

AFFIRMATIVE ACTION PLAN

DEPARTMENT: School of Design

EPA FACULTY

DATE: _____

COMPLETED BY: John Loss

PAGE: 1 of 2

TABLE I

PRESENT FACULTY COMPLEMENT
(According to June 1976 Tabulation)

TABLE II

PROJECTED FACULTY COMPLEMENT (1978-79)
(Reflecting Anticipated Promotions
And Your Projected Hiring Goals)

FULL-TIME	NON-HISPANIC		HISPANIC				ASIAN		AMERICAN		TOTAL		FULL-TIME	NON-HISPANIC		HISPANIC				ASIAN		AMERICAN		TOTAL	
	WHITE		BLACK				PACIFIC IS.		INDIAN					WHITE		BLACK				PACIFIC IS.		INDIAN			
	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M	F
Department Head	4											4	Department Head	4											4
Professor	5											5	Professor	10											10
Assoc. Professor	6											6	Assoc. Professor	9											9
Asst. Professor	9						1					10	Asst. Professor	7	3	2			1						10 3
Instructor		3										3	Instructor		1										1
Lecturer													Lecturer	1											1
SUBTOTAL	24	3					1					25 3	SUBTOTAL	31	4	2			1						34 4
VISITING FULL-TIME													VISITING FULL-TIME												
Professor													Professor												
Assoc. Professor													Assoc. Professor												
Asst. Professor	1	2										1 2	Asst. Professor												
Instructor													Instructor	1											1
Lecturer	1											1	Lecturer	1											1
SUBTOTAL	26	5					1					27 5	SUBTOTAL	33	4	2			1						36 4

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT: School of Design

EPA FACULTY

DATE: _____

COMPLETED BY: John Loss

PAGE: 2 of 2

TABLE I
PRESENT FACULTY COMPLEMENT
(According to June 1976 Tabulation)

TABLE II
PROJECTED FACULTY COMPLEMENT (1978-1979)
(Reflecting Anticipated Promotions
And Your Projected Hiring Goals)

PART-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL		PART-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL		
	WHITE		BLACK		PACIFIC IS.		INDIAN					WHITE		BLACK		PACIFIC IS.		INDIAN				
	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M
Visiting Lecturers	9	2								9	2	7	1								7	1
SUBTOTAL	9	2								9	2	7	1								7	1
TOTAL	35	7				1				36	7	40	5			1					43	5

TABLE V

PRESENT NON-FACULTY COMPLEMENT
 ACCORDING TO JUNE 1975 TABULATION

TABLE VI

PROJECTED NON-FACULTY COMPLEMENT FOR ACADEMIC YEAR
 1978-1979 (Reflecting Anticipated Promotions And
 Your Projected Hiring Goals)

FULL-TIME	Non-Hispanic				Hispanic		American Indian		Asian Pac. Is.		Total		Non-Hispanic				Hispanic		American Indian		Asian Pac. Is.		Total	
	White		Black		M	F	M	F	M	F	M	F	White		Black		M	F	M	F	M	F	M	F
	M	F	M	F									M	F	M	F								
Officials & Managers																								
Professionals																								
Technicians	1	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	2	0
Sub Total	1	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	2	0
ART-TIME																								
Officials & Managers																								
Professionals																								
Technicians																								
Sub Total																								
Total	1	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	2	0

SCHOOL/DEPARTMENT: School of Design

AFFIRMATION ACTION PLAN

COMPLETED BY: John Loss

SPA PERSONNEL

DATE: April 13, 1976TABLE I
PRESENT SPA COMPLEMENTTABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1978 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		X	NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		
	WHITE		BLACK		M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M	F	
	M	F	M	F																						M
Exec., Admin., Mgr'l.	0	1	0	0	0	0	0	0	0	0	0	1	X	0	1	0	0	0	0	0	0	0	0	0	0	1
Professional													X													
Clerical & Secretarial	0	6	0	1	0	0	0	0	0	0	0	7	X	0	6	0	2	0	0	0	0	0	0	0	8	
Tech. & Paraprofessional													X													
Skilled Crafts													X													
Service/Maintenance	2	0	0	0	0	0	0	0	0	0	2	0	X	2	0	0	0	0	0	0	0	0	0	0	2	
													X													
SUB-TOTAL	2	7	0	1	0	0	0	0	0	0	2	8	X	2	6	0	2	0	0	0	0	0	0	0	9	
													X													
PERMANENT *PART-TIME													X													
Exec., Admin., Mgr'l.													X													
Professional													X													
Clerical & Secretarial													X													
Tech. & Paraprofessional													X													
Skilled Crafts													X													
Service/Maintenance													X													
													X													
SUB-TOTAL													X													
TOTAL	2	7	0	1	0	0	0	0	0	0	2	8	X	2	6	0	2	0	0	0	0	0	0	0	2	9

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

WORK SHEET FOR TABLE II

FULL-TIME	ESTIMATED NUMBER OF POSITIONS EXPECTED TO BECOME VACANT (During 3 yr. period.)	ESTIMATED NUMBER OF NEWLY CREATED POSITIONS (During 3 yr. period)	TOTAL POSITIONS TO BE FILLED (During 3 yr. period)	PROJECTED HIRING GOALS (based on the total positions to be filled)										
				NON-HISPANIC		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		
				WHITE	BLACK	M	F	M	F	M	F	M	F	M
Exec., Admin., Mgr 'l.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional														
Clerical & Secretarial	2		2	0	1	1	0	0	0	0	0	0	0	2
Tech. & Paraprofessional	0	0	0											
Skilled Crafts	0	0	0											
Service/Maintenance	0	0	0											
SUB-TOTAL														
TOTAL	2	0	2	0	1	1	0	0	0	0	0	0	0	2
* PERMANENT PART-TIME														
Exec., Admin., Mgr'l.														
Professional														
Clerical & Secretarial														
Tech. & Paraprofessional														
Skilled Crafts														
Service/Maintenance														
SUB-TOTAL														
TOTAL														

NOTE: A + B = C
 C = D

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

SCHOOL DEPT. School of Design
 COMPLETED BY John Loss

AFFIRMATIVE ACTION
 EPA FACULTY

DATE May 26, 1976

TABLE III
 TOTAL FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table I

TABLE IV
 PROJECTED FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table II

Availability	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.	
White Male	24	86	2	50	10	90	36	85								
White Female	3	10	2	50	1	10	6	13								
Black Male	cannot complete															
Black Female	cannot complete															
Hispanic Male																
Hispanic Female											cannot complete					
Am. Indian Male																
Am. Indian Female																
Asian Male		1	4				1	2								
Asian Female																
TOTAL		28	100%	4	100%	11	100%	43	100%		100%		100%		100%	

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT: School of Design

EPA NON-FACULTY

DATE: April 13, 1976

COMPLETED BY: John Loss

TABLE VII

TOTAL NON-FACULTY COMPLEMENT
(According to June 1976 Tabulation)
See Table V

TABLE VIII

PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1978-1979)
See Table VI

AVAILABILITY PERCENTAGES	FULL-TIME		PART-TIME		TOTAL			FULL-TIME		PART-TIME		TOTAL	
	NO	%	NO	%	NO	%		NO	%	NO	%	NO	%
WHITE MALE	1	100%			1	100%	/	2	100%			2	100%
WHITE FEMALE							/						
BLACK MALE							/						
BLACK FEMALE							/						
HISPANIC MALE							/						
HISPANIC FEMALE							/						
AMERICAN INDIAN MALE							/						
AMERICAN INDIAN FEMALE							/						
ASIAN MALE							/						
ASIAN FEMALE							/						
TOTAL	1	100%		100%	1	100%	/	2	100%		100%	2	100%

DATE: May 20, 1976

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: School of Design/Department of Architecture

Individual Completing Form: John Loss

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

a. Professor:

- Distinguished achievement in teaching, independent research, extension, and/or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- Established reputation in the individual's profession or field of scholarly or germane creative activity
- Ability and willingness to participate in university affairs
- A doctor's degree, an equivalent degree, or equivalent professional experience

b. Associate Professor:

- Recognized ability and potential for distinction in teaching, independent research, extension, and/or scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- Ability and willingness to participate in university affairs
- A doctor's degree, an equivalent degree, or equivalent professional experience

c. Assistant Professor:

- Ability or definite promise in teaching, research, extension, and/or another scholarly or germane creative activity
- Potential for directing teaching, research, graduate study, or extension activities
- Ability and willingness to participate in university affairs
- A doctor's degree, an equivalent degree, or equivalent professional experience

d. Instructor:

- Ability or potential in teaching, research, extension, and/or another scholarly or germane creative activity
- A Master's degree, an equivalent degree, or equivalent professional experience

School/Department: School of Design/Department of Architecture

Individual Completing Form: John Loss

Form No. 1, page two

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

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Hispanic Male		
Hispanic Female		
Am. Indian Male		
Am. Indian Female		
Asian Male		
Asian Female		
Total		100%

The charts cannot be filled out because no such data is available and, to my knowledge, is unknown.

3. Explain how you arrived at the figures in the chart on page one.
- List sources of data:
 - Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:
 - Evaluate the accuracy and/or completeness of the data you have used:
 - Indicate particular problems encountered in trying to ascertain availability information:

Any attempt to record data in the chart (Part 1.2) would have been irresponsible speculation. The information is simply not available, and my wishful guessing cannot cause it to become reality. I thought there was a possibility of obtaining some data from professional associations relating to national characteristics but found none. The School of Design's interests are

School/Department: School of Design/Department of Architecture

Individual Completing Form: John Loss

Form No. 1, page three

represented in three such associations:

American Institute of Architects: The only aggregate data on architects is an inaccurate 1970 census. The census shows 57,081 architects of which 3.7% are women. There is no way to relate to the ten (10) part minority/sex breakdown on the charts at all. The census records anyone who calls themselves "architect"; surveys would indicate the figures are not true and the percentage of women is too high. Subsequent surveys would indicate women to constitute less than two (2) percent of the aggregate. The AIA membership roster is not a reasonable check of sex/minority ratio either. Sex ratios are tabulated on a "survey of names" technique which leaves all the first names such as "Pat" in question. Minority data is not recorded at all. It has been suggested by AIA that HEW and the Department of Labor are in better positions to collect and tabulate such data and may have done so. I can find no sources.

American Society of Landscape Architects: Faculty data is not current and does not record racial, minority or sex data. Their book on faculty research interest and enrollment is out of date.

There is no breakdown of data to record numbers of women, numbers of minority, numbers of Blacks in the profession or the schools. (There is a current survey of minority students enrolled in educational programs but does not differentiate graduate programs.)

The ASLA has never recorded any data, if at all, in format other than "women, minority and other" for such information as we ask.

Census data would be in error for Landscape Architects also since many people may call themselves one in census reporting but are, in fact, gardeners.

Industrial Designers Society of America, Inc.: The latest data available is based on a 1973 survey at which time membership was approximately 1200 and students numbered approximately 2000. The student survey indicated 18 percent women and five percent foreign, but no other sex/minority designation was made. The membership roster has no sex/minority designations.

The Society does not intend to collect or publish any data of this kind.

Since there is no state registration of product designers/industrial designers, the Society has no estimate of how many designers there are in North America.

It is readily apparent that professional associations not only cannot tell you what part of the total professional constituency they represent but they can tell you nothing of the racial/sex characteristics of their own membership.

The Association of Collegiate Schools of Architecture, Inc. is a special

School/Department: School of Design/Department of Architecture

Individual Completing Form: John Loss

Form No. 1, page four

interest association of faculties and schools of architecture in North America. The faculty roster at each school records "name only": It would be impossible to identify sex, race or ethnic background with such data if reasonable accuracy was desired. The closest to the ten-percent breakdown was recorded in a 1973-74 survey of students in 59 schools of architecture (ACSA):

Caucasian	92.5%
Foreign National	8.1%
Women	5.4%
Oriental Extraction	2.7%
Black	2.3%
Chicano	1.0%
American Indian	0.2%
Other	0.2%

(Note: Sample of approximately 1700 students)

Since 1973-74, most schools have changed curriculum, and the survey has changed also. Now the graduate/undergraduate ratio for "women" is recorded but not "minority". The 1975-76 survey of ACSA schools records women undergraduate students at 14.3 percent of the total and women graduate students at 17.9 percent of the total. The overall (graduate and undergraduate percentage of women has been rising steadily:

1968-69	5.7%
1970-71	6.5%
1972-73	8.3%
1975-76	14.9%

The ACSA staff informed me that some Federal agencies, such as Department of Commerce, rely on ACSA for data, so I would most likely not find much more in such agencies than I find directly thru ACSA.

I hope it is obvious that some other means for collection of data will have to be found.

The best information I could find was the data on record in the School of Design for the Affirmative Action in hiring for the past two years. Fourteen EPA Faculty positions have been advertised. This was based on national advertising in journals and newsletters of the above mentioned associations and solicitation of special minority hiring committees of AIA. Two hundred forty-one responses to advertised positions were received; fifty-nine interviews were scheduled. There may be some double-counting, but the data is as follows:

	Black		White		Other		Total
	M	F	M	F	M	F	
Responses received	6	1	178	36	20	-	241
Interviews	3	1	30	22	3	-	59

School/Department: School of Design/Department of Architecture

Individual Completing Form: John Loss

Form No. 1, page five

The interpretation of this data could be dangerous. Does it mean that 241 people are available over a two year period and that 25% of all those available are considered qualified enough to be asked for an interview? I certainly would not want to construct a chart as in Part I.2 based on this data.

One point is obvious to me. The number of people in the women/minority classification who meet the requirements of I.1 is very small. With the added pressure on business and industry to add women and minority personnel and their ability to outbid most universities for scarce talent, the numbers available for education is small indeed. The ACSA, for example, made a national appeal in 1973-74 for interested women and minorities as potential teachers. All possible journals and press were used to advertise. Approximately 100 responses were received (women outnumbered Blacks about two to one). The list was assembled for schools to use in subsequent recruiting. By the time academic year schedules and time-related hiring occurred, the majority of those persons had taken other employment outside of education. This is our dilemma. Chart I.2 can't solve it even if I could fill it out and, pray God, do I wish I could fill it out accurately. (If I could fill it out, accurately, there would most likely be no problem to worry about charts to help solve a problem).

Individual Completing Form: John Loss

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

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.
 - a. **Teacher/Technician (Media Resources)**
 The Audio-Visual Teacher/Technician is responsible for working with and in the following areas: photo mechanical techniques (i.e. Halftone, chemical process); offset press operation and theory; operation of typositor (typesetting); maintenance and use of the darkroom and its related equipment (i.e., copy camera, print process, timers, enlargers, audio-visual equipment, A.B. Dick 360 offset press, vacuum frame, arch lamp, paper shearer, typositor, and film equipment) and for setting up check-out procedures for all audio visual equipment.
 - b. **Teacher/Technician (Wood, Metal & Model Shops)**
 The Wood-Metal Teacher/Technician is responsible for working with and in the following areas: wood and metal and the use of its related equipment in consonance with studio assignments--design projects and faculty research. He is also responsible for setting up check-out procedures for all equipment in the Wood-Metal Shop. Inventory control of all related equipment will be a part of the responsibility.
2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?
 (Complete charts below)

	OFFICIALS AND MANAGERS		PROFESSIONALS		TECHNICIANS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
White Male						
White Female						
Black Male						
Black Female						
Hispanic Male						
Hispanic Female						
Am. Indian Male						
Am. Indian Female						
Asian Male						
Asian Female						
TOTAL		100%		100%		100%

The chart cannot be filled out because no such data is available.

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

The Teacher-Technician is the only classification of EPA non-faculty used in the School of Design, and our experience in this position is only three years. The teacher-technician is a very highly specialized non-faculty position. The first advertised position was one year ago. The notification of position was sent through the University of North Carolina system.

Only two responses were received, and two interviews scheduled. The data is as follows:

	Black		White		Other		Total
	M	F	M	F	M	F	
Responses received			2				2
Interviews			2				2

Obviously, so small a data sample can tell you nothing; but the very small response to full advertising does indicate a very small available pool, especially during the '75-76 low employment period.

The School of Design does not intend to have more than three (3) total Personnel in this category; and extensive research is not justified in terms of time spent to pursue all sources of potential, even if limited data.

We have not been asked for SPA data on the same basis, but I believe our experiences here also shed light of this problem. I've been informed that six (6) SPA positions have been advertised in the tri-county region over the past three and one-half years; no more than thirty (30) responses have been received and even fewer interviews scheduled. This is a terrible record in light of the sincere and serious concerns of the Dean and the Administrative Manager of the School of Design. I've never experienced a more sincere concern and effort to help resolve the obvious problem at our university in regard to minority hiring, but some problems exist here beyond their capacity to solve. If our available pool of staff is limited just because we are North Carolina State University, the chart doesn't help much. At the same time, I am not in a position to resolve the problem of an "empty chart".

AFFIRMATIVE ACTION REPORT

SCHOOL OF EDUCATION

1976

TABLE OF CONTENTS

	Page
Overview of Report	1
Principles of Equal Employment Opportunity	1
Responsibility for Implementation of the Plan	3
Faculty Positions	3
Secretarial and Clerical Positions	8
Appendices	

SCHOOL OF EDUCATION
NORTH CAROLINA STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
May 1976

During the last three years, the School of Education has met with differential success in its efforts to achieve a more adequate racial and sex representation within its faculty and staff. Notable success has been achieved in obtaining a more appropriate racial balance among secretarial and clerical employees. However, the secretarial and clerical positions are still occupied exclusively by females. Progress has been made in a more appropriate male-female ratio among members of the faculty. However, progress in achieving a more adequate faculty racial balance has been discouragingly slow.

OVERVIEW OF REPORT

This report addresses itself to the current and projected status of the School of Education in terms of the characteristics of sex and race of the faculty and staff. The projected status for 1978-1979 does not indicate an ideal state of affairs in all respects. Rather, the projections represent a set of reasonable goals which appear to be achievable within the indicated period of time.

This report is divided into four parts and a set of appendices. Part I contains a reaffirmation of the School's adherence to equal employment opportunity principles. Part II discusses the locus of responsibility for implementation of the School's Affirmative Action Plan. Part III addresses itself to current and projected faculty characteristics. Part IV is concerned with secretarial and clerical employee characteristics. The appendices contain status reports and projected goals for each unit in the School of Education.

PART I - PRINCIPLES OF EQUAL EMPLOYMENT OPPORTUNITY

The School of Education is committed to the principle of equal employment opportunities for all individuals without regard to sex, race, religion, national origin, or other irrelevant characteristics. The School, further, strongly endorses

the premise that ideally the composition of its faculty and staff should approximate the racial and sex proportions which are characteristic of the qualified work force. Accordingly, the School is making, and has made, good faith affirmative action efforts to achieve the goals outlined. Where goals are not achieved, the School will be prepared to indicate the efforts made and the reasons for the lack of complete goal achievement.

In an attempt to achieve its goals, the School adheres to the following principles:

1. Position prerequisites are defined in advance of advertisement and recruitment;
2. Traditional recruitment avenues have been and will continue to be modified in order to include potential applicants who have not been in the "recruitment streams" which have been traditionally used;
3. In the event that there are two or more applicants who meet the prerequisite qualifications, preference in position offers shall be given to those with desirable characteristics who are underrepresented. In other words, two conscious criteria shall be utilized in the employment of faculty and staff: competence, on the one hand, and representational equity, on the other;
4. The equal employment policy of the School and University shall be stated in all position vacancy announcements and other materials distributed by the School or any of its units; and
5. The School must fulfill its appropriate role in identifying and assisting minority members and females to achieve appropriate competence levels and degrees, so that the available pool of applicants will be increased.

PART II - RESPONSIBILITY FOR IMPLEMENTATION OF THE PLAN

Although the Dean of the School serves as Affirmative Action Officer for the School of Education, the Associate Dean, department heads, coordinators, and directors are charged with responsibility for furthering the principles of equal employment opportunities. Inasmuch as the Faculty has the initial responsibility for recommending for employment, basic responsibility for aggressive recruitment and just selection rests with the entire School Faculty.

PART III - FACULTY POSITIONS

Profiles of the national work force and availability data are inadequate as bases for establishing affirmative action goals. The data concerning those who hold appropriate credentials are, at best, rough approximations. At worst, such data can lead to a serious underestimation of the problem of achieving adequate representation. For example, no reliable data are available on the number of female degree holders who are no longer in the work force because of family responsibilities. The effects of competition from higher-paying positions in public school systems, state government, or private business are impossible to gauge.

It is clear, however, that availability of underrepresented groups varies considerably according to field of specialization. For example, there is virtually no availability of females or blacks with doctorates in Trade and Industrial Education, whereas there is a greater availability of such persons in elementary education, a field which is not represented in the School of Education at this time.

A particular problem of a small school (such as this one) offering masters and doctoral programs is the need to employ members of the faculty who qualify as members of the graduate faculty. This requirement is necessary because only full members of the Graduate Faculty can chair doctoral committees. One of the requirements for full graduate membership is a record of significant publications and service as

co-chairperson of graduate committees. Such a requirement in programs in which there are only one or two full members of the graduate faculty precludes the employment of most individuals (White or Black, male or female) who received doctorates recently and who have not had graduate faculty experience.

Recruitment for Faculty positions is national in scope. Therefore, rough guesses at availability have been made on a national basis.

Progress has been made in securing more adequate representation of females on the faculty. During the 1975-1976 year, the faculty of the School (both EPA teaching and EPA non-teaching) was composed of 17.1% females and 82.9% males. (See Table I)

TABLE I
CURRENT AND PROJECTED STATUS OF FACULTY BY SEX
1975-76

	1975-76				1978-79			
	Male	Female	Total	%	Male	Female	Total	%
Administration	2	0	2	0	2	0	2	0
Adult & Community Col. Ed.	11	1	12	8.3	11	2	13	15.4
Center for Occupational Ed.	8	2	10	20.0	8	2	10	20.0
Curriculum & Instruction	5	3	8	37.5	6	3	9	33.3
Curriculum Materials Center	0	2	2	100.0	0	2	2	100.0
Guidance & Personnel Serv.	3	1	4	25.0	3	2	5	40.0
Mathematics & Science Ed.	7	0	7	0	7	0	7	0
Occupational Education	12	0	12	0	14	0	14	0
Psychology	15	4	19	21.0	17	8	25	32.0
TOTAL	63	13	76	17.1	68	19	87	21.8

While progress will be made in improving the overall ratio of females to males, certain fields such as occupational education may not demonstrate progress because of the lack of availability of females in the vocational fields currently represented in the School.

Even more difficult has been the improvement of the faculty racial ratios. Table II indicates the current and projected status in terms of race. Two other black faculty members listed on last year's report are not included in this table. The former Associate Dean was successfully recruited away by another institution, and a teaching faculty member also holds an administrative position in this University and is reported by that unit.

TABLE II
CURRENT AND PROJECTED STATUS OF FACULTY BY RACE

Unit	1975-1976				1978-1979			
	White	Black	Total	% Black	White	Black	Total	% Black
Administration	2	0	2	0	2	0	2	0
Adult & Community Col Ed.	12	0	12	0	11	2	13	15.4
Center for Occupational Ed.	10	0	10	0	9	1	10	10.0
Curriculum & Instruction	8	0	8	0	8	1	9	11.1
Curriculum Materials Center	2	0	2	0	2	0	2	0
Guidance & Personnel Serv.	3	1	4	25.0	4	1	5	20.0
Mathematics & Science Ed.	7	0	7	0	7	0	7	0
Occupational Education	12	0	12	0	13	1	14	7.1
Psychology	19	0	19	0	20	5	25	20.0
TOTAL	75	1	76	1.3	76	11	87	12.6

Again the problem of securing a more appropriate racial balance is accentuated because of the fields of specialization represented in the School. While the School has had a relatively low rate of faculty turnover, the rate of faculty turnover promises to be even smaller in the future. The higher salaries which minority group individuals can command is also a hindrance to employment. The Department of Psychology, for example, in seeking to fill a position for the 1975-1976 year, could not compete in terms of salary with another institution for a black applicant.

Recruitment was conducted for five faculty positions during the spring of 1976. In addition to announcements sent nationwide from the Dean's office, all faculty members were encouraged to contact persons they knew who might be interested, or who could provide additional leads. A summary of this recruitment effort is shown in Table III.

TABLE III
1975-76 FACULTY RECRUITMENT SUMMARY

Position	Estimated No. of Announcements Sent	Number of Applicants				Number Invited for Interview				Employed
		WH M	WH F	NON-WH M	NON-WH F	WH M	WH F	NON-WH M	NON-WH F	
Associate Dean	125	49	5	12	2	4	0	1	0	White Male
Occupational Education Department Head	700	75	1	0	0	0	0	0	0	Not Filled
Learning Disabilities	50	10	12	0	0	0	0	0	0	Not Filled
Psychology (clinical)	250	150	25	1	1	2	1	0	1	Black Female
Psychology (social)	250	115	35	1	1	2	1	0	0	White Female

PART IV. SECRETARIAL AND CLERICAL POSITIONS

The minority ratio of secretarial and clerical personnel is currently at the goal, and is expected to remain there. The pool of potential replacements has a sufficient number of qualified minority persons to ensure an appropriate ratio. A significant number of years have passed so that not only are opportunities available for minority personnel, but acceptance is an accomplished fact. Turnover among minority personnel does not appear to differ significantly from turnover of the entire secretarial and clerical force.

All secretarial and clerical personnel are female. Salary competition and stereotype-thinking are two factors contributing to the very low number of males in the pool of persons qualified to hold these positions.

The recent Title IX School of Education report indicated an overall positive situation regarding working conditions and attitudes of the secretarial and clerical personnel. 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.

The total number of secretarial and clerical positions is not projected to increase during the next three years. Turnover should allow some adjustments across the departments with respect to minority percentages. The current and projected distribution of positions is shown in Table IV. From time to time, the School of Education has employed secretarial and clerical personnel under cooperative, work-incentive, and work-study programs. Affirmative action policies and procedures in the School are applicable to all personnel employed under these programs. It is hoped that additional personnel will be available in the near future.

TABLE IV
 CURRENT AND PROJECTED STATUS OF SECRETARIAL
 AND CLERICAL POSITIONS BY RACE

	1975-76				1978-79			
	<u>W</u>	<u>B</u>	<u>T</u>	<u>%B</u>	<u>W</u>	<u>B</u>	<u>T</u>	<u>%B</u>
Administration	5	1	6	16.7	4	2	6	33.3
Adult & Comm. College Education	6	1	7	14.3	5	2	7	28.7
Center for Occupat. Education	4	1	5	20.0	4	1	5	20.0
Curriculum & Instruction	0	2	2	100.0	1	1	2	50.0
Curriculum Materials Center	0	0	0	0.0	0	0	0	0.0
Guidance and Personnel Services	1	0	1	0.0	1	0	1	0.0
Mathematics-Science Education	2	0	2	0.0	1	0	1	0.0
Occupational Education	2	1	3	33.3	2	1	3	33.3
Psychology	<u>2</u>	<u>2</u>	<u>4</u>	<u>50.0</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>25.0</u>
TOTAL	22	8	30	26.7	21	8	29	27.6

SCHOOL DEPT. Office of the Dean
 COMPLETED BY Robert T. Williams

AFFIRMATIVE ACTION PLAN
 EPA FACULTY

DATE June 9, 1976

TABLE III
 TOTAL NON-FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table V

TABLE IV
 PROJECTED NON-FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table VI

Availability	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.	%	No.	%
White Male	10.0																	
White Female	64.0	1	100			1	100	2	100	+	1	100			1	100	2	100
Black Male	2.0																	
Black Female	23.0																	
Hispanic Male	0.0																	
Hispanic Female	0.5																	
Am. Indian Male	0.0																	
Am. Indian Female	0.0																	
Asian Male	0.0																	
Asian Female	0.5																	
TOTAL	100.0	1	100%		100%	1	100%	2	100%	+	1	100%		100%	1	100%	2	100%

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

SCHOOL/DEPARTMENT Office of the Dean
 COMPLETED BY Robert T. Williams

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE June 9, 1976

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 ACCORDING TO JUNE 1975 TABULATION*

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT FOR ACADEMIC YEAR
 1978-1979 (Reflecting Anticipated Promotions And
 Your Projected Hiring Goals)*

FULL-TIME	Non-Hispanic		Hispanic		American		Asian		Total	X	Non-Hispanic		Hispanic		American		Asian		Total		
	White	Black	M	F	M	F	M	F			M	F	M	F	M	F	M	F		M	F
Officials & Managers										X											
Professionals	1								1	X	1									1	
Technicians										X											
										X											
										X											
										X											
										X											
										X											
Sub Total	1								1	X	1									1	
PART-TIME										X											
Officials & Managers										X											
Professionals										X	1									1	
Technicians										X	1									1	
										X											
										X											
Sub Total	0								0	X	1	1								1	1
Total	1								1	X	1	2								1	2

*Others previously reported have since resigned.

* Represents current status with no proposed changes

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT: Office of the Dean

EPA NON-FACULTY

DATE: June 9, 1976

COMPLETED BY: Robert T. Williams

TABLE VII

TOTAL NON-FACULTY COMPLEMENT
(According to June 1976 Tabulation)
See Table V

TABLE VIII

PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1978-1979)
See Table VI

	AVAILABILITY PERCENTAGES	FULL-TIME		PART-TIME		TOTAL			FULL-TIME		PART-TIME		TOTAL	
		NO	%	NO	%	NO	%		NO	%	NO	%	NO	%
WHITE MALE	10.0													
WHITE FEMALE	64.0	1	100	1	100	2	100		1	100	1	100	2	100
BLACK MALE	2.0													
BLACK FEMALE	23.0													
HISPANIC MALE	0.0													
HISPANIC FEMALE	0.5													
AMERICAN INDIAN MALE	0.0													
AMERICAN INDIAN FEMALE	0.0													
ASIAN MALE	0.0													
ASIAN FEMALE	0.5													
TOTAL	100.0	1	100%	1	100%	2	100%		1	100%	1	100%	2	100%

SCHOOL/DEPARTMENT: School of Education

AFFIRMATIVE ACTION PLAN

COMPLETED BY: Carl J. Dolce

SPA PERSONNEL

DATE: April 15, 1976

TABLE I
PRESENT SPA COMPLEMENT

TABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1978 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		
	WHITE		BLACK		M	F	M	F	M	F	M	F	WHITE		BLACK		M	F	M	F	M	F	M	F	
	M	F	M	F									M	F	M	F									
Exec., Admin., Mgr'l.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Professional	0	1	0	0	0	0	0	0	0	0	0	0	0	0	16	0	8	0	0	0	0	0	0	0	24
Clerical & Secretarial	0	16	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tech. & Paraprofessional	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Skilled Crafts	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	0	19	0	8	0	0	0	0	0	0	0	0	27	0	18	0	8	0	0	0	0	0	0	0	26
PERMANENT *PART-TIME																									
Exec., Admin., Mgr'l.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Clerical & Secretarial	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tech. & Paraprofessional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	0	3	0	0	0	0	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	0	0	0	3
TOTAL	0	22	0	8	0	0	0	0	0	0	0	0	30	0	21	0	8	0	0	0	0	0	0	0	29

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

SCHOOL School of Education
 COMPLETED BY Carl J. Dolce

AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

DATE April 15, 1976

WORK SHEET FOR TABLE II

FULL-TIME	ESTIMATED NUMBER OF POSITIONS EXPECTED TO BECOME VACANT (During 3 yr. period.)	ESTIMATED NUMBER OF NEWLY CREATED POSITIONS (During 3 yr. period)	TOTAL POSITIONS TO BE FILLED (During 3 yr. period)	PROJECTED HIRING GOALS (based on the total positions to be filled)										
				NON-HISPANIC WHITE BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		
				M	F	M	F	M	F	M	F	M	F	
Exec., Admin., Mgr '1.														
Professional														
Clerical & Secretarial	0	No new positions	0										0	0
Tech. & Paraprofessional														
Skilled Crafts														
Service/Maintenance														
SUB-TOTAL														
TOTAL	0	0	0										0	0
* PERMANENT PART-TIME														
Exec., Admin., Mgr '1.														
Professional														
Clerical & Secretarial														
Tech. & Paraprofessional														
Skilled Crafts														
Service/Maintenance														
SUB-TOTAL														
TOTAL	0	0	0										0	0

NOTE: A + B = C
 C = D

* SPA individuals working at least ½-time in a permanently established position.

DATE: April 6, 1976

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: School of Education/
Psychology

Individual Completing Form: Dr. H. G. Miller *K9M*

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Instructor - Masters degree in Psychology meet NCSU graduate work.

Assistant Professor - Ph.D. degree in Psychology meet NCSU criteria for promotion to Assistant Professor as described in Faculty Handbook (1975).

Associate Professor - Ph.D. degree in Psychology meet NCSU criteria for promotion to Associate Professor as described in Faculty Handbook (1975).

Full Professor - Ph.D. degree in Psychology meet NCSU criteria for promotion to Professor as described in Faculty Handbook (1975).

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

	Number	Percent
White Male	15,000	77
White Female	4,000	20
Black Male	285	1.5
Black Female	100	.5
Hispanic Male	Trace	
Hispanic Female	Trace	
Am. Indian Male	Trace	
Am. Indian Female	Trace	
Asian Male	Trace	
Asian Female	Trace	
Total	19,385	100%

School/Department: School of Education/
Psychology

Individual Completing Form: Dr. H. G. Miller

Form No. 1, page two

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

a. List sources of data:

Data are based on studies by American Psychological Association, The American Association for the Advancement of Science and sources such as the U. S. Office of Education, The National Research Council and The National Science Foundation as collected by the Provost's Office at North Carolina State University.

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

See Above. Figures are estimated and projections based on above data. No specific data was available for Hispanic, American Indian, and Asian populations. But the estimate is that the numbers involved are very small.

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

Accuracy difficult to evaluate but best available data were used.

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

AFFIRMATIVE ACTION PLAN

DEPARTMENT: School of Education/
Psychology

COMPLETED BY: Dr. H. G. Miller

EPA FACULTY

DATE: April 6, 1976PAGE: 1 of 2

TABLE I

PRESENT FACULTY COMPLEMENT
(According to June 1976 Tabulation)

FULL-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL		FULL-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL	
	WHITE		BLACK		PACIFIC IS		INDIAN					WHITE		BLACK		PACIFIC IS		INDIAN			
	M	F	M	F	M	F	M	F				M	F	M	F	M	F	M	F		M
Department Head	1								1		Department Head	1								1	
Professor	6								6		Professor	7	1							7	1
Assoc. Professor	5	1							5	1	Assoc. Professor	4	2	1	1					5	3
Asst. Professor	2	3							2	3	Asst. Professor	1	3	2	1					3	4
Instructor											Instructor										
Lecturer											Lecturer										
SUBTOTAL	14	4							14	4	SUBTOTAL	13	6	3	2					16	8
VISITING FULL-TIME											VISITING FULL-TIME										
Professor											Professor										
Assoc. Professor											Assoc. Professor										
Asst. Professor											Asst. Professor	1								1	
Instructor	1								1		Instructor										
Lecturer											Lecturer										
SUBTOTAL	15	4							15	4	SUBTOTAL	14	6	3	2					17	8

TABLE II

PROJECTED FACULTY COMPLEMENT (1978-1979)
(Reflecting Anticipated Promotions
And Your Projected Hiring Goals)

School Dept. School of Education/
Psychology

Affirmative Action Plan

Date April 6, 1976

Completed by Dr. Howard G. Miller

EPA Employee Profile

Employee's Name	Sex	Race	Rank or Classification	Status	Citizenship Classification	Tenure Status
				F.T., V.F.T., P.T.	U.S., F.N., Alien	T, NTOT, NTNOT
Brennan, Douglas M.	M	W	Visiting Instructor	V.F.T.	U.S.	NTOT
Chmielewski, Donna	F	W	Assistant Professor	F.T.	U.S.	
Cole, James	M	W	Assoc. Professor	F.T.	U.S.	T
Cortner, Harold M.	M	W	Professor	F.T.	U.S.	T
Cowgell, Virginia	F	W	Assistant Professor	F.T.	U.S.	
Cunningham, J. W.	M	W	Professor	F.T.	U.S.	T
Drewes, Donald	M	W	Professor	F.T.	U.S.	T
Johnson, J. C.	M	W	Professor	F.T.	U.S.	T
LeVere, Thomas	M	W	Associate Professor	F.T.	U.S.	T
Luginbuhl, James	M	W	Associate Professor	F.T.	U.S.	T
Mershon, Donald H.	M	W	Assistant Professor	F.T.	U.S.	
Miller, Howard G.	M	W	Professor & Head	F.T.	U.S.	T
Newman, Slater	M	W	Professor	F.T.	U.S.	T
Norton, Bruce A.	M	W	Associate Professor	F.T.	U.S.	
Pearson, Richard	M	W	Professor	F.T.	U.S.	T

Full-time (F.T.) Visiting Full-time (V.F.T.) Part-time (P.T.) Foreign National (F.N.)
 Tenure (T) Non-Tenure ON Track (NTOT) Non-Tenure NOT ON Track (NTNOT)

Department of Psychology
Affirmative Action Plan
● Employee Profile
Page 2

Rawls, Rachel F.	F	W	Associate Professor	F.T.	U.S.	T
Smith, Frank	M	W	Assistant Professor	F.T.	U.S.	
Taylor, Lanelle	F	W	Assistant Professor	F.T.	U.S.	
Westbrook, Bert	M	W	Associate Professor	F.T.	U.S.	T

School of Education/

AFFIRMATIVE ACTION PLAN
EPA FACULTY

DATE April 6, 1976

SCHOOL DEPT. Psychology
COMPLETED BY Dr. Howard G. Miller

TABLE III
TOTAL FACULTY COMPLEMENT
(According to June 1976 Tabulation)
See Table I

TABLE IV
PROJECTED FACULTY COMPLEMENT
(For Academic Year 1978-1979)
See Table II

Availability Percentages (a)	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	No.	% (b)	No.	% (c)	No.	% (d)	No.	% (e)		No.	%	No.	%	No.	%	No.	%	
White Male	77X	14	77.8	1	100X	0	0	15	79	+	13	54	1	100X	0	0	14	56
White Female	20X	4	22.2				4	21	+	6	25						6	24
Black Male	1.5X	0	0						-	3	13						2	8
Black Female	.5X	0	0						-	2	8							
Hispanic Male	T	0	0						-									
Hispanic Female	T	0	0						-									
Am. Indian Male	T	0	0						-									
Am. Indian Female	T	0	0						-									
Asian Male	T	0	0						-									
Asian Female	T	0	0						-									
TOTAL		18	100%	1	100%	0	100%	19	100%		24	100%	1	100%	0	100%	25	100%

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

DATE: March 22, 1976

Form No. 1, page one

AVAILABILITY STUDY REPORTING FORMS

School/Department: School of Education/
Adult and Community College Education

Individual Completing Form: E. J. Boone

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Assistant Professor
Associate Professor (see attached)
Professor

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

	Number	Percent
White Male	1050	75.6
White Female	230	16.5
Black Male	75	5.4
Black Female	15	1.1
Hispanic Male	10	.7
Hispanic Female	5	.4
Am. Indian Male	0	
Am. Indian Female	0	
Asian Male	3	.2
Asian Female	0	
Total	1388	100%

Assistant Professor

- Demonstrated ability as a teacher and research scholar.
- A doctor's degree in Adult and Community College Education.
- Promise of independent achievement in the field of scholarship or creative activity in Adult and Community College Education.

Associate Professor

- Distinction and recognition as a teacher and research scholar in Adult and Community College Education.
- A doctor's degree in Adult and Community College Education.
- Established professional reputation in Adult and Community College Education.
- Ability to supervise graduate study and research.
- Good publications record.

Professor

- Outstanding reputation as a teacher and research scholar in Adult and Community College Education.
- Demonstrated ability in and willingness to participate in institutional affairs.
- A doctor's degree in Adult and Community College Education.
- Established reputation within the professional field as a scholar, or in other learned or professional activities.
- Experience in supervising graduate study and research.
- Outstanding publications record.

School of Education/
School/Department: Adult and Community College Education

Individual Completing Form: E. J. Boone

Form No. 1, page two

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

a. List sources of data:

Dissertation Abstracts International 1953-75.

Houle, Cyril O. "1974 Doctorates in Adult Education"
Adult Leadership. Fall 1975.

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

Personal acquaintance with professionals in the field of Adult and Community College Education in the U.S.A. enabled the recorder to discern the sex and race of professionals holding the doctorate in Adult and Community College Education as reported in Dissertation Abstracts International.

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

The data shown in Chart #1 is believed to be accurate. These data correlate with the numbers who have earned doctorates in Adult and Community College Education at NCSU during the period of 1970-75.

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

1. The titles of degree programs in Adult and Community College Education vary considerably throughout the U.S.A.
2. The absence of a national directory of persons holding the doctorate in Adult and Community College Education.
3. Data available does not distinguish between degree holders in terms of race and sex.

Individual Completing Form: E. J. Boone

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

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

The basic educational and experiential requirements for the position of Managing Editor of the Community College Review include:

- (1) Knowledge of the Adult and Community College Education professional field.
- (2) Writing and editorial skills.
- (3) Administrative-Management skills.
- (4) Design skills (layout of magazine)

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

	OFFICIALS & MANAGERS		PROFESSIONALS		TECHNICIANS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
White Male			400	66		
White Female			125	21		
Black Male			40	6		
Black Female			25	4		
Hispanic Male			10	2		
Hispanic Female			5	1		
Am. Indian Male						
Am. Indian Female						
Asian Male						
Asian Female						
TOTAL		100%	605	100%		100%

School of Education/
School/Department: Adult and Community College Education

Individual Completing Form: E. J. Boone

Form No. 2, page two

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

a. List sources of data:

Commencement programs of NCSU, UNC-Chapel Hill, and University of Wisconsin (1971, 1972, 1973, 1974 and 1975)

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

Number of graduates in Adult and Community College Education at NCSU and UNC-Chapel Hill who possess the content base and writing-editorial skills required to fill the Managing Editor position for the Community College Review.

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

The data used was the best available to the recorder.

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

The position of Managing Editor of the Community College Review requires competencies that are difficult to assess from a list of graduates in Adult and Community College Education. In addition to possessing a thorough knowledge of the field, the Managing Editor must be particularly adept in writing and editing.

Individual Completing Form: E. J. Boone

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2.

a. Describe the pool by functional category:

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

	OFFICIALS & MANAGERS		PROFESSIONALS		TEHCNICIANS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
White Male						
White Female						
Black Male						
Black Female						
Hispanic Male						
Hispanic Female						
Am. Indian Male						
Am. Indian Female						
Asian Male						
Asian Female						
TOTAL		100%		100%		100%

School of Education
School/Department: Adult and Community College Education

Individual Completing Form: E. J. Boone

Form No. 2, page four

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

a. List sources of data:

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

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

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

School of Education:
 Adult and Community
 School Dept. College Education

Affirmative Action Plan

Date March 22, 1976

Completed by E. J. Boone

EPA Employee Profile

Employee's Name	Sex	Race	Rank or Classification	Status	Citizenship Classification	Tenure Status
				F.T., V.F.T., P.T.	U.S., F.N., Alien	T, NTOT, NTNOT
E. J. Boone	M	W	Professor	F.T.	U.S.	T
Millard Burt	M	W	Professor	F.T.	U.S.	T
J. D. George	M	W	Professor	F.T.	U.S.	T
Curtis Trent	M	W	Professor	F.T.	U.S.	T
Malcolm Knowles	M	W	Professor	F.T.	U.S.	T
W. L. Carpenter	M	W	Professor	F.T.	U.S.	T
W. L. Gragg	M	W	Assoc. Prof.	F.T.	U.S.	T
R. W. Shearon	M	W	Assoc. Prof.	F.T.	U.S.	T
Jerry Parsons	M	W	Assoc. Prof.	F.T.	U.S.	T
Chester Black	M	W	Assoc. Prof.	P.T.	U.S.	NTNOT
Estelle White	F	W	Vis.Assoc.Prof.	V.F.T.	U.S.	NTNOT
Minnie Brown	F	B	Assoc. Prof.	P.T.	U.S.	NTOT
J. L. Compton	M	W	Asst. Prof.	F.T.	U.S.	NTOT
K. B. Segner	M	W	Asst. Prof.	F.T.	U.S.	NTOT
J. C. Glass	M	W	Asst. Prof.	F.T.	U.S.	NTOT
R. A. Mabry	M	W	Asst. Prof.	P.T.	U.S.	NTOT
A.Davis-Gardner	F	W	Res. Asst.	F.T.	U.S.	NTNOT

- Full-time (F.T.) Visiting Full-time (V.F.T.) Part-time (P.T.) Foreign National (F.N.)
 Tenure (T) Non-Tenure ON Track (NTOT) Non-Tenure NOT ON Track (NTNOT)

School of Education:
Adult and Community

AFFIRMATIVE ACTION PLAN
EPA FACULTY

DATE March 22, 1976

SCHOOL DEPT. College Education
COMPLETED BY E. J. Boone

TABLE III
TOTAL NON-FACULTY COMPLEMENT
(According to June 1976 Tabulation)
See Table V

TABLE IV
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1978-1979)
See Table VI

Availability Percentages (a)	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	No.	% (b)	No.	% (c)	No.	% (d)	No.	% (e)		No.	%	No.	%	No.	%			
White Male	75.6	11	100.0		3	75.0	14	80.6	A-	10	76.9			3	75.0	13	76.4	
White Female	16.5			1	100.0			1	9.7	A-	1	7.7				1	5.9	
Black Male	5.4										1	7.7				1	5.9	
Black Female	1.1					1	25.0	1	9.7	A+	1	7.7			1	25.0	2	11.8
Hispanic Male	.7																	
Hispanic Female	.4																	
Am. Indian Male																		
Am. Indian Female																		
Asian Male	.2																	
Asian Female																		
TOTAL		11	100%	1	100%	4	100%	16	100%		13	100%		100%	4	100%	17	100%

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

School of Education:
 Adult and Community
 SCHOOL/DEPARTMENT: College Education

AFFIRMATIVE ACTION PLAN

EPA NON-FACULTY

DATE: March 22, 1976

COMPLETED BY: E. J. Boone

TABLE VII

TOTAL NON-FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table V

TABLE VIII

PROJECTED NON-FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table VI

AVAILABILITY PERCENTAGES	FULL-TIME		PART-TIME		TOTAL			FULL-TIME		PART-TIME		TOTAL	
	NO	%	NO	%	NO	%		NO	%	NO	%	NO	%
WHITE MALE	66												
WHITE FEMALE	21	1	100.0		1	100.0		1	100.0			1	100.0
BLACK MALE	6												
BLACK FEMALE	4												
HISPANIC MALE	2												
HISPANIC FEMALE	1												
AMERICAN INDIAN MALE													
AMERICAN INDIAN FEMALE													
ASIAN MALE													
ASIAN FEMALE													
TOTAL	100.0	1	100%		100%	1	100%	1	100%		100%	1	100%

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

a. List sources of data:

Dr. William Stevenson
Membership Secretary
American Vocational Education Research Association
c/o Department of Vocational-Technical Education
Oklahoma State University
302 Gunderson Hall
Stillwater, Oklahoma 74074

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

I took the membership of the American Vocational Education Research Association and multiplied it by "3".

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

Not more than 10% error.

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

There are very few sources that list Hispanic as a demographic category.

School/Department: School of Education/Center for Occupational Education
 Individual Completing Form: John K. Coster

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2.

a. Describe the pool by functional category:

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

	OFFICIALS & MANAGERS		PROFESSIONALS		TEHCNICIANS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
White Male						
White Female						
Black Male						
Black Female						
Hispanic Male						
Hispanic Female						
Am. Indian Male						
Am. Indian Female						
Asian Male						
Asian Female						
TOTAL		100%		100%		100%

School/Department: School of Education/Center for Occupational Education

Individual Completing Form: John K. Coster

Form No. 2, page four

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

a. List sources of data:

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

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

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

AFFIRMATIVE ACTION PLAN

EPA FACULTY

DATE April 26, 1976SCHOOL DEPT School of Education/Center for Occupational
COMPLETED BY John K. Coster EducationTABLE III
TOTAL FACULTY COMPLEMENT
(According to June 1976 Tabulation)
See Table ITABLE IV
PROJECTED FACULTY COMPLEMENT
(For Academic Year 1978-1979)
See Table II

Availability Percentages (a)	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total	
	No.	% (b)	No.	% (c)	No.	% (d)	No.	% (e)		No.	%	No.	%	No.	%		No.
White Male	95	2	100						+	1	100					1	100
White Female	5	0	0						-	0						0	
Black Male		0	0							0						0	
Black Female		0	0							0						0	
Hispanic Male		0	0							0						0	
Hispanic Female		0	0							0						0	
Am. Indian Male		0	0							0						0	
Am. Indian Female		0	0							0						0	
Asian Male		0	0							0						0	
Asian Female		0	0							0						0	
TOTAL	100	2	100%		100%		100%			1	100%		100%		100%	1	100%

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

SCHOOL DEPT. School of Education/
Center for Occupational Education
COMPLETED BY J. K. Coster

AFFIRMATIVE ACTION PLAN
EPA FACULTY

DATE 15 April 1976

TABLE III
TOTAL NON-FACULTY COMPLEMENT
(According to June 1976 Tabulation)
See Table V

TABLE IV
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1978-1979)
See Table VI

	Availability			Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.	% (e)	No.	%		No.	%	No.	%	No.	%	No.	%	
White Male	64.5	4	67							4	67	+	12	60						12	60
White Female	21.5	2	33							2	33	+	6	30						6	30
Black Male	5.7											-	1	5						1	5
Black Female	1.8											-	1	5						1	5
Hispanic Male	1.9											-									
Hispanic Female	.6											-									
Am. Indian Male	1.9											-									
Am. Indian Female	.6											-									
Asian Male	1.2											-									
Asian Female	.3											-									
TOTAL	100	6	100%		100%		100%		100%	6	100%		20	100%		100%		100%	20	100%	

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

changed to 10
R.T.W. 4/3/76

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT: School of Education/
Center for Occupational Education

EPA NON-FACULTY

DATE: 4/15/76

COMPLETED BY: J. K. Coster

TABLE VII

TOTAL NON-FACULTY COMPLEMENT
(According to June 1976 Tabulation)
See Table V

TABLE VIII

PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1978-1979)
See Table VI

AVAILABILITY PERCENTAGES	FULL-TIME		PART-TIME		TOTAL			FULL-TIME		PART-TIME		TOTAL	
	NO	%	NO	%	NO	%		NO	%	NO	%	NO	%
WHITE MALE	64.5	4	67		4	67		127	60	2		127	60
WHITE FEMALE	21.5	2	33		2	33		62	30			62	30
BLACK MALE	5.7							1	5			1	5
BLACK FEMALE	1.8							10	5			10	5
HISPANIC MALE	1.9							0					
HISPANIC FEMALE	.6							0					
AMERICAN INDIAN MALE	1.9							0					
AMERICAN INDIAN FEMALE	.6							0					
ASIAN MALE	1.2							0					
ASIAN FEMALE	.3							0					
TOTAL	100.0	6	100%		6	100%		20	100%	2	100%	20	100%

Total changed to 10.
R.T.W. 6/3/76

School of Education
 School Dept. Center for Occupational Educ. Affirmative Action Plan

Date April 26, 1976

Completed by John K. Coster

EPA Employee Profile

Employee's Name	Sex	Race	Rank or Classification	Status	Citizenship Classification	Tenure Status
				F.T., V.F.T., P.T.	U.S., F.N., Alien	T, NTOT, NTNOT
Coster, John K.	M	W	Professor & Director	F.T.	U.S.	T
Drewes, Donald W.	M	W	Professor & Assistant Director	F.T.	U.S.	T
Katz, Douglas	M	W	Research Associate	F.T.	U.S.	NTNOT
Porter, G. William	M	W	Research Associate	F.T.	U.S.	NTNOT
Lawrence, John E.S.	M	W	Senior Research Assistant	F.T.	F.N.	NTNOT
King, Sue J.	F	W	Research Assistant	F.T.	U.S.	NTNOT
Oglesby, Elizabeth	F	W	Research Assistant	F.T.	U.S.	NTNOT
Ondrizek, Lynn	M	W	Research Assistant	F.T.	U.S.	NTNOT

Full-time (F.T.) Visiting Full-time (V.F.T.) Part-time (P.T.) Foreign National (F.N.)
 Tenure (T) Non-Tenure ON Track (NTOT) Non-Tenure NOT ON Track (NTNOT)

SCHOOL/DEPARTMENT School of Education/
Center for Occupational Education
COMPLETED BY J. K. Coster

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE 15 April 1976

TABLE V

PRESENT NON-FACULTY COMPLEMENT
ACCORDING TO JUNE 1975 TABULATION

TABLE VI

PROJECTED NON-FACULTY COMPLEMENT FOR ACADEMIC YEAR
1978-1979 (Reflecting Anticipated Promotions And
Your Projected Hiring Goals)

FULL-TIME	Non-Hispanic		Hispanic		American Indian		Asian Pac. Is.		Total	X	Non-Hispanic		Hispanic		American Indian		Asian Pac. Is.		Total			
	White Black		M	F	M	F	M	F			M	F	White Black		M	F	M	F	M	F	M	F
	M	F											M	F								
Officials & Managers	6	1	0	0	0	0	0	0	6	1	12	6	1	1					13	7		
Professionals																						
Technicians																						
Sub Total	6	1							6	1	12	6	1	1					13	7		
PART-TIME																						
Officials & Managers																						
Professionals	0	1							0	1												
Technicians																						
Sub Total	0	1							0	1	0	0	0	0					0	0		
Total	6	2							6	2	12	6	1	1					13	7		

DATE: April 26, 1976

Form No. 1, page one

AVAILABILITY STUDY REPORTING FORMS

School/Department: School of Education/ Center for Occupational Education

Individual Completing Form: John K. Coster

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

PROFESSOR AND DIRECTOR

The director of the Center must hold a doctorate with specialization in research in vocational education or a related field. The incumbent should be trained in research management and should have a record of research in vocational education or related field.

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

	Number	Percent
White Male	95	95
White Female	5	5
Black Male		
Black Female		
Hispanic Male		
Hispanic Female		
Am. Indian Male		
Am. Indian Female		
Asian Male		
Asian Female		
Total	100	100%

School/Department: School of Education/Center for Occupational Education

Individual Completing Form: John K. Coster

Form No. 1, page two

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

a. List sources of data:

Personal estimate

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

I estimate that there are approximately 100 people in vocational education in the United States, including directors of Research Coordinating Councils and professors of vocational education in colleges and universities, who are capable of holding the position of Director of the Center for Occupational Education. This is based on my personal knowledge of personnel in the field, which is in turn based upon the fact that I was secretary, vice-president, and president of the American Vocational Education Research Association. I estimate that of the 100 persons who are (over)

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

I probably have over-estimated the number of qualified persons who could direct a vocational education research and development center.

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

None

Individual Completing Form: John K. Coster

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

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

See attached sheet

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

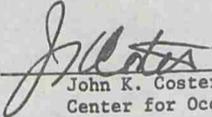
	OFFICIALS & MANAGERS		PROFESSIONALS		TECHNICIANS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
White Male			774	64.5		
White Female			258	21.5		
Black Male			68	5.7		
Black Female			22	1.8		
Hispanic Male			23	1.9		
Hispanic Female			7	.6		
Am. Indian Male			23	1.9		
Am. Indian Female			7	.6		
Asian Male			14	1.2		
Asian Female			4	.3		
TOTAL		100%	1200	100%		100%

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

Senior Research Associate - Must hold the doctorate in vocational education or related field, with the equivalent of a minor in experimental statistics, operational research, or related areas; must have demonstrated capabilities of directing large scale research projects, and must have demonstrated the capability of obtaining grants and writing reports.

Research Associate - Must hold the doctorate in vocational education or related fields, with a minor in experimental statistics or related field; must have demonstrated the capability of directing research projects and writing reports.

Research Assistant - Must have the master's degree in vocational education or related fields, with specialization in research and demonstrate the capability of providing technical assistance in the conducting of research projects.



John K. Coster, Director
Center for Occupational Education

DATE: February 26, 1976

Form No. 1, page one

AVAILABILITY STUDY REPORTING FORMS
 School of Education/
 School/Department: Curriculum and Instruction

Individual Completing Form: Barbara M. Parramore

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Education Doctorate required and successful work experience in an educational setting, potential to make a strong contribution to development, knowledge, research in field.

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

	Total Education		Cur. & Instr.		Special Ed.		Foundations		Social Studies		English			
	N	%	Number	%	N	%	N	%	N	%	N	%		
1970-74	25,982 76.7		Male		982	68.3	369	64.3	439	74.9	110	82.1	117	63.6
	7,893 23.3		Female		456	31.7	205	35.7	147	25.1	24	17.9	67	36.4
	Degrees awarded*		Black Male											
			Black Female											
			Hispanic Male											
			Hispanic Female											
			Am. Indian Male											
			Am. Indian Female											
			Asian Male											
			Asian Female											
	33,875	100%	Total		1,438	100%	574	100%	586	100%	134	100%	184	100%

*1973-74

Note: Reference librarian could locate no resources giving data by race, ethnic names, etc. data available only for men and women.

School of Education/
School/Department: Curriculum and Instruction

Individual Completing Form: Barbara M. Parramore

Form No. 1, page two

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

a. List sources of data:

Digest of Educational Statistics, Department of HEW/DE issued annually, breakdown by sex, not race for each field.

Earned Degrees Conferred - Higher Education, National Center for Educational Statistics, Department of HEW, issued annually, breakdown by sex, not race.

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

Figures used are from:

Professional Women and Minorities: A Manpower Data Resource Service.
Washington, D. C. Scientific Manpower Commission, May, 1975.

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

Based on experience and observation, the percentage of women available in the various program categories reflects the situation rather accurately. There seems to be more women available, more than 1/4, in curriculum and instruction, special education, and English in comparison to the percentage in foundations and social studies.

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

We went to the reference librarian in the D. H. Hill Library and to resource books in the office of Provost Clark, the Affirmative Action officer for the campus.

After two years of searches for faculty members in special education and reading, no blacks applied even when letters were written directly to potential applicants.

SCHOOL: Education
School of Education/

DEPARTMENT: Curriculum and Instruction

COMPLETED BY: Barbara M. Farramore

AFFIRMATIVE ACTION PLAN

EPA FACULTY

DATE: February 26, 1976

PAGE: 1 of 2

TABLE I

PRESENT FACULTY COMPLEMENT
(According to June 1976 Tabulation)

FULL-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL		
	WHITE		BLACK		PACIFIC IS		INDIAN				
	M	F	M	F	M	F	M	F	M	F	
Associate Prof. Department Head	0	1	0	0	0	0	0	0	0	0	1
Professor	0	0							0	0	
*Assoc. Professor	1	0							1	0	
Asst. Professor	3	2							3	2	
Instructor	1	0							1	0	
Lecturer	0	0							0	0	
SUBTOTAL	5	3							5	3	
VISITING FULL-TIME											
Professor	0	0							0	0	
Assoc. Professor	0	0							0	0	
Asst. Professor	0	0							0	0	
Instructor	0	0							0	0	
Lecturer	0	0							0	0	
SUBTOTAL	0	0							0	0	

*Note: Dr. Betts and Dr. Walters included by Dr. Champion in English Department report.

TABLE II

PROJECTED FACULTY COMPLEMENT (1978-19)
(Reflecting Anticipated Promotions
And Your Projected Hiring Goals)

FULL-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL			
	WHITE		BLACK		PACIFIC IS		INDIAN					
	M	F	M	F	M	F	M	F	M	F		
Associate Prof. Department Head	0	1	0	0							0	1
Professor	0	0	0	0					0	0	0	0
Assoc. Professor	4	0	0	0					4	0	0	0
Asst. Professor	1	2	0	0					1	2	0	0
Instructor	0	0	1	0					0	0	1	0
Lecturer	0	0	0	0					0	0	0	0
SUBTOTAL	5	3	1	0					5	3	1	0
VISITING FULL-TIME												
Professor	0	0	0	0					0	0	0	0
Assoc. Professor	0	0	0	0					0	0	0	0
Asst. Professor	0	0	0	0					0	0	0	0
Instructor	0	0	0	0					0	0	0	0
Lecturer	0	0	0	0					0	0	0	0
SUBTOTAL	0	0	0	0					0	0	0	0

School of Education/
 SCHOOL DEPT. Curriculum and Instruction
 COMPLETED BY Barbara M. Parramore

AFFIRMATIVE ACTION PLAN
 EPA FACULTY

DATE February 26, 1976

TABLE III
 TOTAL FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table I

TABLE IV
 PROJECTED FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table II

Availability	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.	%	No.	%
White Male	70	5	63	0	0	0	0	5	63	-	5	63	0	0	0	0	5	63
White Female	30	3	37	0	0	0	3	37	+	3	37	0	0	0	0	3	37	
Black Male	Not known	0	0	0	0	0	0	0		1	?	0	0	0	0	0	1	?
Black Female	" "	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
Hispanic Male	" "	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
Hispanic Female	" "	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
Am. Indian Male	" "	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
Am. Indian Female	" "	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
Asian Male	" "	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
Asian Female	" "	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0
TOTAL	100%	8	100%	0	100%	0	100%	8	100%		9	100%	0	100%	0	100%	9	100%

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

School Dept. School of Education/
Curriculum and Instruction Affirmative Action Plan

Date February 26, 1976

Completed by Barbara M. Parramore

EPA Employee Profile

Note: Does not include: L. J. Betts, T. N. Walters, or J. R. Gibson

Employee's Name	Sex	Race	Rank or Classification	Status	Citizenship Classification U.S., F.N., Alien	Tenure Status
				F.T., V.F.T., P.T.		T, NTOT, NTNOT
Beezer, Bruce	M	W	Assistant	F. T.	U. S.	NTOT
Fox, Barbara	F	W	Assistant	F. T.	U. S.	NTOT
Girardi, David	M	W	Instructor	F. T.	U. S.	NTOT
Harper, Jr. C. W.	M	W	Assistant	F. T.	U. S.	NTOT
Ivie, S. D.	M	W	Associate	F. T.	U. S.	NTOT
Kniefel, D. R.	M	W	Assistant	F. T.	U. S.	NTOT
Mahmoud, C. C.	F	W	Assistant	F. T.	U. S.	NTOT
Parramore, B. M.	F	W	Associate	F. T.	U. S.	T

Full-time (F.T.) Visiting Full-time (V.F.T.) Part-time (P.T.) Foreign National (F.N.)
 Tenure (T) Non-Tenure ON Track (NTOT) Non-Tenure NOT ON Track (NTNOT)

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF EDUCATION

April 21, 1976

DEPARTMENT OF GUIDANCE AND PERSONNEL SERVICES
Zip 27607

MEMORANDUM

TO: Dean Carl J. Dolce, School of Education
FROM: ~~William E. Hopke~~ William E. Hopke, Head, Guidance and Personnel Services
SUBJECT: Availability Study Reporting Forms

The attached Availability Study Reporting Forms are being submitted
for your consideration.

WEH:jm

Attachment

Date: April 21, 1976

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: School of Education, Department of Guidance and Personnel Services

Individual Completing Form: W.E. Hopke

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Asst. - Dr., experience in school counseling, associate status in Graduate School

Assoc. - Dr., experience in school counseling, full status in Graduate School

Dr., experience in counselor education

Full - Dr., school counseling and counselor educator

Full status in Graduate School, achievement, research, teaching, professional activity, publications

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

	Number	Percent
White Male	2445	75.5
White Female	730	22.6
Black Male	25	0.8
Black Female	11	0.3
Hispanic Male other male	13	0.4
Hispanic Female other female	13	0.4
Am. Indian Male	?	?
Am. Indian Female	?	?
Asian Male	?	?
Asian Female	?	?
Total		100%

School/Department: Education - GPS

Individual Completing Form: W. E. Hopke

Form No. 1, page two

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

a. List sources of data:

U.S. Department of Health, Education and Welfare
Earned degrees conferred: Bachelor's and Higher Degrees
Proportion of Doctorates earned by Women, Area and Field, 1960-69

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

Women - the total number of doctorates earned in 1960-69 was expressed by one half to account for all doctorates produced prior to 1969 and from 1969 to present. The percentages for women were derived from the table

Blacks - G.W. Bryant study for the Ford Foundation on black doctorates in all fields. Figures for guidance and personnel were computed by extrapolation.

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

The addition of one half of the number of doctorates in the HEW study above is a very rough estimate of the present population of doctorates in guidance.

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

To the best of my knowledge, there is no hard data on how many doctorates in guidance are now held by Blacks, women, Hispanics, and Indians. The Scientific Manpower Commission, the Commission on Human Resources, and the American Personnel and Guidance Asso. were contacted but no information has been received.

School/Department: Education - GPS

Individual Completing Form: W.E. Hopke Form No. 1, page three

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

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

The above does not apply to GPS

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

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Hispanic Male		
Hispanic Female		
Am. Indian Male		
Am. Indian Female		
Asian Male		
Asian Female		
Total		100%

School/Department: _____

Individual Completing Form: _____

Form No. 1, page four

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

a. List sources of data:

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

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

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

School of Education/
 Education Guidance & Personnel Ser.
 SCHOOL DEPT. _____
 COMPLETED BY _____

AFFIRMATIVE ACTION PLAN
EPA FACULTY

DATE April 21, 1976

TABLE III
TOTAL NON-FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table V

TABLE IV
PROJECTED NON-FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table VI

Availability	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.	%	No.	%
White Male	75	2	50					2	50	-	2	40					2	40
White Female	26	1	25					1	25	-	2	40					2	40
Black Male	.8	1	25					1	25	+	1	20					1	20
Black Female	.3									-								
Hispanic Male	-									-								
Hispanic Female	-									-								
Am. Indian Male	-									-								
Am. Indian Female	-									-								
Asian Male	-									-								
Asian Female	-									-								
TOTAL			100%		100%		100%		100%		100%		100%		100%		100%	100%

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

DATE: March 1976

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School of Education/
Math & Science Education
School/Department: _____

Individual Completing Form: H. E. Speece

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

1. PHD in Mathematics Education or Science Education
2. Teaching experience in the secondary schools
3. Competence in teaching and research

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

	Number	Percent
White Male	MED - 2000	78%
	SED - 2000	30%
White Female	MED 400	15.6%
	SED 400	16%
Black Male	MED 100	4%
	SED 50	2%
Black Female	MED 20	.8%
	SED 20	.8%
Hispanic Male	MED 8	.3%
	SED 8	.3%
Hispanic Female	MED 5	.2%
	SED 5	.2%
Am. Indian Male	MED 5	.2%
	SED 5	.2%
Am. Indian Female	MED 3	.1%
	SED 3	.1%
Asian Male	MED 10	.4%
	SED 10	.4%
Asian Female	MED 5	.2%
	SED 5	.2%
Total		100%

m School/Department: School of Education/
Math & Science Ed.

Individual Completing Form: Speece

Form No. 1, page two

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

a. List sources of data:

McCarthy and Wolfe. "Doctorates Granted Women and Minority Group Members," SCIENCE, 12 September 1975, pp. 856-859.

"Summary Report 1974 Doctorate Recipients from United States Universities," NATIONAL ACADEMY OF SCIENCES, June 1975.

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

Consensus of faculty in the Department, judging from figures for Education from the above to reasonable figures for Science Education and Mathematics Education.

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

Somewhat less accurate than figures from above publications because of judgment factor.

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

Figures were not available specifically for MED or SED.

School Dept. School of Education/
Math/Science Ed.

Affirmative Action Plan

Date 14 April 1976

Completed by K. Fearing

EPA Employee Profile

Employee's Name	Sex	Race	Rank or Classification	Status	Citizenship Classification	Tenure Status
				F.T., V.F.T., P.T.	U.S., F.N., Alien	T, NTOT, NTNOT
Anderson, Norman D.	M	W	Professor	F. T.	U. S.	T
Kolb, John R.	M	W	Professor	F. T.	U. S.	T
Simpson, Ronald D.	M	W	Associate Prof.	F. T.	U. S.	T
Speece, Herbert E.	M	W	Prof. & Head	F. T.	U. S.	T
Waters, W. M. Jr.	M	W	Asst. Professor	F. T.	U. S.	NTOT
Watson, Larry W.	M	W	Assoc. Professor	F. T.	U. S.	T
Blakeway, Edward G.	M	W	Asst. Professor	Visiting	F. N.	NTNOT
Clerk, Lawrence M.	M	B	Professor & Asst. Provost	F. T.	U. S.	T

Full-time (F.T.) Visiting Full-time (V.F.T.) Part-time (P.T.) Foreign National (F.N.)
 Tenure (T) Non-Tenure ON Track (NTOT) Non-Tenure NOT ON Track (NTNOT)

School of Education/

SCHOOL DEPT. 1466 SW 56
 COMPLETED BY Hunt E. Spivey

AFFIRMATIVE ACTION PLAN
 ERA FACULTY

DATE 4/20/76

TABLE III
 TOTAL FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table I

TABLE IV
 PROJECTED FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table II

Availability	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total	
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.		%
White Male	71%	6	100	1	100	0	0	7	100	+	6	100	1	100	0	0	7
White Female	15%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
Black Male	3%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
Black Female	8%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
Hispanic Male	2%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
Hispanic Female	2%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
Am. Indian Male	1%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
Am. Indian Female	2%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
Asian Male	4%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
Asian Female	2%	0	0	0	0	0	0	0	-	-	0	0	0	0	0	0	0
TOTAL			100%		100%		100%				6	100%	1	100%	0	100%	7

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

DATE: March 7, 1976

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Education - Occupational Education/Agric. Educ.

Individual Completing Form: Joe L. Clary

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

- . Doctorate in Agricultural Education
- . Three years successful teaching experience at high school level
- . Five or more years of occupational teaching experience at college level or equivalent
- . Extensive publications record
- . Evidence of research competence as demonstrated by completed research reports

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

PROFESSOR

	Number	Percent
White Male	180	76
White Female		
Black Male	52	22
Black Female		
Hispanic Male	4	2
Hispanic Female		
Am. Indian Male		
Am. Indian Female		
Asian Male		
Asian Female		
Total	236	100%

School/Department: Education-Occupational Education/Agric. Educ.

Individual Completing Form: Joe L. Clay

Form No. 1, page two

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

a. List sources of data:

1. "Directory of Agricultural Teacher Educators," compiled by J. David McCracken in cooperation with the American Association of Teacher Educators in Agriculture and distributed by U.S. Office of Education.
2. Mimeographed letter from Gary E. Moore, Alabama A & M University, Normal, Alabama.

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

1. The directory referred to (a) above, was searched and a tally made of all persons in the various ranks. In most instances the person making the tally knew the race of the person. Some "guesses" were made when not sure.
2. The figures obtained in number 1 for the three professorial ranks were doubled to account for those in other positions in State departments of education, colleges & universities (except Ag. Ed. units) in business & industry or in agriculture and who technically would be qualified. (Continued on page number 2)

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

The data sources are reasonably accurate in terms of persons employed in Agricultural Education positions. A totally missing factor is the number qualified but in non-Agricultural Education positions.

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

1. Locating sources of information was an impossible task. The breakdown of information did not fit the categories requested.
2. Letters written to the American Vocational Association, U.S. Office of Education, and the American Association of Teacher Educators in Agriculture did not provide any results in time for this report.

Continued:

3 b.

3. The figure of 180 people currently enrolled in doctoral programs in Agricultural Education was halved (for people not completing the degree and not meeting other technical qualifications) and distributed across the categories with people currently employed and added to the number currently employed.

SCHOOL DEPT. Education-Occupational Education/Agri. Educ. AFFIRMATIVE ACTION PLAN
 COMPLETED BY Joe R. Peery EPA FACULTY

DATE April 7, 1976

TABLE III
 TOTAL FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table I

TABLE IV
 PROJECTED FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table II

Availability	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.	%	No.	%
White Male	76	3	100					3	100	+	3	75					3	75
White Female																		
Black Male											1	25					1	25
Black Female																		
Hispanic Male																		
Hispanic Female																		
Am. Indian Male																		
Am. Indian Female																		
Asian Male																		
Asian Female																		
TOTAL	76	3	100%		100%		100%	3	100%	+	4	100%		100%		100%	4	100%

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

SCHOOL DEPT. Education-Occupational Education/Ag. Ed.
 COMPLETED BY Joe R. Clary

AFFIRMATIVE ACTION PLAN
 EPA FACULTY

DATE April 7, 1976

TABLE III
 TOTAL FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table I

TABLE IV
 PROJECTED FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table II

Availability Percentages (a)	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total	
	No.	% (b)	No.	% (c)	No.	% (d)	No.	% (e)		No.	%	No.	%	No.	%	No.	%
White Male	3	100					3	100	/	3	75						
White Female									/	1	25						
Black Male									/								
Black Female									/								
Hispanic Male									/								
Hispanic Female									/								
Am. Indian Male									/								
Am. Indian Female									/								
Asian Male									/								
Asian Female									/								
TOTAL	3	100%		100%		100%	3	100%	/	4	100%		100%		100%	4	100%

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

School Dept. Education-Occupational Ed./ Affirmative Action Plan

Date April 7, 1976

Completed by Joe R. Clary

EPA Employee Profile

Employee's Name	Sex	Race	Rank or Classification	Status	Citizenship Classification	Tenure Status
				F.T., V.F.T., P.T.	U.S., F.N., Alien	T, NTOT, NTNOT
Joseph R. Clary	M	W	Assoc. Professor	F.T.	U.S.	NTOT
Texton R. Miller	M	W	Assoc. Professor	F.T.	U.S.	T
C. Douglas Bryant	M	W	Assoc. Professor	F.T.	U.S.	T

Full-time (F.T.) Visiting Full-time (V.F.T.) Part-time (P.T.) Foreign National (F.N.)

Tenure (T) Non-Tenure ON Track (NTOT) Non-Tenure NOT ON Track (NTNOT)

DATE: April 6, 1976

Form No. 1, page one

AVAILABILITY STUDY REPORTING FORMS

Education - Occupational Education/
Industrial and Technical Education

School/Department:

Individual Completing Form: D. M. Hanson

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Professor

Earned doctorate
T & I Teaching Experience - 3 yrs
Voc. Ed. Administration - 3 yrs
Previous College Teaching
Evidence Research, Publications,
Extension (field service)

Assistant Professor

Earned Doctorate
T & I Teaching Experience - 3 yrs
Vocational Education Adm. - 3 yrs
Recommendations
Active in Professional
Organizations

Instructor

Master's or BS+
T & I Teaching Experience -
3 yrs
Recommendations
Interest in Advanced Graduate
Study - Qualified for
Admission

Recommendations

National Recognition

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

TOTALS		Full and Associate Professor		Assistant Professor		Instructor	
		Number	Percent	No.	%	No.	%
267 (77%)	White Male	60	77	118	79	89	74
16 (4%)	White Female	4	5	8	5	4	3
55 (16%)	Black Male	12	15	20	14	23	19
0 (0%)	Black Female	0	0	0	0	0	0
0 (0%)	Hispanic Male	0	0	0	0	0	0
0 (0%)	Hispanic Female	0	0	0	0	0	0
10 (3%)	Am. Indian Male	2	3	3	2	5	4
0 (0%)	Am. Indian Female	0	0	0	0	0	0
0 (0%)	Asian Male	0	0	0	0	0	0
0 (0%)	Asian Female	0	0	0	0	0	0
348 (100%)	Total	78	100%	149	100%	121	100%

shortages in Trade and Industrial Education are nationally known and recognized. Only in the past 15 years has serious thought/effort been given to staff colleges/universities in teacher education in T & I beyond providing "certification" for trade teachers. In contacting HEW, AVA, NAITTE, and AIACTE, the figures are only estimates.

School/Department: Education - Occupational Education/
Industrial and Technical Education

Individual Completing Form: D. M. Hanson

Form No. 1, page two

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

a. List sources of data:

- (1) 1973-74 Industrial Teacher Education Directory
- (2) American Vocational Association Office, Washington, D. C.
Dr. Lowell Burkett, Executive Secretary
- (3) U. S. Office of Education, Bureau of Adult, Vocational and
Technical Education, Mr. William Dennis

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

Based on count of T & I educators listed in ITE Directory (Directory covers the 50 states plus Puerto Rico, Canada) plus estimating average of 3 per state qualified but not in teacher education.

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

Fair to good compared to "guesstimate" from other sources. Excellent compared to data available from USOE, AVA and U.S. Department of Labor or we didn't find the person who knew the answers to number of available T & I educators.

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

Little evidence of anyone collecting data by color, sex, creed, religion, since during 50's many states "required" no identification.

In talking to Dr. L. Burkett, Norman Asbell and Don Rathbun, they are planning a new membership and information gathering system in AVA Placement Office.

Education - Occupational Education/
 SCHOOL DEPT. Industrial Technical Education
 COMPLETED BY D. H. Hanson

AFFIRMATIVE ACTION PLAN
 EPA FACULTY

DATE April 6, 1976

TABLE III
 TOTAL FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table I

TABLE IV
 PROJECTED FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table II

Availability	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.	%	No.	%
White Male		4		0		0		4		/	4		0		0		4	
White Female										/								
Black Male										/								
Black Female										/								
Hispanic Male										/								
Hispanic Female										/								
Am. Indian Male										/								
Am. Indian Female										/								
Asian Male										/								
Asian Female										/								
TOTAL		4	100%	0	100%	0	100%	4	100%		4	100%	0	100%	0	100%	4	100%

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

School Dept. Education - Occupational Education/
Industrial Technical Education Affirmative Action Plan

Date April 6, 1976

Completed by D. M. Hanson

EPA Employee Profile

Employee's Name	Sex	Race	Rank or Classification	Status	Citizenship Classification	Tenure Status
				F.T., V.F.T., P.T.	U.S., F.N., Alien	T, NTOT, NTNOT
Hanson, D. M.	M	W	Professor	FT	USA	T
Parker, W. M.	M	W	Instructor	FT	USA	NTOT
Shore, T. C., Jr.	M	W	Assistant Professor	FT	USA	T
Smith, F. S.	M	W	Associate Professor	FT	USA	T

Full-time (F.T.) Visiting Full-time (V.F.T.) Part-time (P.T.) Foreign National (F.N.)
 Tenure (T) Non-Tenure ON Track (NTOT) Non-Tenure NOT ON Track (NTNOT)

DATE: 14 April 1976

Form No. 1, page one

AVAILABILITY STUDY REPORTING FORMS

School/Department: Education/Occupational Education-Industrial Arts Program

Individual Completing Form: T.B. Young, Coordinator

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Assoc. Professor - Doctoral degree, experience in secondary schools and college teaching, leadership in area, expertise in two or more areas of content applicable to course offering. Ability to meet requirements for graduate faculty.

Asst. Professor - Doctoral degree, same as above except for graduate faculty

Instructor - Masters degree, progress toward doctoral degree, expertise in two or more areas of instruction

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

	Number	Percent
White Male	2300	92%
White Female	11	5%
Black Male	138	6%
Black Female		0
Hispanic Male		0.5%
Hispanic Female		0
Am. Indian Male		0
Am. Indian Female		0
Asian Male	23	1%
Asian Female		0
Total		100%

Note--This is a mixed category and does not lend itself to specific answers

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

a. List sources of data:

Industrial Teacher Education Directory 1975-76

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

Took total listed and made a count of appropriate areas in a number of colleges and universities--approximately 70% seems appropriate.

The number of females is very small. We have two graduates at the Masters level. None at the doctoral level. There is only one black male in this state holding the doctoral degree. There are only three in the Southeast.

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

 + 30%

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

There is no accurate way to determine who has competencies from this listing. The degrees vary from state to state. Departmental organizations vary from state to state and school to school.

School Dept. Education/Occup. Educ. Industrial Arts Program
 Affirmative Action Plan

Date April 14, 1976

Completed by T.B. Young, Coordinator EPA Employee Profile

Employee's Name	Sex	Race	Rank or Classification	Status F.T., V.F.T., P.T.	Citizenship Classification U.S., F.N., Alien	Tenure Status T, NTOT, NTNOT
Talmage B. Young	M	W	Associate Prof.	Full Time	U. S.	T
Robert T. Troxler	M	W	Assistant Prof.	Full Time	U. S.	T
Glenn E. Baker	M	W	Associate Prof.	Full Time	U. S.	NTOT
Howard T. Leeper	M	W	Instructor	Full Time	U. S.	NTOT

Full-time (F.T.) Visiting Full-time (V.F.T.) Part-time (P.T.) Foreign National (F.N.)
 Tenure (T) Non-Tenure ON Track (NTOT) Non-Tenure NOT ON Track (NTNOT)

SCHOOL DEPT. Education/Occupational Education-IAE
 AFFIRMATIVE ACTION PLAN
 EPA FACULTY
 COMPLETED BY T.B. Young, Coordinator

DATE April 14, 1976

TABLE III
 TOTAL NON-FACULTY COMPLEMENT
 (According to June 1976 Tabulation)
 See Table V

TABLE IV
 PROJECTED NON-FACULTY COMPLEMENT
 (For Academic Year 1978-1979)
 See Table VI

Availability	Full-time		Visiting F. T.		Part-time		Total		See Note (f)	Full-time		Visiting F. T.		Part-time		Total		
	Percentages (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.	%	No.	%
White Male	86%					2	100%									2	100%	
White Female	2%																	
Black Male	10%																	
Black Female	0																	
Hispanic Male	1%																	
Hispanic Female	0																	
Am. Indian Male	0																	
Am. Indian Female	0																	
Asian Male	1%																	
Asian Female	0																	
TOTAL	100%		100%		100%		100%		100%		100%		100%		2	100%	100%	

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

Affirmative Action Plan
School of Engineering
North Carolina State University
Raleigh, North Carolina
April 15, 1976

I. Preamble

Since engineering has in the past been a white man's world, there has been imposed an obligation on the School of Engineering to be sure that all persons are given full consideration in our hiring and enrollment practices. The obligation is to do more than passively wait for applicants from minority groups, but rather to seek out applicants at every opportunity. This we shall do without sacrificing the quality of our students, employees or faculty. This report, and the data attached to it, reflect the position of the School of Engineering as of June 30, 1976, and the goals of the School through the 1978-1979 academic year.

II. Reaffirmation of Equal Opportunity Policy

The School of Engineering has been and continues to be committed to the concept that enrollment, employment and any other access to the School's facilities and resources shall be open to all qualified persons regardless of race, sex, creed, national origin, or disabilities.

Most of the activities described in this report are extensions of programs already underway and are ongoing activities in the School. Also described are new programs and some being devised. Joint undergraduate programs with predominantly black institutions were begun in 1967 and are continuing. (See page 14). Minority technicians

and secretaries have been employed off and on for at least eight years, and efforts to recruit more have been intensified.

III. Publicizing the Equal Employment Opportunity Policy

This report concerns itself with the following groups: 1) faculty, 2) other EPA employees, 3) SPA employees, 4) 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. In all types of contacts, both written and verbal, the policy in I and II above is adhered to. The poster "Equal Opportunity is the Law" is prominently displayed by all departments and divisions.

In filling vacant secretarial and clerical positions, the University's Division of Personnel Services and the North Carolina Employment Security Commission were asked to recommend minority applicants. In filling any position which is advertised, the statement concerning the University's being an equal opportunity employer will be included. This was done in filling a professional position at the Minerals Research Laboratory, which is operated through the Engineering Research Services Division. Any vacant EPA position will be advertised in national engineering journals.

IV. Responsibility for Implementation of the Plan

This report 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 who are in contact with the public schools, engineering societies and the public in general. For this reason, they have been asked to serve (or to designate a faculty member better able to serve) as a member of the Affirmative Action Committee for the School with the associate dean for academic affairs serving as chairman.

The previously stated policy will be and has been enforced, namely, when a position becomes available, a sincere effort will be made to find a qualified minority person or a qualified woman to fill it. If no qualified minority person or woman can be found, then, and only then, will the position be filled by a qualified white male. In each case, an Affirmative Action Recruitment Report will be filed setting out the efforts that have been made to locate a minority person or a woman for the position. The School will carefully review salary increases and promotions to be sure that these are made without regard to race or sex. The policy is clear and will be adhered to and the Associate Dean for Academic Affairs is responsible for the School of Engineering. The department heads and the Director of the Engineering Research Services Division are responsible for compliance at their level.

V. Identification of Problems

The recent freeze on vacant positions, the uncertainty of positions in the future, the ceiling on enrollment and the current economic situation all may have detrimental effects on our still optimistic

plans for the future. Projections for retirements and recent statistics on turnover provide the best evidence of the number of positions likely to become vacant during the next few years.

Additional problems in encouraging minorities to continue into graduate work are the very high wages being offered and the remission of tuition and availability of scholarships and assistantships.

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, for all fields of engineering combined. Later figures show a slight increase, 0.69% or 25 in 1970-71, (Appendix I, item 24a) 1.09% or 39 in 1972-73 (Appendix I, item 24b) and 1.69% or 53 in 1974-75 (Appendix I, item 25c and Table I Appendix III-3a). Again, these figures are the total for all fields of engineering and these few must be divided among all of the approximately 225 schools of engineering in the United States.

The long-term data on the availability of minority Ph.D.'s are even more scanty and less reliable. One list indicates only 32 Ph.D.'s awarded in the physical sciences, including engineering, for the period 1960-through 1969. (Appendix I, item No. 12) Later data indicate that of the Ph.D.'s conferred in 1970-71, 0.22% or 8 were to U. S. blacks. The percentage was 0.34% or 12 in 1972-73, (Appendix I, item No. 24) and the 1974-75 figures are 53 or 0.54%. (Appendix I, item 25c and Table I Appendix III-3a) Again, these small numbers are for all fields of engineering and make up the total pool for all 225 schools of engineering.

The latest national data 1974-75 taken from the source listed in Appendix I, item 25c is given in Table I Appendix III-3a.

Thus, the total number of women earning a Ph.D. anywhere in the United States in all fields of engineering from 1960-1975 is 199 or approximately 0.69% of the total. At NCSU, considering the total EPA faculty of 169, the number of women is 3 or 1.78%.

The total pool of blacks having a Ph.D. in all fields of engineering (including physical sciences from 1960-1960) is then 111 or 0.33%. At NCSU considering the total EPA faculty, the number of blacks is 2 or 1.18%.

If all EPA faculty minorities (not women) are considered, 5, the percentage is 2.96%, and if women are included, the number of EPA faculty other than white males is 8 or 4.73%. There are, of course, many minority U. S. citizens who are Arabs, Turks, Asians, and others who are members of the faculty but are not included in these totals.

Tables "EPA Faculty", Appendix III-1 indicate distributions by departments and divisions as well as a summary for the School.

Openings in the School of Engineering will be almost exclusively at the assistant professor level. 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 an appropriate balance among the academic ranks. Fortunately, most women or minority group persons becoming available for academic positions are likely to be recent graduates eligible for initial appointment at the assistant professor level.

During the last several years, turnover (exclusive of retirement) has been at the rate of 4 to 6 per year. The retirements scheduled for the next three years are 4, 3, 4 or a total of 11 by June 30, 1979. It should be noted, however, that professors often continue to teach on a year-to-year basis after the usual retirement age of 65 is reached. Thus, vacancies are estimated to be not more than eight per year (spread over eight departments) for the next three years. This is less than one per year per department.

The openings for new members of the faculty as indicated by the statistics cited above are very low. There will also be a very small number of qualified applicants from the women and minority groups and, therefore, it will be important that each opening be filled very carefully. In view of these two considerations, the School would prefer not to set a goal in terms of numbers but pledges to search for qualified women or minorities every time a vacancy occurs. Since, however, departmental goals are required, appropriate forms for these are attached. (Appendix III-1)

A further complication in making predictions arises from the fact that the ESM Department will be dissolved as an administrative unit, and the faculty and staff of this department will most probably be absorbed by other departments of the School.

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 37 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 three years. This University grants 80% 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 I, item No. 4). In the long term, therefore, we must expect to develop the personnel for most of these positions, but some might reasonably be filled with minority graduates of other institutions. The estimated number of people in the United States meeting the non-faculty EPA requirements is listed in Appendix III-3b, Table 2. Majority of these personnel are members of the ERSD and the qualifications are:

Officials and Managers:

Chemical or metallurgical engineering degree plus a basic knowledge of accounting, three years of highly successful experience in solving applied research problems and ability to work with and to supervise people.

Research Associate:

Ph.D. degree in metallurgical or chemical engineering and demonstrated ability to conduct original research.

Research Assistant:

Chemical or metallurgical engineering degree with ability to perform applied research.

There are even fewer women receiving bachelor's degrees in engineering in the State of North Carolina, but these will be sought out. We shall continue to document efforts to hire women and blacks

whenever a vacancy becomes available. Detailed projections are included in the attached material. (Appendix III-1)

SPA:

Clerical

There are 60 of the 63 women employed by the School of Engineering in clerical positions. Four of these women in clerical work represent minority groups. Other minority personnel have served from time to time in the past. Clerical positions are the area of greatest turnover for many of the 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 three years we can expect about 27 vacancies at the Clerk-Typist (III) or Clerk-Steno (III) level and eight at the Secretary IV level. Other positions are too few in number to lend themselves to good analysis. The University Personnel Office makes an effort to assist with filling these jobs and has been specifically requested to refer blacks whenever they are available. In addition, contacts are and will be sought through blacks now on the payroll to supplement those persons available from the central University office.

The School sets as a goal to have 9% minorities in the group of SPA workers by 1976 which would be five people. There seem to be no pressure to hire males for these jobs, nor does there seem to be a readily available supply, however, as an Equal Opportunity Employer, males will be given full consideration where appropriate. We currently have four minority SPA personnel in clerical positions which has fallen one short of our goal. The School has set a goal

of 16% or 9 persons in clerical positions from minority groups by 1979.

Other SPA:

The School has 39 non-clerical SPA of which 3 are female and one is a female minority. Regretfully, we failed to meet the goal of 3 minority personnel in the non-clerical area by 1976. Turnover among this group is much lower than among the SPA clerical force. Based on estimates of retirement and on statistics of recent turnover, we would expect to have three vacancies per year during the next three years. The technical institutes are graduating people with one year and two year certificates or degrees, some of which are appropriate to the skills and abilities needed by the School of Engineering. (Appendix I, item 3) In 1973, the School set as its goal for this entire group three black people in this area by 1976.

We do not see great pressures for employing women in these positions for many of the jobs are physically demanding; however, women will be given every consideration, though the technical institute data indicate that extremely low numbers of women select engineering technology fields. The School sets as its goal for this entire group 11% or 5 minorities and/or women by 1979.

Students:

As reported in the Affirmative Action Annual Reports some of our greatest success in meeting or exceeding goals are in this area. This augers well for the development of the human resources required to overcome the deficiencies in qualified personnel to fill faculty

and other professional EPA positions. The latest data (Engineering Education, April 1976) indicates that Doctor's degrees awarded in the United States to black students in 1975 numbered only 17 for all fields of engineering, up but 5 from 1974. Only 53 women received Doctor's degrees in all of engineering, up but 16 from 1974. The School is continuing special efforts to interest minorities to study engineering. Steps are being taken to enhance the retention rate of minority undergraduates and to overcome obstacles to the recruitment of minorities into graduate study. The School of Engineering has 3.2% of its undergraduates as blacks, about the same percentage as for the University as a whole. The School has nine black graduate students or 2.1%, whereas the University has 4.5%. These figures include both 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. Thus in the period 1973-1975 the percentage of black undergraduates in engineering has increased from 1.7% to 3.2% and the percentage of black graduate students in engineering has doubled from 1.0% to 2.1%. The goal of 100 black undergraduate students by 1976 was surpassed in 1975 with 107 black undergraduates enrolled. Likewise, the goal of 8 graduate students by 1976 was surpassed in 1975 with 9 black graduates enrolled.

Although the goals for 1976 will be met, the School is continuing vigorous efforts to recruit minorities and women. A faculty member has been given 2/3 release time from the Electrical Engineering Department for the Spring Semester 1976 to devote time to recruitment

and retention of minorities and women. Activities embrace planning and preparation for the two one-week summer sessions of the Minority Introduction to Engineering (MITE) program and the two-day Conference on Engineering Careers for Women (CECW), working with black engineering students on improving academic performance and initiating a Society for Black Engineers, planning with the Office of the Dean improved recruiting and retention procedures and solicitation of funds to support these efforts. With respect to the fund raising, the response to approximately 100 letters to industry has led to 5 gifts totaling \$3,000 to date. Additional money has been promised. More extensive proposals to two industries representing a potential for \$10,000 are pending. An application to the Engineers' Council for Professional Development resulted in the renewal of a \$1,700 grant under their MITE program.

The visits to high school counselors and to high schools with large black student enrollments reported in the 1973 Affirmative Action Plan have continued. Efforts by the School of Engineering have been greatly enhanced by the appointment of a black Assistant Director of Admissions. Close relationship has been maintained with this person. A representative event is a team effort in which the Assistant Director of Admissions, an instructor from the Freshman Engineering Services Division and a black undergraduate engineering student attended a recruitment event in Atlanta, Georgia on October 29 and 30, 1975. That effort promises to be most productive.

The on-campus summer institutes reported in the 1973 Plan have been held each summer. Another is scheduled for this summer with the admissions criteria broadened to include Black Americans, Hispanic Americans and Native Americans. In these programs the students attend at no expense other than for transportation to campus. These programs have been very successful and are a major factor in the success of the student body directed areas of the 1973 Plan. Table IIIa (Appendix III-3c) gives a summary of summer programs and undergraduate enrollment statistics. Tables III b and c (Appendix III-3c) give a summary of identifiable direct costs of the programs. Very significant additional academic costs provided by participating departments are not reflected in those figures.

A summer program for the recruitment of women students in engineering has been underway since 1974. Table IIIa indicates the increase in the enrollment of women in engineering. Many of these women are black in which case they are represented in both sets of figures.

A measure of the effectiveness of the summer programs in recruiting motivated minority and women engineering students is the high proportion of these students who are selected for the North Carolina Fellows Leadership Development Program. According to a letter from the Associate Dean of Student Affairs (Appendix I, item no. 27) of seventeen students selected this year eleven were enrolled in the School of Engineering. Seven of these eleven attended one of the special summer programs at NCSU for minorities and women as rising

seniors in high school. The Dean notes "It is interesting to note how often many of these students mentioned the impact of the summer engineering seminars on their decision to enroll at N. C. State."

There has also been formed a local section of the Society of Women Engineers and of the Society of Black Engineers. They have aided in contacts with high schools and are helping with both summer programs, tutoring and counseling.

The School has an active and successful cooperative engineering program that also seeks to recruit minority and female students. Industry is receptive to employing additional minority and female students as part of the co-op program. Participation in the program furnishes valuable financial assistance to students as well as industrial experience.

The following table shows the current and anticipated fall 1976 minority and female enrollment in the co-op program.

	Minority	Female	Total (Not Arithmetic Sum)
Enrolled Sp. '76	5	5	9
New Fall '76	7	5	10
Anticipated other new Fall '76	3	3	5
Total Fall 1976	15	13	24

Scholarship assistance to supplement that available from our Financial Aid Office has been provided by an industry to provide scholarships for women in the Chemical Engineering and the Mechanical and Aerospace Engineering Departments. We will also receive a maximum of 7 scholarships from the National Fund for Minority Engineering

Students if we meet a challenge goal of 71 new freshman and transfer students. Projections of new admissions indicate we shall meet the challenge goal. However, restrictions imposed by the fund together with slow action by Congress on the Basic Educational Opportunity Grant program may restrict our optimum participation.

Several faculty members are actively involved in the recruitment of black graduate students by direct contacts with North Carolina A & T and other predominantly black institutions. A meeting was called to bring special attention to the availability of teaching assistantships, research assistantships and other financial support for graduate study. In the long run, this will be the School's best source of black faculty members. Some of the minority and women, graduate and undergraduate, students have helped with recruiting.

For a period of approximately ten years (1968-76), 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. Initially, an NCSU fraternity provided one on one tutoring and counseling; Shaw University provided several times per day transportation between the campuses.

In 1967 an arrangement was worked out to allow some St. Augustine College students to 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 through the Cooperating Raleigh Colleges agreement.

The program dropped off through general lack of interest, though an occasional student still enrolls in one or more engineering courses. Special cooperative programs for preengineering are listed in the St. Augustine catalogue. A cooperative program exists between not only St. Augustine College but all of the "Cooperating Raleigh Colleges."

Statistics on the number of engineering students at NCSU by curriculum and degree are compared with national figures on Table IV-a (Appendix III-3d). The figures for NCSU give the number of students in each category and the percentage can be compared to the corresponding number for the nation.

The data on Table IVb Appendix III-3d are presented by minority status for bachelor's degrees, on Table IVc for master's degrees and on table IVd minority status for doctor's degrees.

Annual Reporting:

Since 1970 the School has included in its Annual Report a section on the recruitment of minority and women 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.

Additional Information:

Attached to this report are the following appendices:

Appendix I - Affirmative Action Information Available in 232 Riddick

Appendix II - Responses to Required Components of Affirmative
Action Plans: Order Number 4

Appendix III - Tables:

1. Faculty and other EPA, summary and by department
2. SPA, summary and by department
3. Tables I-IV, Miscellaneous Information

For the Affirmative Action Committee
of the School of Engineering

John F. Ely, Associate Dean

April 15, 1976

Appendix I
Affirmative Action Information Available
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 Cross - 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.
24. Manpower Commission of Engineers Joint Council:
 - a) Engineering and Technology Graduates - A Report for 1970-71.
 - b) Preliminary Report in Newsletter for 1972-73 data.
 - c) Engineering Degrees
25. Black Engineers in the U. S.
26. Letter from Dean Gerald Hawkins.

APPENDIX II

REQUIRED COMPONENTS OF AFFIRMATIVE ACTION PLANS: ORDER NUMBER 4

- A. Analyze: "Composition of the work force by minority group status and sex."

The composition of the work force has been referred to several times in earlier sections of the report but is detailed by department and by specific job category in the attached tables.

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

The composition of the applicant flow by minority group status and sex is reported by means of an affirmative action recruitment report filed with the University Affirmative Action Officer and the School Affirmative Action Officer each time a position is filled. Every effort is made through contacts with current minority employees, with the University Personnel Office and through personal contacts with predominantly black institutions to seek out applications and sources of minority persons for consideration.

- C. Analyze: "The total selection process including position descriptions, position titles, worker specifications, application forms, interview procedures, test administration, test validity, referral procedures, final selection process and similar factors."
1. "The selection process eliminates a significantly higher percentage of minorities or women than nonminorities or men."

Job descriptions do not reflect a bias of any type and have been carefully reviewed to include only those criteria necessary for performance of the job. No testing in the ordinary sense is used for faculty and EPA applicants, but selection is made through composite judgment of committees and administrative personnel, all of

whom are acutely aware of the responsibility of the University to give full consideration to minorities. At the School level, simple performance tests only are used for SPA employees. Such tests might consist of the ability to perform a task such as machining in the case of a technician or typing a letter in the case of a clerical employee. More objective and standardized tests, if any, are administered at the University level, not at the School or departmental level.

2. "Application and related pre-employment forms not in compliance with Federal legislation."

Application and related forms are handled at the University level.

3. "Position descriptions inaccurate in relation to actual functions and duties."

Faculty positions are specified in the Faculty Handbook published by the University and written with the assistance of the Faculty Senate. No bias is reflected in these job descriptions. Position descriptions for all other jobs are carefully reviewed each time a position is to be filled to be sure that they correctly reflect the needs of the job and that the requirements are not inflated.

4. "Tests and other selection techniques not validated as required by the OFCC Order on Employee Testing and other Selection Procedures."

No special tests are given at the School level other than outlined above in C 1.

5. "Referral ratio of minorities or women to the hiring supervisor or manager indicates a significantly higher percentage are being rejected as compared to nonminority and male applicants."

The ratio of minorities or women referred to the hiring supervisor has been reported by the University.

D. Analyze: "Transfer and promotion practices."

The University administration will respond to transfer and promotion practices as it applies to SPA employees. There are two EPA employees in the School of Engineering that fall in the minority category, both of these being women. Their situation has been repeatedly and carefully analyzed with regards to promotion and also with regards to possible transfer. Both have been accorded full consideration for promotion. Every possible consideration has been extended to these individuals and that the procedures per se do not operate to favor one group over another.

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

The School does not have company sponsored recreation and social events. The School does have funds available for professional development. On an overall basis, the women professional employees have received more than prorata share of these funds during the past five years.

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

There are no unions among faculty or SPA employees within the School of Engineering; ergo, there are no union contracts.

G. Analyze: "Apprenticeship programs."

There are no apprentice programs within the School of Engineering; therefore, this section does not apply.

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

There are no formal training programs, but such informal training programs as exist are open to all on the same basis. Examples of informal training programs are the provision that employees may take one course while working full time. This policy is applied without regard to race or sex. For the faculty, a professional development fund is available upon application. The one woman faculty member has availed herself of this provision. Far less than 20% of the male faculty members have been funded through this program.

I. Analyze: Work force attitude."

The Affirmative Action Committee of the School of Engineering is composed of the department heads. These are the individuals who either do the hiring or who oversee the hiring done by others within their department of both EPA and SPA employees. Department heads are in accord with the objectives of the affirmative action plan and are conscientiously making an effort to incorporate minorities into the staff of the School. The School's Affirmative Action Officer contacts each of these people whenever any possible question arises concerning the employment or the filling of a new position.

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

1. "Posters not on display."

Appropriate posters are on display in each department indicating that the University is an equal opportunity employer.

2. "Purchase orders do not contain EEO clause."

Purchase orders are handled by the University administration.

3. "Labor unions and subcontractors are notified of their responsibilities."

There are no labor unions on the campus and notification of subcontractors is handled by the University administration.

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

1. "No formal techniques established for evaluating effectiveness of EEO programs."

A formal program exists within the University for evaluating the effectiveness of EEO programs. Representatives from each school or unit are called together periodically for this purpose.

2. "Lack of access to suitable housing inhibits recruitment efforts and employment of qualified minorities."

Aid in housing is the responsibility of a central office of the University and that office gives considerable attention to equal opportunity housing.

3. "Lack of suitable transportation (public or private) to the work place inhibits minority employment."

The University administration is responding for this item on behalf of the entire University.

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

1. "Compliance of personnel policies and practices with the Sex Discrimination Guidelines of 41 CFR Part 60-20."

The University plan will contain information concerning this item.

2. "In hiring decisions, assignment to a particular title or rank may be discriminatory. For example, in many institutions women are more often assigned initially to lower academic ranks than are men."

The University plan will contain information concerning this item.

3. "Anti-nepotism policies."

The central plan will contain information concerning this item.

4. "Rights and Benefits-Salary."

Current groupings within the School are such that SPA employees follow University and State guidelines regardless of sex, color or race. There are two minority group EPA employees, one of whom makes significantly less than others carrying the same job title. This case has been repeatedly reviewed at several administrative levels, and those concerned are convinced that the differential is justified on a performance basis.

Appendix III-3d
Table IVa

Engineering Degrees by Curriculum and Level
1974-75 School Year

Curriculum	BS		MS		ENG		PHD	
	US #	NCSU #/%	US #	NCSU #/%	US #	NCSU #/%	US #	NCSU #/%
Aerospace	879	11/1.2	447	0/0	19	0/0	159	0/0
Agricultural	365	6/1.6	125	4/3.2	0	0/0	49	6/12
-Architectural	323	0/0	24	0/0	0	0/0	2	0/0
-Biomedical	155	0/0	137	0/0	0	0/0	52	0/0
-Ceramic	138	0/0	53	0/0	0	0/0	15	0/0
Chemical	3167	30/.95	1044	8/.77	6	0/0	366	5/1.4
Civil + Cons. Option	7957	138/1.7	2897	31/1.0	19	0/0	364	5/1.4
-Computer	599	0/0	678	0/0	0	0/0	107	0/0
Electrical	10277	110/1.0	3495	18/.52	92	0/0	673	6/.89
-Engineering, General	1532	0/0	520	0/0	0	0/0	116	0/0
Engineering Sciences	912	8/.88	532	1/.19	4	0/0	272	4/1.47
-Environmental	170	0/0	493	0/0	1	0/0	44	0/0
-Geological	146	0/0	50	0/0	0	0/0	17	0/0
Industrial	2096	41/2.0	1556	5/.32	13	0/0	120	6/5.0
-Marine	607	0/0	143	0/0	31	0/0	14	0/0
Materials	539	5/.93	413	4/.97	1	0/0	226	3/1.3
Mechanical	7076	75/1.0	1962	17/.87	32	0/0	361	7/1.9
-Mining	298	0/0	54	0/0	0	0/0	11	0/0
Nuclear	333	20/6.0	412	6/1.5	4	0/0	80	3/3.8
-Petroleum	309	0/0	74	0/0	2	0/0	20	0/0
-Systems	191	0/0	406	0/0	0	0/0	56	0/0
Other (E.O & FMM)	141	69/49.0	34	3/8.8	0	0/0	14	0/0
Total	38210	513/1.3	15549	97/.62	224	0/0	3138	45/1.4

-Not available from School of Engineering at NCSU.

Appendix III-3d
Table IVb

ENGINEERING DEGREES BY CURRICULUM & MINORITY STATUS, 1975
BACHELOR'S DEGREES

Curriculum	Degrees		Women		Blacks		Spanish		Asian		Indian	
	US	NCSU	US	NCSU	US	NCSU	US	NCSU	US	NCSU	US	NCSU
	#	#	#	%	#	%	#	%	#	%	#	%
Aerospace	879	11	12	0/0	10	0/0	9	0/0	4	0/0	2	0/0
Agricultural	365	6	1	0/0	4	0/0	5	0/0	0	0/0	7	0/0
-Architectural	323	0	12	0/0	18	0/0	12	0/0	7	0/0	0	0/0
-Biomedical	155	0	8	0/0	4	0/0	2	0/0	2	0/0	0	0/0
-Ceramic	138	0	11	0/0	0	0/0	2	0/0	0	0/0	0	0/0
Chemical	3167	30	131	1/.76	40	1/2.5	37	0/0	74	0/0	0	0/0
Civil+Cons. Option	7957	138	154	1/.65	94	2/2.1	147	1/.68	196	0/0	9	1/11.1
-Computer	599	0	54	0/0	9	0/0	6	0/0	10	0/0	1	0/0
Electrical	10277	110	138	0/0	286	1/.35	203	0/0	318	1/.31	11	0/0
-Engineering, General	1532	0	61	0/0	22	0/0	20	0/0	64	0/0	2	0/0
Engineering Sciences	912	8	47	0/0	17	0/0	14	0/0	10	0/0	0	0/0
-Environmental	170	0	8	0/0	0	0/0	2	0/0	2	0/0	0	0/0
-Geological	146	0	6	0/0	0	0/0	1	0/0	0	0/0	0	0/0
Industrial	2096	41	62	0/0	34	1/2.9	42	1/2.4	31	0/0	0	0/0
-Marine/Naval	607	0	10	0/0	7	0/0	7	0/0	1	0/0	1	0/0
Materials	539	5	18	1/5.6	3	0/0	14	0/0	8	0/0	1	0/0
Mechanical	7076	75	85	0/0	150	2/1.3	113	0/0	130	0/0	9	0/0
-Mining	298	0	10	0/0	1	0/0	6	0/0	1	0/0	0	0/0
Nuclear	333	20	12	0/0	3	0/0	2	0/0	2	0/0	0	0/0
-Petroleum	309	0	2	0/0	4	0/0	4	0/0	0	0/0	1	0/0
-Systems	191	0	12	0/0	3	0/0	2	0/0	2	0/0	0	0/0
Other (EO & FMM)	141	69	3	2/66.7	1	1/100	0	0/0	1	0/0	0	0/0
Not Given			21		24		35		20		0	
Total	38210	513	878	5/.57	734	8/1.1	685	2/.29	883	1/.11	44	1/2.3

NOTE: SPANISH TOTAL DOES NOT INCLUDE 375 DEGREES AWARDED BY THE UNIVERSITY OF PUERTO RICO.

-Not available from School of Engineering at NCSU.

Appendix III-3d
Table IVc

ENGINEERING DEGREES BY CURRICULUM & MINORITY STATUS, 1975
MASTER'S AND ENGINEER'S DEGREES

Curriculum	Degrees		Women		Blacks		Spanish		Asian		Indian	
	US	NCSU	US #	NCSU #%	US #	NCSU #%	US #	NCSU #%	US #	NCSU #%	US #	NCSU #%
Aerospace	466	0	4	0/0	2	0/0	2	0/0	10	0/0	0	0/0
Agricultural	125	4	1	0/0	0	0/0	0	0/0	2	0/0	0	0/0
-Architectural	24	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
-Biomedical	137	0	3	0/0	1	0/0	2	0/0	4	0/0	0	0/0
-Ceramic	53	0	1	0/0	0	0/0	0	0/0	1	0/0	0	0/0
Chemical	1050	8	18	0/0	8	0/0	13	0/0	32	0/0	0	0/0
Civil+Cons. Option	2916	31	54	1/1.9	27	0/0	38	0/0	81	0/0	1	0/0
-Computer	678	0	82	0/0	6	0/0	6	0/0	27	0/0	0	0/0
Electrical	3587	18	43	0/0	38	0/0	45	0/0	134	0/0	0	0/0
-Engineering, General	520	0	19	0/0	4	0/0	5	0/0	26	0/0	0	0/0
Engineering Sciences	536	1	26	0/0	3	0/0	2	0/0	15	0/0	0	0/0
-Environmental	494	0	25	0/0	1	0/0	2	0/0	5	0/0	0	0/0
-Geological	50	0	2	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Industrial	1569	5	32	0/0	8	0/0	18	0/0	35	0/0	1	0/0
-Marine/Naval	174	0	0	0/0	0	0/0	0	0/0	3	0/0	1	0/0
Materials	414	4	14	1/7.1	4	0/0	6	0/0	10	0/0	0	0/0
Mechanical	1994	17	17	0/0	23	0/0	25	0/0	51	0/0	1	0/0
-Mining	54	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Nuclear	416	6	7	0/0	3	0/0	3	0/0	6	0/0	0	0/0
-Petroleum	76	0	0	0/0	0	0/0	3	0/0	0	0/0	0	0/0
-Systems	406	0	26	0/0	8	0/0	2	0/0	6	0/0	0	0/0
Other (EO & FMM)	34	3	0	0/0	0	0/0	0	0/0	1	0/0	0	0/0
Not Given			6	0/0	5	0/0	12	0/0	33	0/0	0	0/0
Total	15773	97	380	2/.53	141	0/0	184	0/0	483	0/0	3	0/0

NOTE: SPANISH TOTAL DOES NOT INCLUDE 9 DEGREES AWARDED BY THE UNIVERSITY OF PUERTO RICO.

-Not available from School of Engineering at NCSU.

Appendix III-3d
Table IVd

ENGINEERING DEGREES BY CURRICULUM & MINORITY STATUS, 1975
DOCTOR'S DEGREES

Curriculum	Degrees		Women		Blacks		Spanish		Asian		Indian	
			US	NCSU	US	NCSU	US	NCSU	US	NCSU	US	NCSU
	US	NCSU	#	%	#	%	#	%	#	%	#	%
Aerospace	159	0	2	0/0	0	0/0	0	0/0	6	0/0	0	0/0
Agricultural	49	6	0	0/0	1	0/0	0	0/0	1	0/0	0	0/0
-Architectoral	2	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
-Biomedical	52	0	3	0/0	0	0/0	0	0/0	0	0/0	0	0/0
-Ceramic	15	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Chemical	366	5	5	2/40.0	0	0/0	3	0/0	18	0/0	0	0/0
Civil+Cons. Option	364	5	5	0/0	1	0/0	3	0/0	20	0/0	0	0/0
-Computer	107	0	8	0/0	0	0/0	2	0/0	2	0/0	0	0/0
Electrical	673	6	7	0/0	5	0/0	7	0/0	35	0/0	1	0/0
-Engineering, General	116	0	2	0/0	0	0/0	0	0/0	3	0/0	1	0/0
Engineering Sciences	272	4	8	0/0	0	0/0	4	0/0	13	0/0	0	0/0
-Environmental	44	0	1	0/0	1	0/0	3	0/0	2	0/0	0	0/0
-Geological	17	0	1	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Industrial	120	6	2	0/0	0	0/0	2	0/0	2	0/0	0	0/0
-Marine/Naval	14	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Materials	226	3	2	0/0	0	0/0	1	0/0	5	0/0	0	0/0
-Mining	11	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Nuclear	80	3	2	0/0	0	0/0	0	0/0	5	0/0	0	0/0
-Petroleum	20	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
-Systems	56	0	1	0/0	1	0/0	0	0/0	2	0/0	0	0/0
Other Eng.	14	0	1	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Not Given			1	0/0	6	0/0	2	0/0	18	0/0	0	0/0
Mechanical	361	7	2	0/0	2	0/0	1	0/0	9	0/0	0	0/0
Total	3138	45	53	2/3.8	17	0/0	28	0/0	141	0/0	2	0/0

-Not available from School of Engineering at NCSU.

Appendix I
Affirmative Action Information Available
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 Cross - 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.
24. Manpower Commission of Engineers Joint Council:
 - a) Engineering and Technology Graduates - A Report for 1970-71.
 - b) Preliminary Report in Newsletter for 1972-73 data.
 - c) Engineering Degrees
25. Black Engineers in the U. S.
26. Letter from Dean Gerald Hawkins.

APPENDIX II

REQUIRED COMPONENTS OF AFFIRMATIVE ACTION PLANS: ORDER NUMBER 4

- A. Analyze: "Composition of the work force by minority group status and sex."

The composition of the work force has been referred to several times in earlier sections of the report but is detailed by department and by specific job category in the attached tables.

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

The composition of the applicant flow by minority group status and sex is reported by means of an affirmative action recruitment report filed with the University Affirmative Action Officer and the School Affirmative Action Officer each time a position is filled. Every effort is made through contacts with current minority employees, with the University Personnel Office and through personal contacts with predominantly black institutions to seek out applications and sources of minority persons for consideration.

- C. Analyze: "The total selection process including position descriptions, position titles, worker specifications, application forms, interview procedures, test administration, test validity, referral procedures, final selection process and similar factors."
1. "The selection process eliminates a significantly higher percentage of minorities or women than nonminorities or men."

Job descriptions do not reflect a bias of any type and have been carefully reviewed to include only those criteria necessary for performance of the job. No testing in the ordinary sense is used for faculty and EPA applicants, but selection is made through composite judgment of committees and administrative personnel, all of

whom are acutely aware of the responsibility of the University to give full consideration to minorities. At the School level, simple performance tests only are used for SPA employees. Such tests might consist of the ability to perform a task such as machining in the case of a technician or typing a letter in the case of a clerical employee. More objective and standardized tests, if any, are administered at the University level, not at the School or departmental level.

2. "Application and related pre-employment forms not in compliance with Federal legislation."

Application and related forms are handled at the University level.

3. "Position descriptions inaccurate in relation to actual functions and duties."

Faculty positions are specified in the Faculty Handbook published by the University and written with the assistance of the Faculty Senate. No bias is reflected in these job descriptions. Position descriptions for all other jobs are carefully reviewed each time a position is to be filled to be sure that they correctly reflect the needs of the job and that the requirements are not inflated.

4. "Tests and other selection techniques not validated as required by the OFCC Order on Employee Testing and other Selection Procedures."

No special tests are given at the School level other than outlined above in C 1.

5. "Referral ratio of minorities or women to the hiring supervisor or manager indicates a significantly higher percentage are being rejected as compared to nonminority and male applicants."

The ratio of minorities or women referred to the hiring supervisor has been reported by the University.

D. Analyze: "Transfer and promotion practices."

The University administration will respond to transfer and promotion practices as it applies to SPA employees. There are two EPA employees in the School of Engineering that fall in the minority category, both of these being women. Their situation has been repeatedly and carefully analyzed with regards to promotion and also with regards to possible transfer. Both have been accorded full consideration for promotion. Every possible consideration has been extended to these individuals and that the procedures per se do not operate to favor one group over another.

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

The School does not have company sponsored recreation and social events. The School does have funds available for professional development. On an overall basis, the women professional employees have received more than prorata share of these funds during the past five years.

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

There are no unions among faculty or SPA employees within the School of Engineering; ergo, there are no union contracts.

G. Analyze: "Apprenticeship programs."

There are no apprentice programs within the School of Engineering; therefore, this section does not apply.

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

There are no formal training programs, but such informal training programs as exist are open to all on the same basis. Examples of informal training programs are the provision that employees may take one course while working full time. This policy is applied without regard to race or sex. For the faculty, a professional development fund is available upon application. The one woman faculty member has availed herself of this provision. Far less than 20% of the male faculty members have been funded through this program.

I. Analyze: Work force attitude."

The Affirmative Action Committee of the School of Engineering is composed of the department heads. These are the individuals who either do the hiring or who oversee the hiring done by others within their department of both EPA and SPA employees. Department heads are in accord with the objectives of the affirmative action plan and are conscientiously making an effort to incorporate minorities into the staff of the School. The School's Affirmative Action Officer contacts each of these people whenever any possible question arises concerning the employment or the filling of a new position.

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

1. "Posters not on display."

Appropriate posters are on display in each department indicating that the University is an equal opportunity employer.

2. "Purchase orders do not contain EEO clause."

Purchase orders are handled by the University administration.

3. "Labor unions and subcontractors are notified of their responsibilities."

There are no labor unions on the campus and notification of subcontractors is handled by the University administration.

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

1. "No formal techniques established for evaluating effectiveness of EEO programs."

A formal program exists within the University for evaluating the effectiveness of EEO programs. Representatives from each school or unit are called together periodically for this purpose.

2. "Lack of access to suitable housing inhibits recruitment efforts and employment of qualified minorities."

Aid in housing is the responsibility of a central office of the University and that office gives considerable attention to equal opportunity housing.

3. "Lack of suitable transportation (public or private) to the work place inhibits minority employment."

The University administration is responding for this item on behalf of the entire University.

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

1. "Compliance of personnel policies and practices with the Sex Discrimination Guidelines of 41 CFR Part 60-20."

The University plan will contain information concerning this item.

2. "In hiring decisions, assignment to a particular title or rank may be discriminatory. For example, in many institutions women are more often assigned initially to lower academic ranks than are men."

The University plan will contain information concerning this item.

3. "Anti-nepotism policies."

The central plan will contain information concerning this item.

4. "Rights and Benefits-Salary."

Current groupings within the School are such that SPA employees follow University and State guidelines regardless of sex, color or race. There are two minority group EPA employees, one of whom makes significantly less than others carrying the same job title. This case has been repeatedly reviewed at several administrative levels, and those concerned are convinced that the differential is justified on a performance basis.

Appendix III-3d
Table IVa

Engineering Degrees by Curriculum and Level
1974-75 School Year

Curriculum	BS		MS		ENG		PHD	
	US #	NCSU #/%	US #	NCSU #/%	US #	NCSU #/%	US #	NCSU #/%
Aerospace	879	11/1.2	447	0/0	19	0/0	159	0/0
Agricultural	365	6/1.6	125	4/3.2	0	0/0	49	6/12
-Architectural	323	0/0	24	0/0	0	0/0	2	0/0
-Biomedical	155	0/0	137	0/0	0	0/0	52	0/0
-Ceramic	138	0/0	53	0/0	0	0/0	15	0/0
Chemical	3167	30/.95	1044	8/.77	6	0/0	366	5/1.4
Civil + Cons. Option	7957	138/1.7	2897	31/1.0	19	0/0	364	5/1.4
-Computer	599	0/0	678	0/0	0	0/0	107	0/0
Electrical	10277	110/1.0	3495	18/.52	92	0/0	673	6/.89
-Engineering, General	1532	0/0	520	0/0	0	0/0	116	0/0
Engineering Sciences	912	8/.88	532	1/.19	4	0/0	272	4/1.47
-Environmental	170	0/0	493	0/0	1	0/0	44	0/0
-Geological	146	0/0	50	0/0	0	0/0	17	0/0
Industrial	2096	41/2.0	1556	5/.32	13	0/0	120	6/5.0
-Marine	607	0/0	143	0/0	31	0/0	14	0/0
Materials	539	5/.93	413	4/.97	1	0/0	226	3/1.3
Mechanical	7076	75/1.0	1962	17/.87	32	0/0	361	7/1.9
-Mining	298	0/0	54	0/0	0	0/0	11	0/0
Nuclear	333	20/6.0	412	6/1.5	4	0/0	80	3/3.8
-Petroleum	309	0/0	74	0/0	2	0/0	20	0/0
-Systems	191	0/0	406	0/0	0	0/0	56	0/0
Other (E.O & FMM)	141	69/49.0	34	3/8.8	0	0/0	14	0/0
Total	38210	513/1.3	15549	97/.62	224	0/0	3138	45/1.4

-Not available from School of Engineering at NCSU.

Appendix III-3d

Table IVb

ENGINEERING DEGREES BY CURRICULUM & MINORITY STATUS, 1975
BACHELOR'S DEGREES

Curriculum	Degrees		Women		Blacks		Spanish		Asian		Indian	
	US	NCSU	US	NCSU	US	NCSU	US	NCSU	US	NCSU	US	NCSU
	#	#	#	%	#	%	#	%	#	%	#	%
Aerospace	879	11	12	0/0	10	0/0	9	0/0	4	0/0	2	0/0
Agricultural	365	6	1	0/0	4	0/0	5	0/0	0	0/0	7	0/0
-Architectural	323	0	12	0/0	18	0/0	12	0/0	7	0/0	0	0/0
-Biomedical	155	0	8	0/0	4	0/0	2	0/0	2	0/0	0	0/0
-Ceramic	138	0	11	0/0	0	0/0	2	0/0	0	0/0	0	0/0
Chemical	3167	30	131	1/.76	40	1/2.5	37	0/0	74	0/0	0	0/0
Civil+Cons. Option	7957	138	154	1/.65	94	2/2.1	147	1/.68	196	0/0	9	1/11.1
-Computer	599	0	54	0/0	9	0/0	6	0/0	10	0/0	1	0/0
Electrical	10277	110	138	0/0	286	1/.35	203	0/0	318	1/.31	11	0/0
-Engineering, General	1532	0	61	0/0	22	0/0	20	0/0	64	0/0	2	0/0
Engineering Sciences	912	8	47	0/0	17	0/0	14	0/0	10	0/0	0	0/0
-Environmental	170	0	8	0/0	0	0/0	2	0/0	2	0/0	0	0/0
-Geological	146	0	6	0/0	0	0/0	1	0/0	0	0/0	0	0/0
Industrial	2096	41	62	0/0	34	1/2.9	42	1/2.4	31	0/0	0	0/0
-Marine/Naval	607	0	10	0/0	7	0/0	7	0/0	1	0/0	1	0/0
Materials	539	5	18	1/5.6	3	0/0	14	0/0	8	0/0	1	0/0
Mechanical	7076	75	85	0/0	150	2/1.3	113	0/0	130	0/0	9	0/0
-Mining	298	0	10	0/0	1	0/0	6	0/0	1	0/0	0	0/0
Nuclear	333	20	12	0/0	3	0/0	2	0/0	2	0/0	0	0/0
-Petroleum	309	0	2	0/0	4	0/0	4	0/0	0	0/0	1	0/0
-Systems	191	0	12	0/0	3	0/0	2	0/0	2	0/0	0	0/0
Other (EO & FMM)	141	69	3	2/66.7	1	1/100	0	0/0	1		0	
Not Given			21		24		35		20		0	
Total	38210	513	878	5/.57	734	8/1.1	685	2/.29	883	1/.11	44	1/2.3

NOTE: SPANISH TOTAL DOES NOT INCLUDE 375 DEGREES AWARDED BY THE UNIVERSITY OF PUERTO RICO.

-Not available from School of Engineering at NCSU.

Appendix III-3d
Table IVc

ENGINEERING DEGREES BY CURRICULUM & MINORITY STATUS, 1975
MASTER'S AND ENGINEER'S DEGREES

Curriculum	Degrees		Women		Blacks		Spanish		Asian		Indian	
	US	NCSU	US #	NCSU #%	US #	NCSU #%	US #	NCSU #%	US #	NCSU #%	US #	NCSU #%
Aerospace	466	0	4	0/0	2	0/0	2	0/0	10	0/0	0	0/0
Agricultural	125	4	1	0/0	0	0/0	0	0/0	2	0/0	0	0/0
-Architectural	24	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
-Biomedical	137	0	3	0/0	1	0/0	2	0/0	4	0/0	0	0/0
-Ceramic	53	0	1	0/0	0	0/0	0	0/0	1	0/0	0	0/0
Chemical	1050	8	18	0/0	8	0/0	13	0/0	32	0/0	0	0/0
Civil+Cons. Option	2916	31	54	1/1.9	27	0/0	38	0/0	81	0/0	1	0/0
-Computer	678	0	82	0/0	6	0/0	6	0/0	27	0/0	0	0/0
Electrical	3587	18	43	0/0	38	0/0	45	0/0	134	0/0	0	0/0
-Engineering, General	520	0	19	0/0	4	0/0	5	0/0	26	0/0	0	0/0
Engineering Sciences	536	1	26	0/0	3	0/0	2	0/0	15	0/0	0	0/0
-Environmental	494	0	25	0/0	1	0/0	2	0/0	5	0/0	0	0/0
-Geological	50	0	2	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Industrial	1569	5	32	0/0	8	0/0	18	0/0	35	0/0	1	0/0
-Marine/Naval	174	0	0	0/0	0	0/0	0	0/0	3	0/0	1	0/0
Materials	414	4	14	1/7.1	4	0/0	6	0/0	10	0/0	0	0/0
Mechanical	1994	17	17	0/0	23	0/0	25	0/0	51	0/0	1	0/0
-Mining	54	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Nuclear	416	6	7	0/0	3	0/0	3	0/0	6	0/0	0	0/0
-Petroleum	76	0	0	0/0	0	0/0	3	0/0	0	0/0	0	0/0
-Systems	406	0	26	0/0	8	0/0	2	0/0	6	0/0	0	0/0
Other (EO & FMM)	34	3	0	0/0	0	0/0	0	0/0	1	0/0	0	0/0
Not Given			6	0/0	5	0/0	12	0/0	33	0/0	0	0/0
Total	15773	97	380	2/.53	141	0/0	184	0/0	483	0/0	3	0/0

NOTE: SPANISH TOTAL DOES NOT INCLUDE 9 DEGREES AWARDED BY THE UNIVERSITY OF PUERTO RICO.

-Not available from School of Engineering at NCSU.

Appendix III-3d

Table IVd

ENGINEERING DEGREES BY CURRICULUM & MINORITY STATUS, 1975
DOCTOR'S DEGREES

Curriculum	Degrees		Women		Blacks		Spanish		Asian		Indian	
	US	NCSU	US	NCSU	US	NCSU	US	NCSU	US	NCSU	US	NCSU
	#	#	#	%	#	%	#	%	#	%	#	%
Aerospace	159	0	2	0/0	0	0/0	0	0/0	6	0/0	0	0/0
Agricultural	49	6	0	0/0	1	0/0	0	0/0	1	0/0	0	0/0
-Architectural	2	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
-Biomedical	52	0	3	0/0	0	0/0	0	0/0	0	0/0	0	0/0
-Ceramic	15	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Chemical	366	5	5	2/40.0	0	0/0	3	0/0	18	0/0	0	0/0
Civil+Cons. Option	364	5	5	0/0	1	0/0	3	0/0	20	0/0	0	0/0
-Computer	107	0	8	0/0	0	0/0	2	0/0	2	0/0	0	0/0
Electrical	673	6	7	0/0	5	0/0	7	0/0	35	0/0	1	0/0
-Engineering, General	116	0	2	0/0	0	0/0	0	0/0	3	0/0	1	0/0
Engineering Sciences	272	4	8	0/0	0	0/0	4	0/0	13	0/0	0	0/0
-Environmental	44	0	1	0/0	1	0/0	3	0/0	2	0/0	0	0/0
-Geological	17	0	1	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Industrial	120	6	2	0/0	0	0/0	2	0/0	2	0/0	0	0/0
-Marine/Naval	14	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Materials	226	3	2	0/0	0	0/0	1	0/0	5	0/0	0	0/0
-Mining	11	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Nuclear	80	3	2	0/0	0	0/0	0	0/0	5	0/0	0	0/0
-Petroleum	20	0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0
-Systems	56	0	1	0/0	1	0/0	0	0/0	2	0/0	0	0/0
Other Eng.	14	0	1	0/0	0	0/0	0	0/0	0	0/0	0	0/0
Not Given			1	0/0	6	0/0	2	0/0	18	0/0	0	0/0
Mechanical	361	7	2	0/0	2	0/0	1	0/0	9	0/0	0	0/0
Total	3138	45	53	2/3.8	17	0/0	28	0/0	141	0/0	2	0/0

-Not available from School of Engineering at NCSU.

AFFIRMATIVE ACTION PLAN

EPA FACULTY

SCHOOL/DEPARTMENT: School of Engineering
 COMPLETED BY: _____

DATE: April 15, 1976

PAGE: 2 of 2

TABLE I

PRESENT FACULTY COMPLEMENT
 (According to June 1976 Tabulation)

TABLE II

PROJECTED FACULTY COMPLEMENT (1978-1979)
 (Reflecting Anticipated Promotions
 And Your Projected Hiring Goals)

PART-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL	PART-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL
	WHITE		BLACK		PACIFIC IS		INDIAN				WHITE		BLACK		PACIFIC IS		INDIAN		
	M	F	M	F	M	F	M	F			M	F	M	F	M	F	M	F	
Asst. Prof.	6		1						7		4								5
Asst. Prof.	4								4		2								2
Asst. Prof.	2								2										
Asst. Prof.	1								1										2
Asst. Prof.	2								2		3								3
Asst. Prof.	1	2							1	2	4		1						5
Asst. Prof.	1								1	2	1	2							1 2
TOTAL	16	2	1						17	2	16	2							18 2
TOTAL	164	3	2		1		2		169	3	154	5	3		1		3		161 5

AFFIRMATIVE ACTION PLAN

EPA FACULTY

SCHOOL/DEPARTMENT: Industrial Engineering
 COMPLETED BY: Dr. H.A. Smith, Jr.

DATE: 4/2/1976

PAGE: 2 of 2

TABLE I

PRESENT FACULTY COMPLEMENT
 (According to June 1976 Tabulation)

TABLE II

PROJECTED FACULTY COMPLEMENT (1978-1979)
 (Reflecting Anticipated Promotions
 And Your Projected Hiring Goals)

PART-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL	PART-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL
	WHITE		BLACK		PACIFIC IS		INDIAN				WHITE		BLACK		PACIFIC IS		INDIAN		
	M	F	M	F	M	F	M	F			M	F	M	F	M	F	M	F	
<i>Adj. Assistant</i>	1								1		1								1
<i>Adj. Instr. Prof.</i>	1								1		1								1
SUBTOTAL	2								2		SUBTOTAL	2							2
TOTAL	18			1					19		TOTAL	18		1					19

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT: Materials Engineering

EPA FACULTY

DATE: March 31, 1976

COMPLETED BY: H. H. Austin

PAGE: 2 of 2

TABLE I

PRESENT FACULTY COMPLEMENT
(According to June 1976 Tabulation)

TABLE II

PROJECTED FACULTY COMPLEMENT (1978-1979)
(Reflecting Anticipated Promotions
And Your Projected Hiring Goals)

PART-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL		PART-TIME	NON-HISPANIC		HISPANIC		ASIAN		AMERICAN		TOTAL		
	WHITE		BLACK		PACIFIC IS		INDIAN					WHITE		BLACK		PACIFIC IS		INDIAN				
	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M
<i>Asst. Prof.</i>	1									1			1									2
<i>Asst. Prof.</i>			1								1			1								1
UBTOTAL	1	1								1	1		1	1								2 1
TOTAL	9	1								9	1		9	2	1							10 2

SCHOOL/DEPARTMENT: School of Engineering

AFFIRMATIVE ACTION PLAN

COMPLETED BY: John F. Ely

SPA PERSONNEL

DATE: April 15, 1976

TABLE I
PRESENT SPA COMPLEMENT

TABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1973 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		X	NON-HISPANIC WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M	F
Exec., Admin., Mgr'l.		1																							1
Professional	4														4										4
Clerical & Secretarial		40		4											4										4
Tech. & Paraprofessional	24					1									24			1							25
Skilled Crafts	3	1													3	1									3
Service/Maintenance	1														1										1
SUB-TOTAL	36	50		4		1								38	48		2	1							40
PERMANENT *PART-TIME																									
Exec., Admin., Mgr'l.																									
Professional																									
Clerical & Secretarial				8																					
Tech. & Paraprofessional															7		1								8
Skilled Crafts																									
Service/Maintenance																									
SUB-TOTAL				8											7		1								8
TOTAL	36	58		4		1								38	55		2	1							40

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

SCHOOL/DEPARTMENT: School of Engineering (Dean's Office)

AFFIRMATIVE ACTION PLAN

COMPLETED BY: _____

SPA PERSONNEL

DATE: April 15, 1976

TABLE I
PRESENT SPA COMPLEMENT

TABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1975 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL	X	NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL	
	WHITE		BLACK		M	F	M	F	M	F			M	F	M	F	M	F	M	F	M	F		M
Exec., Admin., Mgr'l.											/			/										/
Professional																								/
Clerical & Secretarial			/0																					/
Tech. & Paraprofessional	/										10			9		1								10
Skilled Crafts											/			1										
Service/Maintenance																								
SUB-TOTAL		/	//								/	//		/	10		1							/
PERMANENT *PART-TIME																								
Exec., Admin., Mgr'l.																								
Professional																								
Clerical & Secretarial																								
Tech. & Paraprofessional																								
Skilled Crafts																								
Service/Maintenance																								
SUB-TOTAL		0	0																					
TOTAL		/	//								/	//		/	10		1							/

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

SCHOOL/DEPARTMENT: Engineering/Chemical Engineering

AFFIRMATIVE ACTION PLAN

COMPLETED BY: Dr. J. K. Ferrell

SPA PERSONNEL

DATE: March 18, 1976TABLE I
PRESENT SPA COMPLEMENTTABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1975 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		
	WHITE		BLACK		M	F	M	F	M	F			WHITE		BLACK		M	F	M	F	M	F		M	F
	M	F	M	F									M	F	M	F									
Exec., Admin., Mgr'l.																									
Professional																									
Clerical & Secretarial			2								2	2												2	
Tech. & Paraprofessional	2										2	1		1										2	
Skilled Crafts																									
Service/Maintenance																									
SUB-TOTAL	2	2									2	2			2	1		1					2	2	
PERMANENT *PART-TIME																									
Exec., Admin., Mgr'l.																									
Professional																									
Clerical & Secretarial			1								1			1										1	
Tech. & Paraprofessional																									
Skilled Crafts																									
Service/Maintenance																									
SUB-TOTAL			1								1			1									1	1	
TOTAL	2	3									3	3			2	1		1					3	3	

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

SCHOOL/DEPARTMENT: Electrical Engineering

AFFIRMATIVE ACTION PLAN

COMPLETED BY: Dr. L. K. Monteith

SPA PERSONNEL

DATE: March 16, 1976

TABLE I
PRESENT SPA COMPLEMENT

TABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1975 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC WHITE		NON-HISPANIC BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		X	NON-HISPANIC WHITE		NON-HISPANIC BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M	F	
Exec., Admin., Mgr'l.																										
Professional																										
Clerical & Secretarial		5		1											4		2									0 6
Tech. & Paraprofessional	2														2		1									3 0
Skilled Crafts																										
Service/Maintenance																										
SUB-TOTAL	2	5		1											2	4	1	2								3 6
PERMANENT *PART-TIME																										
Exec., Admin., Mgr'l.																										
Professional																										
Clerical & Secretarial																										
Tech. & Paraprofessional																										
Skilled Crafts																										
Service/Maintenance																										
SUB-TOTAL																										
TOTAL	2	5		1											2	4	1	2								3 6

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

SCHOOL/DEPARTMENT: INDUSTRIAL ENGINEERING

AFFIRMATIVE ACTION PLAN

COMPLETED BY: W. A. SMITH, JR.

SPA PERSONNEL

DATE: APRIL 13, 1976TABLE I
PRESENT SPA COMPLEMENTTABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1975 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL	X	NON-HISPANIC		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL	
	WHITE M	BLACK F	M	F	M	F	M	F			M	F	M	F	M	F	M	F		M
Exec., Adm., Mgr'l.																				
Professional																				
Clerical & Secretarial		2							2			2								2
Tech. & Paraprofessional	1								1			1								1
Skilled Crafts																				
Service/Maintenance																				
SUB-TOTAL	1	2							1	2		1	2							1
PERMANENT *PART-TIME																				
Exec., Adm., Mgr'l.																				
Professional																				
Clerical & Secretarial		1							1				2							2
Tech. & Paraprofessional																				
Skilled Crafts																				
Service/Maintenance																				
SUB-TOTAL		1							1											
TOTAL	1	3							1	3		1	4							1

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

SCHOOL/DEPARTMENT: Mechanical and Aerospace Engineering

AFFIRMATIVE ACTION PLAN

COMPLETED BY: J. C. Williams, III

SPA PERSONNEL

DATE: March 24, 1976

TABLE I
PRESENT SPA COMPLEMENT

TABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1978 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		
	WHITE		BLACK		M	F	M	F	M	F	M	F	WHITE		BLACK		M	F	M	F	M	F	M	F	
	M	F	M	F									M	F	M	F									
Exec., Adm., Mer'l.																									
Professional																									
Clerical & Secretarial		4				1																			
Tech. & Paraprofessional	4										4	5		4	4		1							4	5
Skilled Crafts																									
Service/Maintenance																									
SUB-TOTAL		4	4			1					4	5		4	4		1							4	5
PERMANENT *PART-TIME																									
Exec., Adm., Mer'l.																									
Professional																									
Clerical & Secretarial				1								1													
Tech. & Paraprofessional																									
Skilled Crafts																									
Service/Maintenance																									
SUB-TOTAL				1								1													
TOTAL		4	5			1					4	6		4	4		1							4	5

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

SCHOOL/DEPARTMENT: Engineering/ECST

AFFIRMATIVE ACTION PLAN

COMPLETED BY: R. J. Strup

SPA PERSONNEL

DATE: 3/31/76TABLE I
PRESENT SPA COMPLEMENTTABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1975 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL	X	NON-HISPANIC- BLACK				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL		
	WHITE		BLACK		M	F	M	F	M	F			M	F	M	F	M	F	M	F	M	F		M	F
	M	F	M	F																					
Exec., Admin., Mgr'l.																									
Professional	1										1												1		
Clerical & Secretarial		4													4	0									
Tech. & Paraprofessional	8										8					1							5		
Skilled Crafts																							8		
Service/Maintenance																									
SUB-TOTAL	9	4									9			4	0	1							9		
PERMANENT *PART-TIME																									
Exec., Admin., Mgr'l.																									
Professional																									
Clerical & Secretarial		1									1												1		
Tech. & Paraprofessional																									
Skilled Crafts																									
Service/Maintenance																									
SUB-TOTAL		1									1														
TOTAL	9	5									9			5	1								9		

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

SCHOOL/DEPARTMENT: Minerals Research Laboratory
School of Engineering

AFFIRMATIVE ACTION PLAN

COMPLETED BY: I. H. Redeker

SPA PERSONNEL

DATE: March 5, 1976

TABLE I
PRESENT SPA COMPLEMENT

TABLE II
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1978 - 1979
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC WHITE		NON-HISPANIC BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL			NON-HISPANIC WHITE		NON-HISPANIC BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL			
	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M	F		
Exec., Adm., Mer'l.																											
Professional																											
Clerical & Secretarial			1												2												
Tech. & Paraprofessional	4					1								4		1			1						5	2	
Skilled Crafts																											
Service/Maintenance	1													1												1	
SUB-TOTAL	5	1				1								5	2	1			1							6	3
PERMANENT *PART-TIME																											
Exec., Adm., Mer'l.																											
Professional																											
Clerical & Secretarial			1																								
Tech. & Paraprofessional																											
Skilled Crafts																											
Service/Maintenance																											
SUB-TOTAL																											
TOTAL	5	2				1								5	3	1			1							6	3

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

Appendix III-3a
Table I

ENGINEERING DEGREES BY CURRICULUM & MINORITY STATUS, 1975
DOCTOR'S DEGREES

Curriculum	Degrees	Women	Blacks	Spanish	Asian	Indian
Aerospace	159	2	0	0	6	0
Agricultural	49	0	1	0	1	0
*Architectural	2	0	0	0	0	0
*Biomedical	52	3	0	0	0	0
*Ceramic	15	0	0	0	0	0
Chemical	366	5	0	3	18	0
Civil	364	5	1	3	20	0
*Computer	107	8	0	2	2	0
Electrical	673	7	5	7	35	1
*Eng General	116	2	0	0	3	1
Eng Sciences	272	8	0	4	13	0
*Environmental	44	1	1	3	2	0
*Geological	17	1	0	0	0	0
Industrial	120	2	0	2	2	0
*Marine/Naval	14	0	0	0	0	0
Mats/Metallurg	226	2	0	1	5	0
Mechanical	361	2	2	1	9	0
*Mining	11	0	0	0	0	0
Nuclear	80	2	0	0	5	0
*Petroleum	20	0	0	0	0	0
*Systems	56	1	1	0	2	0
Other Eng	14	1	0	0	0	0
Not Given	1	1	6	2	18	0
Total	3138	53	17	28	141	2

*Curriculum not available at NCSU

Appendix III-3b
Table 2

Estimated Number of People in the U. S.
Meeting Non-Faculty EPA Requirements

	Managers		Res. Asso.		Res. Assist.	
	Number	Percent	Number	Percent	Number	Percent
White Male	19,014	86.25	3,538	89.86	47,536	86.28
White Female	174	0.79	26	0.66	436	0.79
Black Male	490	2.22	56	1.42	1,223	2.22
Black Female	6	0.03	0	0	13	0.02
Hispanic Male	866	3.93	104	2.64	2,163	3.93
Hispanic Female	10	0.05	1	0.03	24	0.04
Am. Indian Male	316	1.43	38	0.97	790	1.43
Am. Indian Female	4	0.02	0	0	8	0.01
Asian Male	1,152	5.23	173	4.39	2,878	5.22
Asian Female	12	0.05	1	0.03	31	0.06
TOTAL	22,044	100.00	3,937	100.00	55,102	100.00

The figures were obtained from a number of sources.

Appendix III-3c

Table IIIa

Results of Summer Programs

Year	No. of Rising Senior High School Students Attending June Sessions		No. /% of Summer Program Students Who Enrolled in Engineering		No. of Undergraduate Students in School of Engineering Fall Semester		
	Blacks' Program	Women's Program	Blacks' Program	Women's Program	Total	Blacks No. /%	Women No. /%
1971-72	*	*			3007	34/1.1	28/.9
1972-73	53	*			2718	45/1.6	29/1.1
1973-74	91	80			2631	44/1.7	45/1.8
1974-75	100	97	12/23.0		2897	76/2.6	72/2.5
1975-76	70**	90**	24/26.0	8/10.0	3298	107/3.2	151/4.5
1976-77***			17/17.0		3300	120/3.6	175/5.3

*No Program

**Estimated attendance, June 1976.

***Estimated from admissions and acceptances. Note admissions were cut off early.

Table IIIb
Cost of Summer Program
and Recruitment and Retention
Blacks' Program

Item	1973	1974	1975
Salaries	\$2,500.00	\$3,780.55	\$5,668.08
Meals	1,073.48	1,778.04	3,335.33
Dorm Rent	754.00	1,215.00	1,764.00
Printing, Supplies & Postage	116.49	748.39	665.02
Transportation		75.67	315.41
Insurance			36.40
Tutoring			786.30
Entertainment			26.35
Total	\$4,443.97	\$7,597.65	\$12,596.89

Table IIIc
Cost of Summer Program
and Recruitment and Retention
Women's Program

Salaries	260.00	494.60
Meals	1,273.21	1,643.01
Dorm Rent	742.50	1,344.00
Printing, Supplies & Postage	2,412.30	716.60
Transportation	38.00	139.84
Insurance		15.84
Total	4,726.01	4,353.89