications received:

Male	Female	
		Black
		White
		Other

Number of candidates invited to campus:

Male	Female	
		Black
		White
		Other

Offers made to (list in order):

	Name	Sex	Race	Present Employer	Accept- ed	Re- jected
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____

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 _____

Signed _____
Department Head

_____ Date

APPENDIX C

NORTH CAROLINA STATE UNIVERSITY

DPS-2

Application Routing and Evaluation Data Sheet for Staff (SPA) Positions

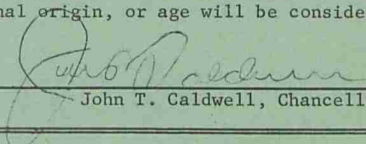
PLEASE REVIEW AND RETURN IMMEDIATELY TO THE PERSONNEL OFFICE

Candidate	To Be Reviewed By	Department
Position Applied For	Date Routed <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Application (Form PD-107) transmitted via <input type="checkbox"/> Campus Mail <input type="checkbox"/> Applicant

Personnel Office/Interviewer Remarks

UNIVERSITY EQUAL EMPLOYMENT POLICY

North Carolina State University is committed to the provisions and principles of the Civil Rights Act of 1964, Executive Order 11246, and 11375, the Age Discrimination Act of 1967, the U. S. Department of Labor's "Revised Order No. 4," and related legislation pertaining to equal employment opportunity. It is the policy of the University including all its schools, departments, divisions, branches, and activities that firm and positive efforts will be made by all management and supervisory personnel to prevent discriminatory employment practices. Affirmative action will be taken to insure that employment, training, upgrading, promotion, demotion, transfers, and termination of individuals is pursued on a fair, impartial basis and that no factor of race, color, religion, sex, national origin, or age will be considered.


 John T. Caldwell, Chancellor

Appointment Policy - Appointment Forms (Form PD-105A) will not be processed by the Division of Personnel Services until all Application Routing Sheets have been completed and returned.

Department Reviewers - Complete Sections A and B

Section A1. If interviewed, was the applicant required to take a written or skills test? ☐ Yes ☐ No

If yes, please indicate type and name of test given

2. If considered for a vacant position, check one of the following:
☐ Applicant interviewed, but not offered employment. (Explain specific reasons for not selecting this applicant in Section B.)

☐ Applicant interviewed - Recommend employment. Position title _____
 Position number _____ (Give reason for selecting this applicant in Section B.)

(OVER)

- ☐ Applicant considered for position but not granted interview. (Explain reason for not granting interview in Section B.)
- ☐ Applicant declined offer of employment. (Give applicant's reason(s) in Section B.)
- ☐ Another applicant selected for job prior to receipt of application. (Give new employee's name and source of referral in Section B.)

Section B: Comments by Reviewer

Reasons for action taken in Section A must be descriptive. Statements such as "general impression," "work history," "skills," "experience," "salary requirements," "references," "education," and "qualifications" will not be acceptable without further explanation of such statement. Please note that any qualification standards established or a condition of employment must prove to be directly related to the duties and responsibilities to be performed and a "business necessity" in your activity.

Reviewer's Signature_____
Date

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
Office of the Chancellor

March 7, 1973

MEMORANDUM

To: Deans, Directors, and Department Heads

Subject: Listing Staff Vacancies
Advertising for Recruitment Purposes

To improve personnel management at the staff level, I am re-emphasizing existing policy concerning listing of staff vacancies and initiating a new policy concerning advertising for recruitment purposes.

Some campus departments are failing to list SPA vacancies with the Division of Personnel Services as required by my memorandum of April 15, 1969. To re-acquaint you with this policy, it is restated here with minor editing:

LISTING STAFF VACANCIES

All position vacancies which are to be filled by management shall be reported to the Personnel Office. The Personnel Office shall publish a list of positions for which departments are recruiting, excepting a position to be filled by promotion of a qualified person within the Department. The lists will be numbered consecutively and published at least once each week. Hiring departments at the time the vacancy is reported will be informed of the bulletin number and of the approximate date of publication. All departments shall post the bulletins in conspicuous places accessible to its employees. The hiring department shall not make a commitment to employ individuals outside the University until five work days after the date its vacancy is published. There may be cases where this procedure is impractical (e.g., critical need to employ an individual in a research project). In such cases, please request deviation from the Personnel Officer.

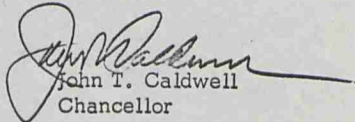
Several times in the past few months advertisements have appeared in the want ad section of local newspapers requesting qualified applicants to apply for campus positions. These ads have been placed by various Departments on campus as well as the campus Personnel Office. All such advertisements shall henceforth be placed through the campus Personnel Office. This arrangement will allow for the following:

1. Applicants responding to an advertisement can be considered for vacancies campuswide as well as for the specific vacancy appearing in the advertisement.
2. Questions from individuals about campus vacancies advertised through the news media can be answered more thoroughly.
3. Advertisements need to contain sufficient information to attract qualified individuals, including an "equal opportunity employer" statement, the type of duties to be performed, a salary range, minimum acceptable qualifications standards, "fringe" benefits, and other related information.

Departments who specifically request newspaper advertising through the Personnel Office should be prepared to pay for such advertising from their departmental funds.

A new form is also being issued for processing referred applicants for vacant positions in the Departments. This new form is expressly designed to elicit a more thorough and equitable consideration of applicants and to prevent discriminatory and capricious departmental selection.

I have instructed Vice Chancellor Wright and the Director of Personnel Services to enforce strictly these policies.


John T. Caldwell
Chancellor

APPENDIX E

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Office of the Chancellor

May 16, 1973

MEMORANDUM

To: Deans, Directors, and Department Heads

Subject: University Policy Concerning the Concurrent Employment of Relatives

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

RESOLUTION

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

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

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

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

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

A. Basic Principles

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

1. Related persons shall not serve concurrently within the institution in any case where one such relative would occupy a position having responsibility for the direct supervision of the other relative.
2. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same academic department (or other comparable institutional subdivision of employment), a relative may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the relative.
3. With respect to the concurrent service of related persons within the same academic department (or other comparable institutional subdivision of employment), neither relative shall be permitted, either individually or as a member of a faculty or as a member of a committee of a faculty, to participate in the evaluation of the other relative.

B. Definition of "Related Persons"

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

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

C. Effective Date

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

D. Employees subject to the State Personnel Act

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

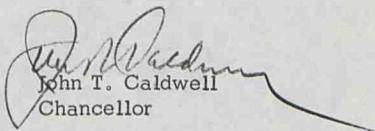
E. Each Chancellor shall report annually to the Board of Trustees, at the regular meeting falling closest to the date of commencement, concerning all specific cases during the preceding year in which the terms of this policy were applied.

CAMPUS IMPLEMENTATION

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

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

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


John T. Caldwell
Chancellor

COPY

The University of North Carolina
Office of the President

A D M I N I S T R A T I V E M E M O R A N D U M

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

NUMBER 14
DATE April 27, 1973

Directions Concerning Implementation

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

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

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

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

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

Interpretations of Substantive Policy

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

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

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

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

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

(1) One relative who is a supervisor of the other must disqualify himself or herself from and not participate in the evaluation of the other, if such disqualification is practicable; it is acknowledged that during this transition period, in which relationships otherwise precluded by the new

policy are permitted to persist with reference to incumbents, it may not be possible in every instance for the supervisor to readily effect a removal of himself or herself from the evaluation process; however, where this is possible, it must be done;

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

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

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

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

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

With respect to other types of relationships, an exercise of discretion may be necessary, with the possibility of varying conclusions depending on the operative circumstances. In general, if the relationship between an employee and an official

in the line of supervision is sufficiently remote to give rise to no substantial supervisory relationship, it may be appropriate to disregard the fact of family relationship.

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

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

William Friday

REVISION IN THE POLICY ON EMPLOYMENT OF RELATIVES

In August 1967, the State Personnel Board approved a revision in the policy on the employment of relatives to allow such employment provided that (1) two members of an immediate family would not be employed if such employment would result in one supervising the other or in a position which would have influence over the other's employment or other personnel considerations and (2) that the agency certify that efforts of recruitment and evaluation had failed to provide other qualified applicants. This latter provision was included in order to recognize the fairly wide spread philosophy that job opportunities within State government should be spread fairly and equally to all qualified individuals. This provision, however, has been a source of misunderstanding, mistrust, and has created morale problems in some agencies. Appointing authorities have found it difficult to administer and it is felt that this provision, at the present time, is not important enough to justify the difficulties that it has caused.

In view of the above, the State Personnel Board approved a revision in this policy to delete the provision requiring "the agency to certify that efforts of recruitment and evaluation have failed to provide other qualified applicants" and require only that relatives will not be employed within the same agency if such employment will result in one supervising the other member or when one member occupies a position which has influence over the other's employment or other personnel considerations. The revised policy is revised as follows:

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

If conditions are such that it is necessary for relatives to be considered, it shall be the responsibility of the employing agency to certify to the Office of State Personnel that such employment will not result in one supervising the other member of the immediate family; or, that neither member occupies a position which has influence over the other's employment, promotion, salary administration, and other related management or personnel considerations.

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

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
Box 5067 ZIP 27607
TELEPHONE: 919, 755-2191

November 30, 1970

Grievance and Appeal Procedures for Non-academic Employees

PURPOSE

To provide a means and establish principles of administration to insure prompt, orderly, and fair response to an employee grievance or appeal.

POLICY

In the continuing effort to provide and maintain the best possible conditions of work for all its employees and to preserve and improve cooperative and harmonious relationships among all its staff, the University encourages the prompt, fair settlement of problems and differences through an orderly Grievance and Appeal Procedure. Every employee shall have the right to present his problem or grievance in accordance with these procedures, with or without a representative of his own choosing, free from interference, coercion, restraint, discrimination, penalty, or reprisal. Every employee will be allowed such time off from his regular duties as may be necessary and reasonable for the processing of a grievance under these procedures without loss of pay, of vacation, or of other time credits.

A grievance is defined as being any employee complaint about personal disadvantage in pay, benefits, or working conditions resulting from the failure of supervisors or administrators to properly interpret and/or apply established personnel policies. Examples of actions which may constitute grounds for a grievance are:

THE UNIVERSITY OF NORTH CAROLINA, William Friday, President, comprises: North Carolina State University at Raleigh, the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

- 1) Failure to pay salary appropriate to job classification.
- 2) Failure to pay employee correct amount due for work performed.
- 3) Withholding from pay amounts not required by law or State regulations or authorized by employee.
- 4) Failure to grant employee benefits to which entitled by State law or regulations as contained in State Personnel Employee Handbook.
- 5) Failure to follow published policies of the University concerning benefits such as petty leave, 15-minute work breaks, uninterrupted lunch period, time off for voting, if required, and at least one week annual leave during summer months, if desired.
- 6) Failure to follow published University policies concerning announcing position vacancies and hiring or promoting from within qualified employees without regard to race or creed.
- 7) Failure to provide necessary tools, equipment, or supplies required for work performance.
- 8) Failure to apportion work or work assignments on a fair and equitable basis within job classification.
- 9) Failure to follow published University disciplinary procedures.
- 10) Failure to comply with Fair Labor Standards Act of 1966 as amended.
- 11) Failure to follow any other published policies or procedures.
- 12) Failure to provide reasonably safe working conditions.

OBJECTIVES

The objectives of these procedures include the following:

- 1) To assure employees of a means to get their grievances or appeals considered rapidly, fairly, and without fear of reprisal.
- 2) To provide better understanding of policies, practices, and procedures which affect employees.

- 3) To provide supervisors with greater opportunity both to exercise proper responsibilities in dealing with employees and to improve their effectiveness in carrying out established policies.
- 4) To improve opportunities for all staff members to perform their duties with effectiveness and satisfaction.

PROCEDURE

Step 1 - Discussions Between Employee and Immediate Supervisor

An employee who has a problem or grievance will discuss it first with his immediate supervisor within a reasonable time after the employee has acquired knowledge of the problem or grievance. If the discussion does not provide an answer satisfactory to the employee, he may request the supervisor to call higher level supervisors into the discussion or request the supervisor to make an appointment for the employee to discuss the matter with the director or dean as appropriate.

Before providing an answer to the employee, the immediate supervisor may wish to consult with his administrative superiors and, in this event, the employee should be so informed. The employee will be provided an answer within five working days, or be advised of reasons why the answer cannot be provided within the stated time, and informed as to when an answer may be expected.

Step 1 is designed to keep decision making and communication at the basic employee-supervisor level where it belongs. The problem or grievance is left in the supervisor's hands until he has had an opportunity to consider an appropriate response or to reconsider a previous action and, in turn, seek the advice and counsel of his administrative superiors. Several levels of administration may be involved in this step, thereby reducing the number of times an employee might be required to state his grievance should an appeal prove necessary.

Step 2 - University Division of Personnel Services

If the decision in Step 1 is not satisfactory to the employee or an answer is not provided within five working days, the employee may appeal to the Director of Division of Personnel Services. The employee will inform his supervisor of his desire to appeal and request an appointment be made with the Personnel Director. The appeal may be in person or in writing but must be presented within five working days after receipt of Step 1 decision. Depending on the nature of the appeal, the Personnel Director will determine to what extent facts will be required in writing. Immediate supervisors, or higher level supervisors if necessary, will when requested assist employees in processing appeals.

After being notified by an employee of appeal from Step 1 decision, the Personnel Director will be responsible for obtaining all possible information pertinent to the grievance. The Personnel Director will, if necessary, consult with all levels of supervisors over the employee and will hold such discussions with the employee as may be deemed necessary. The Personnel Director will then review the facts and within five working days after all necessary discussions are held furnish his recommendation to the employee and the appropriate administrators.

In the absence of written objection by the appropriate administrator or supervisor or appeal by the employee, the Administration will expect the recommendation of the Personnel Director to be carried out within a reasonable period of time.

Step 3 - ^{VICE CHANCELLOR} University Administrator for Finance and Business

If a recommendation of the Personnel Director under Step 2 is not satisfactory to the employee or appropriate administrator, either may initiate action within five working days following the Step 2 recommendation to request a decision by the University Administrator for Finance and Business. The initiator of

the request will develop any additional facts and circumstances concerning the grievance and will provide a copy of this information to the other party who may, in turn, make counter comments and add any additional facts deemed appropriate. At the same time, the Personnel Director will prepare a summary of all facts he has on the matter. Material from all three parties will be provided the Administrator for Finance and Business. The Administrator for Finance and Business shall conduct an in-depth review of all materials submitted and will hold discussions with parties concerned as he deems necessary to develop further possible facts having a bearing on the case. The Administrator for Finance and Business may consult the Chancellor.

Within five working days after all necessary discussions are held, the Administrator for Finance and Business will furnish his decision in writing to all parties concerned and will inform the Chancellor.

In the absence of appeal by the employee, the Chancellor will expect the decision of the Administrator for Finance and Business to be final.

Step 4 - State Personnel Board

If the employee is not satisfied with the decision in Step 3, he may request, within five working days after receipt of the decision, a public hearing by the State Personnel Board. His request should be filed through the office of the Administrator for Finance and Business. If the employee so desires, he may ask the University for assistance in submitting his appeal in writing. The date and time for the employee's meeting with the Board will be determined by the State Personnel Director. The date will be set as early as possible after the request is received from the employee. The State Personnel Director will determine the parties deemed necessary for the hearing and request their presence.

The State Personnel Board, within five working days after the hearing, shall make its recommendation to the Chancellor. After considering the Board's

recommendation, the Chancellor shall make his decision and notify the employee in writing of his decision.

APPENDIX H

1 March 1973

MEMORANDUM

TO: Deans and Department Heads

FROM: Harry C. Kelly, Provost and Vice Chancellor

SUBJECT: Procedure for Submitting Salary Increase Schedules

Please note the following comments in submitting "Salary Increase Sheets."

1) "Summary Sheets" - (Attached) Total E.P.A. salaries from all sources, including Trust funds, should be listed on Summary sheets by department in position number order. Please include all full-time E.P.A. personnel regardless of source of funds. In case of a faculty member's salary being split between two departments or schools, the department in which his position number falls should claim him on the Summary sheets. Please submit three copies of the Summary sheets not later than April 10, 1973. We will return one copy with corrections in sufficient time for you to correct your Detail Sheets.

2) "Detail Sheets" - (Attached) Portions of salaries from separate sources including portions from Trust funds are listed on the Detail Sheets. For Trust funds, include only those persons who receive a portion of their salary from a Trust fund. List them on the "Detail Sheet" regardless whether or not they are to receive an increase from that source. It will still be necessary to submit a PA-1 for increases for persons who are paid 100% from Trust funds. Do not list these persons on the Detail Sheets. Be sure that the portion of employee's salary has been indicated, e.g. 1. equals full salary, etc. Please indicate present State appropriated or Trust fund support in column 6 and present foundation and receipt support in column 7. Present salary (column 8) on "Detail Sheets" should agree with your present salary budget. You must include all vacant and teaching fellows' positions. Reserves should be shown as Reserves. Please submit the Detail Sheets in duplicate not later than May 21, 1973.

3) All salary redistributions on E.P.A. salaries will come after the "Detail Sheets" have been submitted and must be handled by PA-1 forms. These PA-1 forms showing salary redistribution are due in this office not later than June 18, 1973 and should reflect the salary increases shown in the "Detail Sheet."

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Office of the Provost and Vice Chancellor A Holladay Hall

1 February 1973

TO: Deans, Directors and Department Heads

FROM: Harry C. Kelly, Provost and Vice Chancellor *HK*

SUBJECT: Procedure for Submitting Requests for Promotions

It is time to review qualifications of faculty to determine those who merit promotion in academic rank on July 1, 1973. After review of the qualifications of each faculty member and consultation with all Full Professors, (see attached statement) Department Heads should submit appropriate PA-2 forms to their Deans.

The Dean of School should submit the PA-2 forms with two copies of the attached summary sheet to 201 Holladay Hall by March 1, 1973. Because of the possibility of stabilization of enrollment and therefore limited flexibility, you are requested to pay special attention to the percentage of faculty in each rank and the percentage of tenured faculty.

Do not submit Form PA-1 at this time. You will be notified of promotions approved, at which time you will submit PA-1 forms for the approved changes in rank.

You are reminded that, normally, Assistant Professors who are to be promoted should be eligible for Graduate Faculty membership. It is requested that Graduate Faculty membership forms be prepared at this time and forwarded to the Graduate Office.

While qualification and performance is the primary guideline for promotion to a higher rank, we should normally consider for promotion to Associate Professor those Assistant Professors who have been in that rank for four or more years and for promotion to Professor those Associate Professors who have been in that rank for five or more years. Under very exceptional circumstances, faculty may be considered for promotion at shorter time intervals.

I hope that you will consider contributions as teachers and advisors of undergraduate and graduate students and capability and interest in scholarship in making your recommendations. Ensuring high quality education is our major task, and I hope that contributions to this responsibility will be given due weight in requesting promotions.

Attachments

1 February 1973

STATEMENT

On March 28, 1972, the Faculty Senate recommended a procedure for consultation by the Department Heads with full professors in tenure, promotion, and contract renewal decisions. This recommendation is approved and is as follows:

That the Provost continues to remind the Deans and Department Heads annually to follow the procedures outlined in Section IV-A, 1-4 of the Faculty Handbook, specifically that Department Heads consult with full professors in arriving at recommendations for tenure, promotions, and renewals of contract. The full professors in a department should meet in a group with their Department Head to discuss promotions, tenure, and renewals of contract. A vote should be taken and the results of this vote should be transmitted to the Dean along with the recommendations of the Department Head. If the Dean intends to recommend tenure for, or promotion of an individual in opposition to the majority opinion of the senior faculty, then it shall be the obligation of the Dean to meet with the senior faculty and discuss the Dean's intended recommendation.

REQUEST FOR PROMOTION

NORTH CAROLINA STATE UNIVERSITY

DEPARTMENT _____ NAME _____

SCHOOL _____ SOCIAL SECURITY NO. _____

RANK: _____ BIRTHDATE _____

Present _____ HIGHEST DEGREE _____ DATE _____

Proposed _____ TIME IN PRESENT RANK _____ NCSU _____ Elsewhere _____

Effective Date _____ FIRST APPOINTMENT _____
 (At NCSU) Date _____ Rank _____

REMARKS: DEPARTMENT

1. Evidence of Teaching Contribution

2. Evidence of participation in improvement of Instructional programs

A. Innovation in courses taught

B. Contributions to Curriculum Improvements in the Department and School

C. Contact with Students

3. Evidence of Research or Scholarly Contributions, Publications, or other Creative Achievements

4. Evidence of Extension Contributions

5. Evidence of other Service to North Carolina State University

6. Service to Profession and Professional Organizations

7. Other Justifications for the Request

Submitted by:

Approved:

Department Head

Date

Dean of the School

Date

Provost

Date

NAME	PRESENT RANK	PROPOSED RANK	DATE LAST PROG.	TIME IN RANK	AGE	HIGHEST DEGREE	GRADUATE FACULTY STATUS (1)	PRIMARY FUNC- TION (2)	% RANK IN DEPT. (3)	% WITH PERM. TENURE (4)	RECOMMENDATION BASED ON: TEACHING (T), RESEARCH (R), BOTH (T,R), EXTENSION AC- TIVITIES (E), OTHER (O)	OFFICE USE PROVOST
------	-----------------	------------------	-----------------------	--------------------	-----	-------------------	-----------------------------------	------------------------------	---------------------------	-------------------------------	---	--------------------------

EXPLANATION:

Submit two copies of list; indicate name of department and % of faculty in the department that has permanent tenure; double space between individual's name.

1. Graduate Faculty Status indicate: Full, Associate, or submitted (Date) for Assoc. or Full.
2. Primary Function indicate: Teaching, Research, Extension, or Combination.
3. % presently in proposed rank in Department: Do not include - USDA, USDI, Visiting, Adjunct, Part-time or persons below the rank of Instructor.
4. Please indicate for departments listed on the summary sheets the % of faculty in each department that has permanent tenure.

Code _____ Subhead
or Trust
Fund No. _____

[illegible]

1973-74

Department _____

School _____

[illegible]

<u>Position No.</u>	<u>Classification</u>	<u>No. Turnovers 7/1/67 to 12/31/72</u>	<u>Turnover Total</u>
44480	Library Assistant	3	3
45770	Public Infor. Specialist	3	3
45750	Graphic Arts Specialist (Est. 2/1/72)	0	0
45230	Tex. Dyer & Finisher	0	0
45230	Tex. Lab. Tech. III	0	0
44936	Tex. Lab. Tech. III	<u>0</u>	<u>0</u>
Total No. Positions - 32 (2 blacks, 30 whites)		45	45

January 1973