

April 1976

AFFIRMATIVE ACTION PLAN

for the

School of Forest Resources  
North Carolina State University

I. Preamble

This document contains the Affirmative Action Plan for the School of Forest Resources which is composed of the Department of Forestry, Department of Recreation Resources Administration and Department of Wood and Paper Science. The statements and in particular the "availability data" are presented in reference to the professional areas for which the departments are responsible. These include: Forest Resources Management, Recreation and Parks Administration, Forest Recreation, Wood Science, and Pulp and Paper Science. Embodied in the School plan is a summary and distillation of pertinent facts from the individual departmental affirmative action plans.

II. Reaffirmation of Equal Employment Opportunity Principles

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

Although as shown later, it is not felt that women, blacks or other minority ethnic groups are underrepresented in the School on the basis of

availability of qualified candidates, a serious attempt has been made to establish goals and procedures that are positive and even innovative as well as realistic in dealing with the problem of equal employment opportunity.

It is recognized that the scarcity of individuals from minority groups and females (in particular) in the professions represented in the School is in large measure the result of lack of interest and outright aversion by these groups because of the nature of the work associated with these areas. As a result, it is felt that some of the most profitable efforts in the future will be those directed toward rectifying past "image" problems and recruiting and training undergraduate, graduate and postdoctoral students even though results from these efforts will be more long term in nature. Hopefully, such activities will involve the professions at large as well as other Schools across the nation.

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

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

### III. Publicizing the Equal Employment Opportunity Policy

Descriptions of vacant faculty positions will be carefully prepared to define qualifications desired in applicants. These descriptions will be widely advertised through professional journals, communication media of professional societies or associations, and direct contact with universities offering professional curricula similar to those in our School. Announcements will also be sent to appropriate institutions of predominantly black enrollments with which cooperative programs have been established. All recruiting advertisement will indicate the School is an "Equal Opportunity Employer."

For nonacademic personnel, the School will continue to solicit applicants through the University Personnel Office, the State Employment Office, and the Raleigh Community Good Neighbor Council all of which emphasize and promote equal opportunity employment. Qualifications for these positions will continue to be those established by the North Carolina State University Personnel Office.

### IV. Responsibility for Implementation of the Plan

The Associate Dean serves as the Affirmative Action Officer to coordinate and oversee appropriate activities at the School level. However, actual implementation of the procedures is vested primarily with the Department Heads because most activities are carried out at that level. The School's Administrative Council (Dean, Department

Heads, and Faculty Senate and Student Representatives) acts as an advisory body to periodically evaluate progress, review procedures, etc.

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

Advertising of vacant positions will be handled as described in Section II above. Subsequently, records will be kept of the activities related to the handling and disposition of all faculty and non-academic applications (unsolicited as well as solicited). Special attention will be given to documenting the reasons why applicants (especially females or members of minority groups) were not selected.

Special consideration will be given to new or additional efforts directed toward training postdoctoral students and attracting more females and minority students into School undergraduate and graduate programs. (It is recognized, however, that these programs and efforts cannot be supported by funds from the School's operating budget which is currently less than adequate for normal operations.) Examples of such efforts include:



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

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

## V. Identification of Problems

### A. Availability Analysis and Goals and Timetables

#### 1) Availability Analysis

##### a) EPA Faculty and Non-faculty

Meaningful availability data applicable to the School of Forest Resources are difficult to obtain for a variety of reasons such as lack of systematic data recording and collection techniques that identify personnel in our disciplines. As a result, some of the figures in this report have been adjusted on the basis of subjective judgments; when considered appropriate the rationale for the adjustment is included.

In most instances, data obtained from the national professional societies were found to be the most useful.

Availability data remain essentially the same as those in the initial reports of 1973 and 1974. For females in the areas of forestry and wood and paper science the pool remains less than one percent. Although it will be several years before results will be felt in the employment pool for EPA personnel, significant increases in female enrollments in undergraduate forestry programs is taking place. For example, female enrollment at NCSU has increased from 13 (3.9%) in 1973 to 43 (10.4%) in 1975. Similar evidence on a national basis is reflected in society memberships as shown in the Society of American Foresters where females have increased from 59 (0.3%) to 380 (1.9%) in the period 1974 to 1976.

Unfortunately there is no comparable increase in female enrollments in programs in wood and paper science; membership in the professional societies for these disciplines also remains rather constant at figures below one percent.

Recreation is the one area in the School where the employment pool is at all reasonable. On the basis of a recent study by one of the national societies, it is estimated the pool for females increased from 6.1 to 7.1 percent.

The availability of blacks and other minorities remains unchanged and critically low in all areas except perhaps recreation. The summary of student enrollment used previously for forestry students still reflects the situation well (Table 1).

Table 1. Minority group students (1969-70 academic year) and graduates (1900-1970) in forestry programs<sup>1/</sup>

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

<sup>1/</sup> Minority group data were obtained from the article "Black foresters needed--A professional concern" by B. R. Payne and D. R. Theo, *Journal of Forestry* 69(5):295-98. 1971. -----The enrollment and graduate totals were obtained from data compiled from the 1972 annual report by Gordon D. Marckworth as published in the *Journal of Forestry* (Vol. 70:628-629) and further supplemented in a special report to deans of all forestry schools.

Black membership in the Society of American Foresters remains almost nil; it increased by only one over the last two years and thus remains at only 0.03%. Blacks also continue to be essentially unrepresented in national societies in wood and paper science. No blacks are known to have graduated recently at the Ph.D. level with qualifications to satisfy faculty requirements in any of the above areas. Although still poor, the situation is noticeably better in recreation where it is estimated that 5.2 percent of the employment pool is made up of blacks.

Special efforts to attract black students into our academic programs are being maintained and even increased, but results are

still quite disappointing. For example, none are currently enrolled for graduate study and only one is expected for next year. Hopefully we will also have our first American Indian graduate student enrolled.

Asians are the only other minority group with meaningful representation in the employment pool for any of our disciplines. It is estimated that approximately 5 percent are available in wood and paper science.

b) SPA Personnel

The availability data for SPA personnel are for Johnston, Wake and Franklin Counties as compiled by the Employment Security Commission (Table 2).

Table 2. Statistics on Applicants available for work in position classifications found at North Carolina State University. Applicants are listed by EEO occupational classifications

Executive, Administrative, Managerial

	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Minority Applicants Male and Female</u>
	53 (78%)	15 (22%)	68 (100%)	15 (22%)

Professional - Non-Faculty

	251 (75%)	82 (25%)	333 (100%)	34 (10%)
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Secretarial/Clerical

Secretarial General Office	102 (9%)	1071 (91%)	1173 (100%)	289 (25%)
Equipment Operators	24 (30%)	57 (70%)	81 (100%)	20 (25%)
Office Warehouse Managers	29 (94%)	2 (6%)	31 (100%)	3 (10%)

Table 2 (continued)

	Male	Female	Total	Minority Applicants Male and Female
Mail, Stock Shipping, Rec. Clks. (81%)	189 (81%)	43 (19%)	232 (100%)	115 (50%)
Sales	34 (33%)	70 (67%)	104 (100%)	17 (16%)
<u>Technical/Paraprofessional</u>				
Non-Medical	134 (69%)	59 (31%)	193 (100%)	55 (28%)
Medical	5 (10%)	46 (90%)	51 (100%)	10 (20%)
<u>Skilled Crafts</u>				
	719 (97%)	23 (3%)	742 (100%)	171 (24%)
<u>Service/Maintenance</u>				
	890 (80%)	218 (20%)	1108 (100%)	642 (58%)

Statistics on total applicants available for work January 31, 1976, in Johnston, Wake and Franklin counties.

Male - 53%  
Female - 47%

White Applicants - 62.5%  
Black Applicants - 37.0%  
American Indian - .1%  
Other Minority Groups - .4%

## 2) Establishment of Goals and Timetables

### a) EPA Faculty and Non-faculty

Of the 57 faculty positions covering the ranks of professor to instructor (or equivalent), two are currently held by females. In 1973 when the initial plan was filed there were no females on the School faculty, so there has been a very significant improvement in this area. The School composition of faculty now includes



3.3 percent which is considerably above the national employment pool percentage of 1.7. No additional female members are projected for the next three-year period.

As discussed in detail in the departmental reports, the pool for blacks is almost nonexistent in all areas except recreation. Considerable effort was made during the past three years to obtain a black faculty member in that area but without success. These efforts will be continued as our projected goal indicates.

The only other minority group with an employment pool of any significance is the Asian group. With one permanent faculty member and one visiting member in this category, the School's position is above the national pool level, i.e., 3.5 percent compared to 2.3 percent, respectively. No increase is projected for the next three years.

#### b) SPA Personnel

Forty non-academic (SPA) positions currently exist in the School. Of these 28 (70%) are held by females and 4 (10%) by blacks.

The SPA positions are basically in two categories, secretarial and technical, and meaningful analyses can only be done by referring to these independently. All of the secretarial positions are filled by females as compared to a 91% availability level in the employment pool; one (5.6%) is a black which compares to a level of 25% in the pool. The projected goal for this category is three which will increase our percentage to 17%.

For the 19 technical positions, 36 percent are held by females (compared to 31% in the pool) and 16 percent by blacks (compared to 28% in the pool). A reduction in the male component of the technical staff is projected that will change the composition to approximately 47 percent female. Goals have been established to increase the black component to 33 percent.

A. Composition of Applicant Flow by Minority, Group Status and Sex

1) EPA Faculty and Non-faculty

No faculty positions were filled the past three years in wood and paper science and only one was filled in forestry. Fourteen applications were received for the forestry position of which one was from a female; none were received from a minority group member. Three applicants were interviewed and the position was offered to the female, because she was considered best on the basis of education and experience.

Three new faculty members were hired in recreation and 100 applications were received for these positions; seven of the applications were from females and two were from black candidates. A special effort was made to hire a female for one of the positions. One female was especially well qualified, and even though a salary was offered that was significantly higher than that normally offered for the rank, we were not successful in hiring her. The position was eventually filled by a female graduate candidate in the department who because of her excellent performance in a temporary assignment was offered a permanent position. The two black applicants did not receive serious consideration because of educational deficiencies.

## 2) SPA Personnel

Six secretarial positions were filled during the reporting period. A total of 41 applications were received from females for five of these, including six (12%) from black females. Although two of the positions were held open without a replacement for 4-8 weeks in an effort to hire a black, none were hired. Reasons for the lack of success were primarily related to the black applicants not satisfying minimum requirements while several of the whites were especially well qualified. One black applicant was seeking a higher salary than was available.

The sixth position was a new one in the Dean's Office. Results of the applicant flow for this could not be included in the above analysis, because a decision was made to hire only a black if at all possible and only applications from blacks were requested. Five (including one male) were eventually received and three were considered acceptable. The male applicant essentially removed himself from consideration by indicating a dislike for certain features of the job (e.g., much contact with the public).

For the technical positions, only three were filled and these were in wood and paper science. Twenty-eight applications were received of which one each was received from a black and an Asian applicant. Neither minority applicant was hired because of their low rating compared to the white applicants; for example, the black lacked a proper background in chemistry and was deemed incapable by references of handling the position's research assignments.

C. Analysis of Total Selection Process

1) EPA Faculty and Non-faculty

It is felt that all phases of the selection process are working satisfactorily and well within compliance limits. For example, position requirements are written to eliminate discrimination of females and minorities. Advertising has and will continue to receive national coverage and special efforts to contact predominantly minority institutions will continue although this has not been productive to date.

Faculty members have made a meaningful contribution by providing a more balanced and objective system of evaluating and selecting applicants; their involvement will definitely be continued.

The interview system of final candidates (including seminar presentations) is considered to be effective and nondiscriminatory, although somewhat hectic.

2) SPA Personnel

The procedure of using campus and state personnel services has worked well and will be continued as will the procedure of contacting local business and technical schools. Certain performance tests (e.g., typing) have proved to be useful and will be continued on a nondiscriminatory basis.

Records have been and will continue to be kept of all important activities for all classifications (EPA and SPA). These include information on applicant flow, reasons for selecting or eliminating applicants, etc.

D. Analysis of Transfer and/or Promotion Practices

1) EPA Faculty and Non-faculty

No problems are known to exist. However, it should be noted that there are no black EPA members and the female members have only been hired recently.

2) SPA Personnel

No problems are known to exist even though blacks do not now hold top ranking positions in either of the two major categories (clerical and technical). This is not considered the result of discriminatory practices but rather a lack of seniority. In the past, blacks have served as departmental head secretaries.

E. Work Force Attitude

All administrators and as best determined most everyone in the general work force have a positive and supportive attitude toward the principles of the Affirmative Action Plan. A recent summary conducted with regard to Title IX revealed a good attitude among females in all categories.

F. Analysis of Technical Phases of Compliance

To our knowledge we are aware of and in compliance with all technical requirements of affirmative action. In fact it is felt that we have frequently gone beyond the technical or minimal requirements of compliance. Examples of this include such things as: 1) the expenditures of manpower and resources in special recruitment activities for minorities for undergraduate and graduate programs; 2) establishment of special graduate assistantships for minorities in all departments; 3) holding positions open unfilled



while special efforts are made to find female or minority applicants. The fact that these activities are being initiated at a time when operating budgets are extremely limited emphasizes the School commitment to affirmative action compliance.

G. Rights and Benefits - Salary

No known discrimination exists in rights, benefits, and salary. Salary increases, promotions, etc., are based on qualifications, experience and performance for both SPA and EPA personnel.

VI. Development and Execution of Corrective and Remedial Programs

The lack of females and minorities for EPA personnel is related to an extremely limited or nonexistent employment pool to draw from. As far as the School of Forest Resources is concerned, there appears to be no short term remedial program to overcome this situation. The most obvious solution is to educate and train more females and minorities in our professions starting at the baccalaureate level and continuing to the post doctoral level. Such programs are obviously long term in nature; they are expensive, and they will require a national effort by the professions as well as the educational institutions.

The School will continue efforts (as outlined in other sections of this report) to attract female and minority students into its programs. These will include such things as: (1) special visitations to predominantly minority high schools and colleges to discuss career and educational opportunities; (2) special campus workshops if sufficient interest is shown by prospective participants; (3) establishment of special assistantships and post doctoral experiences. The success of

these projects will depend very much on our ability to generate additional funds, because it is essentially impossible to obtain them from our currently restricted operating budget.

No serious problems are known to exist for the SPA personnel. Better representation of minorities is desired in some areas and a conscientious effort will be made to contact and evaluate all possible applicants when positions become available. No special programs are planned, but rather the procedures described elsewhere in this document (and considered to be quite adequate) will be continued.



AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT: Forest Resources

EPA FACULTY

DATE: April 9, 1976

COMPLETED BY: L. C. Saylor

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		M	F		WHITE		BLACK		PACIFIC IS		INDIAN		M	F	
	M	F	M	F	M	F	M	F				M	F	M	F	M	F	M	F			M
	1									1		1									1	
UBTOTAL	1									1		1									1	
TOTAL	53	2		2						55	2	56	2	1		1					58	2

SCHOOL DEPT. Forest Resources  
 COMPLETED BY L. C. Saylor

AFFIRMATIVE ACTION PLAN  
 EPA FACULTY

DATE April 9, 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	94.8	52	94.6			1	100	53	93.0	-	55	93.2		1	100	56	93.3
White Female	1.7	2	3.6					2	3.5	+	2	3.4				2	3.3
Black Male	0.9									-	1	1.7				1	1.7
Black Female	0.1									-							
Hispanic Male	0.1									-							
Hispanic Female	0									-							
Am. Indian Male	0.1									-							
Am. Indian Female	0									-							
Asian Male	2.2	1	1.8	1	100			2	3.5	+	1	1.7				1	1.7
Asian Female	0.1									-							
TOTAL	100.0	55	100%	1	100%	1	100%	57	100%		59	100%		100%		100%	60

- (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 Forest Resources  
 COMPLETED BY L. C. Saylor

AFFIRMATIVE ACTION PLAN  
 EPA NON-FACULTY

DATE April 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 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									M
Officials & Managers																									
Professionals	7								1		8		6								1		7		
Technicians																									
Sub Total	7								1		8		6								1		7		
PART-TIME																									
Officials & Managers																									
Professionals																									
Technicians																									
Sub Total																									
Total	7								1		8		6								1		7		

AFFIRMATIVE ACTION PLAN

EPA NON-FACULTY

SCHOOL/DEPARTMENT: Forest Resources

COMPLETED BY: L. C. Saylor

DATE: April 9, 1976

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	94.8	7	87.5			7	87.5	6	85.7			6	85.7
WHITE FEMALE	1.7												
BLACK MALE	0.9												
BLACK FEMALE	0.1												
HISPANIC MALE	0.1												
HISPANIC FEMALE	0												
AMERICAN INDIAN MALE	0.1												
AMERICAN INDIAN FEMALE	0												
ASIAN MALE	2.2	1	12.5			1	12.5	1	14.3			1	14.3
ASIAN FEMALE	0.1												
TOTAL	100.0	8	100%		100%	8	100%	7	100%		100%	7	100%

SCHOOL/DEPARTMENT: Forest Resources

## AFFIRMATIVE ACTION PLAN

COMPLETED BY: L. C. Saylor

SPA PERSONNEL

DATE: April 9, 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 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.																								
Professional																									
Clerical & Secretarial		17		1								18			15		3								18
Tech. & Paraprofessional	11	5	1	2								12	7	6	4	2	3								8
Skilled Crafts		1										1			1										1
Service/Maintenance																									
SUB-TOTAL	11	23	1	3								12	26	6	20	2	6								8
PERMANENT *PART-TIME																									
Exec., Admin., Mgr'l.																									
Professional																									
Clerical & Secretarial		1										1			1										1
Tech. & Paraprofessional		1										1			1										1
Skilled Crafts																									
Service/Maintenance																									
SUB-TOTAL		2										2			2										2
TOTAL	11	25	1	3								12	28	6	22	2	6								8

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

SCHOOL Forest Resources  
 COMPLETED BY L. C. Saylor

AFFIRMATIVE ACTION PLAN  
 SPA PERSONNEL

DATE April 9, 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	3	1	4											
Tech. & Paraprofessional	2	0	2	2		2								4
Skilled Crafts					1	1								1 1
Service/Maintenance														
SUB-TOTAL														
TOTAL	5	1	6	2	1	3							1	5
* PERMANENT PART-TIME														
Exec., Admin., Mgr'1.														
Professional														
Clerical & Secretarial														
Tech. & Paraprofessional														
Skilled Crafts														
Service/Maintenance														
SUB-TOTAL														
TOTAL	5	1	6	2	1	3							1	5

NOTE: A + B = C  
 C = D

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

DATE: April 9, 1976

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Forest Resources

Individual Completing Form: L. C. Saylor

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.

Attached.

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	3,621	94.8
White Female	66	1.7
Black Male	35	0.9
Black Female	1	0.1
Hispanic Male	4	0.1
Hispanic Female	0	0
Am. Indian Male	2	0.1
Am. Indian Female	0	0
Asian Male	85	2.2
Asian Female	5	0.1
Total	3,819	100%



School/Department: Forest Resources

Individual Completing Form: L. C. Saylor

Form No. 1, page two

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

a. List sources of data:

Summary of Departmental Reports.

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:

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/Department: Forest Resources

Individual Completing Form: L. C. Saylor 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:

All recruitment is nationwide.

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: Forest Resources

Individual Completing Form: L. C. Saylor

Form No. 1, page four

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

a. List sources of data:

N/A

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:

Individual Completing Form: L. C. Saylor

## 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.

All EPA non-faculty are considered to be similar to personnel in the professional categories, and requirements for appointment are essentially the same. For example, they should hold an advanced degree (preferably Ph.D.), and at least one of the degrees should be in an appropriate professional area (e.g., forestry, wood technology, etc.).

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			3106	96.6		
White Female			23	0.7		
Black Male			4	0.1		
Black Female			0	0		
Hispanic Male			1	0.1		
Hispanic Female			0			
Am. Indian Male			0			
Am. Indian Female			0			
Asian Male			76	2.4		
Asian Female			5	0.1		
TOTAL	N/A	100%	3215	100%	N/A	100%

School/Department: Forest Resources

Individual Completing Form: L. C. Saylor

Form No. 2, page two

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

a. List sources of data:

Summary of departmental reports - Form 1

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:

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

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



Individual Completing Form: L. C. Saylor

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:

All recruitment is nationwide.

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

	OFFICIALS & MANAGERS		PROFESSIONALS		TEHCNIANS	
	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: Forest Resources

Individual Completing Form: L. C. Saylor

Form No. 2, page four

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

a. List sources of data:

N/A

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:

DEPARTMENT OF FORESTRY  
AFFIRMATIVE ACTION ADDENDUM

I. Preamble

This report contains an updating of affirmative action information previously reported. Some of the data may not appear to match previous information. This is caused primarily by the changing of the definition of certain population groups.

II. Reaffirmation of Equal Employment Opportunity Principles

This department has been, and will continue to be, dedicated to equal employment opportunity and affirmative action.

III. Publicizing the Equal Employment Opportunity Policy

We have thoroughly publicized our equal employment opportunity in our recruiting for EPA positions nationally and SPA positions locally. See our Affirmative Action Recruitment Reports for specific details.

IV. Responsibility for Implementation of the Plan

Responsibility for implementation of the plan rests with the Department Head. He is assisted by the Associate Department Head. Both the Department Head and the Associate Department Head are responsible to the Associate Dean who is the Affirmative Action Officer for the School.

V. Identification of Problems

A. Utilization and Availability Analysis and Goals and Timetables

1) Analysis of Work Force Profile by Race and Sex

- a) EPA Faculty - See EPA Tables I and III
- b) EPA Non-Faculty - See EPA Tables V and VII
- c) SPA - See SPA Table I

## 2) Utilization and Availability Analysis

- a) EPA Faculty - The tabular material provided in EPA Faculty Table III indicates that our faculty is currently over-represented by white females and asian males and under-represented by white males, black males, and hispanic males. The pool of eligible black males plus hispanic males totals less than 0.1 individual per department, nationwide, that would be competing for their services. Thus, little progress can be expected in these areas until the pool sizes increase considerably. There is no pool in the five remaining categories. Thus, over- or under-representation is a moot point.
- b) EPA Non-Faculty - Our EPA non-faculty pool is essentially the same as the faculty pool. Thus, it should not be surprising that all 5 positions in this category are filled by white males since 99.2% of the pool is in this category.
- c) SPA - A recent tabulation of "Applicants Available for Work as of January 31, 1976 in Johnston, Wake, and Franklin Counties", can be compared with our present SPA staff on a fairly straightforward basis. We employ people in 2 of the 6 major categories listed in the local 3-county tabulation. Comparisons of our staff with these pools follows:

- (1) Secretarial and Clerical Positions:

At the present time we have eight such positions, all of which are filled by white females. Last year one of the positions was filled by a black female but she resigned and accepted a higher-paying position in Washington, DC. The local pool data show that we are over-represented by females in this category and under-represented by white males and minorities.

- (2) Technical and Paraprofessional Positions:

We have 12 such positions, all in the non-medical category. Of these 12 positions, 5 are held by females (2 black and 3 white) and 7 are held by males (1 black and 6 white). Thus, according to local availability data we are over-represented by women, under-represented by white males, and represented by minorities as close to the local pool availability as possible without subdividing individuals.

- 3) Establishment of Goals and Timetables
  - a) EPA Faculty - See EPA Tables II and IV.
  - b) EPA Non-Faculty - See EPA Tables VI and VIII.
  - c) SPA - See SPA Table II and accompanying work sheet.

B. Composition of Applicant Flow by Minority, Group Status, and Sex.

- 1) EPA Faculty - Only one position has been filled during the reporting period. The position was advertised in a professional journal, a general journal of science, and by mail to all schools, nationwide, who train individuals in the field of interest. There were 14 applications received; 13 of which were from white males and one from a minority group female. Three of the applicants were interviewed. The position was offered to the applicant with the best educational and experiential background for the position. She accepted and is now active in both teaching and research. Since she was hired, the definition of certain groups has been changed and she is now classified as white.
- 2) EPA Non-faculty - There has been no activity in this category during the reporting period.
- 3) SPA - One position was vacated when the incumbent decided to return to college. The position is in the secretarial classification. Appropriate personnel officers were notified and applications received <sup>1/</sup>. The position is now held by a white female. She is nearing the end of the six-month probationary period.

Within the next reporting period we expect to lose positions in the technical and paraprofessional category as certain research grants terminate. These positions will not be refilled since they will cease to exist.

C. Analysis of Total Selection Process

- 1) EPA Faculty - See above
- 2) EPA Non-faculty - See above
- 3) SPA - See above

<sup>1/</sup> Four applicants (all female, 3 white, 1 black) were interviewed. The black applicant required a higher salary than was available.



As indicated by the above information and the tabular material included in this report, much remains to be done to increase the size of several of the various pools. There is little we can do in the case of the SPA pools. We are well aware of the situation in the case of the EPA pools and will participate with other departments in the School of Forest Resources in attempting to attract students at the undergraduate, and especially at the graduate, level in the necessary professional fields. Only in this way will we be able to actively increase the pool size. We are also aware that this will not be an easy task as far as forestry is concerned. As was noted in our 1974 report, forestry has not been so much unknown or ignored by minorities (especially blacks); there has been a conscious aversion of the field by them. We have an image problem to correct as a first step in this lengthy journey.

C. B. Davey  
7 April 1976

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D. Analysis of Transfer and/or Promotion Practices

- 1) EPA Faculty - No problems related to race or sex.
- 2) EPA Non-faculty - No problems related to race or sex.
- 3) SPA - No problems related to race or sex.

E. Work force Attitude

The recent survey conducted under Title IX revealed a good attitude among females in the Department in both the EPA and SPA categories. The poorest attitude at present is in the administrative group. The ever-increasing load of required, non-productive work is quite discouraging.

F. Analysis of Technical Phases of Compliance

We believe we are aware of, and in compliance with, the technical phases of Affirmative Action. In fact we believe we have traditionally gone beyond the technical requirements of compliance.

G. Rights and Benefits - Salary

No existing problems beyond everyone's desire for a higher salary.

VI. Development and Execution of Corrective and Remedial Programs

If we compare our present faculty and staff with national pools for EPA positions and local pools for SPA positions, we find that white males are over-represented in only one category; EPA non-faculty. In all other categories white males are under-represented. White females are over-represented in all cases except EPA non-faculty. Black males and females are properly represented in the technical and paraprofessional category and under-represented in all other categories. However, except for black females in the secretarial and clerical category, the pool size is so small as to make real availability highly doubtful. For example, there are 7 known black members of the Society of American Foresters out of a total membership in excess of 20,000. Of those 7, only 2 are known to have advanced training necessary to make them eligible for our faculty. One of them is employed by the U. S. Forest Service and the other by a forest industry. Thus, even though there technically is a pool, realistically there is not. According to the numbers presented in the chart on page 1 of the tabular material, there are 4 black males in the pool. The actual existence of the other 2 individuals has not been verified. However, even if the estimate of 4 were low by an entire order of magnitude, this would still represent less than 1 faculty member for each forestry faculty in the U.S.





SCHOOL DEPT. Forest Resources/Forestry  
 COMPLETED BY C. B. Davay

AFFIRMATIVE ACTION PLAN  
 EPA FACULTY

DATE March 10, 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	99.2	24	96.0	0	0	1	100	25	92.6	-	28	96.5	0	-	1	100	29	96.7
White Female	0.5	1	4.0	0	0	0	0	1	3.7	+	1	3.5	0	-	0	0	1	3.3
Black Male	0.2	0	0	0	0	0	0	0	0	-	0	0	0	-	0	0	0	0
Black Female	0	0	0	0	0	0	0	0	0	-	0	0	0	-	0	0	0	0
Hispanic Male	<0.1	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	<0.1	0	0	1	100	0	0	1	3.7	+	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	25	100%	1	100%	1	100%	27	100%		29	100%	0	100%	1	100%	30	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: Forest Resources/Forestry

EPA NON-FACULTY

DATE: March 10, 1976

COMPLETED BY: C. B. Davey

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	99.2	5	100	0	-	5	100	4	100	0	-	4	100
WHITE FEMALE	0.5	0		0	-			0		0	-	0	
BLACK MALE	0.2	0		0	-			0		0	-	0	
BLACK FEMALE	0	0		0	-			0		0	-	0	
HISPANIC MALE	< 0.1	0		0	-			0		0	-	0	
HISPANIC FEMALE	0	0		0	-			0		0	-	0	
AMERICAN INDIAN MALE	0	0		0	-			0		0	-	0	
AMERICAN INDIAN FEMALE	0	0		0	-			0		0	-	0	
ASIAN MALE	< 0.1	0		0	-			0		0	-	0	
ASIAN FEMALE	0	0		0	-			0		0	-	0	
TOTAL		5	100%	0	100%	5	100%	4	100%	0	100%	4	100%



SCHOOL Forest ResourcesAFFIRMATIVE ACTION PLAN  
SPA PERSONNELDATE March 10, 1976COMPLETED BY C. B. Davey

## 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	F		
Exec., Admin., Mgr '1.	0	0	0													0	0
Professional	0	0	0													0	0
Clerical & Secretarial	2	0	2	1	1											0	2
Tech. & Paraprofessional	0	0	0													0	0
Skilled Crafts																	
Service/Maintenance																	
SUB-TOTAL	2	0	2	1	1											0	2
<del>XXXXX</del>																	
* PERMANENT PART-TIME																	
Exec., Admin., Mgr '1.																	
Professional																	
Clerical & Secretarial	0	0	0														
Tech. & Paraprofessional																	
Skilled Crafts																	
Service/Maintenance																	
SUB-TOTAL	0	0	0													0	0
TOTAL	2	0	2	1	1											0	2

NOTE: A + B = C  
C = D

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

DATE: March 10, 1976

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Forest Resources/Forestry

Individual Completing Form: C. B. Davey

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. Prof. - Ph.D. in some appropriate field with at least one degree (BS,MS,or PhD) in Forestry being highly desirable.

Assoc. Prof. - Same as above plus experience in teaching, research, and/or extension.

Prof. - Same as above plus more experience and outstanding credentials in teaching, research, and/or extension.

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	1606	99.2
White Female	8	0.5
Black Male	4	0.2
Black Female	0	
Hispanic Male	1	<0.1
Hispanic Female	0	
Am. Indian Male	0	
Am. Indian Female	0	
Asian Male	1	<0.1
Asian Female	0	
Total	1620	100%



School/Department: Forest Resources/Forestry

Individual Completing Form: C. B. Davey

Form No. 1, page two

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

a. List sources of data:

Connolly, C., Membership Information Service, Society of American Foresters, Washington D.C. Phone call 3/10/76

Marckworth, G.D., The Marckworth Report is distributed to Forestry Deans annually & covers students enrolled nationally for all degrees in Forestry

McCarthy, J.L and D. Wolfle. 1975. Doctorates granted to women & minority group members. Science 189:856-859

Vetter, B.M. and E.L. Babco. 1975. Professional women & minorities - a manpower resource service. Scientific Manpower Commission, Washington, D. C. 656 pg.

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:

A comprehensive assessment was conducted in January 1974 and reported. The current figures in the chart on page 1 are the result of changes which have occurred in the time since the last report. The above references are as current as could be found.

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

See attached.

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

The manpower data available are not refined sufficiently to specific fields. There are some data on current and recent graduate students in forestry (eg: Marckworth Report) but data are apparently lacking on the number of potential candidates in most of the population groups indicated. Because of the attraction of women to certain of the non-related agricultural & biological science fields, it is assumed that the pool of available females is very small. The pool of available minorities, regardless of sex, is very small indeed.

One estimate of the likely proportionate mix of qualified candidates can be obtained from the mix of members in the Society of American Foresters, since onedegree in forestry is a usual requirement for employment on our faculty. Between January 1974 and February 1976 the total membership of the society increased from 17,000 to 20,300. Female membership during that same period increased from 59 to 380, reflecting the very recent significant increase in female enrollment in undergraduate forestry programs. Thus, female representation has increased from about 0.3% to nearly 1.9%. Minority membership in the society remains almost nil. It has increased by 1 over the last two years to 7 according to the best estimate available.

The Scientific Manpower Commission report offers what might be construed as the maximum possible manpower pool. If the entire pool in the agricultural and biological sciences is included, the total numbers would be 16,308 of whom 15,548 are white males. Obviously, very many people in this large pool (eg: animal husbandry, home economics) would not meet our requirements. Thus, the figures presented on page 1 are thought to be the best reasonable estimates obtainable at this time.

School/Department: Forest Resources/Forestry

Individual Completing Form: C. B. Davey 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:

We recruit nationwide

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

N/A

	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: Forest Resources/Forestry

Individual Completing Form: C. B. Davey

Form No. 1, page four

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

a. List sources of data:

See question 3a for sources

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:

See question 3b for method

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

See question 3c for evaluation

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

See question 3d for problems encountered

Individual Completing Form: C. B. Davey

## 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. All of our EPA non-faculty personnel are in the professional category. All must have at least one degree in forestry and some additional specialization. Four of the five people currently in this category are aspirants for the Ph.D. degree. Thus, the manpower pool for these positions is essentially the same as for faculty positions.
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	N/A	N/A	1606	99.2	N/A	N/A
White Female	"	"	8	0.5	"	"
Black Male	"	"	4	0.2	"	"
Black Female	"	"	0		"	"
Hispanic Male	"	"	1	< 0.1	"	"
Hispanic Female	"	"	0		"	"
Am. Indian Male	"	"	0		"	"
Am. Indian Female	"	"	0		"	"
Asian Male	"	"	1	< 0.1	"	"
Asian Female	"	"	0		"	"
TOTAL		100%	1620	100%	"	100%



School/Department: Forest Resource/Forestry

Individual Completing Form: C. B. Davey

Form No. 2, page two

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

a. List sources of data:

See Form 1, question 3a for sources

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:

See Form 1, question 3b for method

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

See Form 1, question 3c for evaluation

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

See Form 1, question 3d for problems encountered

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:

We recruit nationwide

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

	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: Forest Resources/Forestry

Individual Completing Form: C. B. Davey

Form No. 2, page four

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

a. List sources of data: N/A

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:

N/A

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

N/A

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

N/A

DEPARTMENT OF RECREATION RESOURCES ADMINISTRATION  
SCHOOL OF FOREST RESOURCES  
NORTH CAROLINA STATE UNIVERSITY

AFFIRMATIVE ACTION PLAN

April 5, 1976

Preamble and Reaffirmation

It is the policy of the Department of Recreation Resources Administration to conform to the equal employment opportunity policy practiced by the School of Forest Resources and North Carolina State University. Applicants for employment opportunities and student enrollment are considered without discrimination because of race, religion, sex, age or national origin. The goal of equal opportunity and the implementation of this goal have been an administrative objective for many years. The goal will continue this objectivity for the future.

Publicizing the Policy

Specifically, the following procedures have been used whenever faculty positions are to be considered. The intent in all these procedures is to insure equal employment opportunity and position proficiency.

1. Position descriptions are carefully prepared to be circulated throughout the nation.
2. The position is nationally advertised by the use of publicity media of the National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia, 22209. This organization's

composition consists of all professional branches in recreation and parks, and its membership will total several thousand members.

3. Additional advertisement of open positions is made by direct correspondence with colleges and universities listed in the Recreation and Park Education Curriculum Catalog, published by the Society of Park and Recreation Educators.
4. All applicants who file for the position are screened by the Department's faculty. Appraisals are given consistent with the qualifications outlined by the position description.
5. The top candidates are selected, references are obtained, and additional screening by the departmental faculty is encouraged.
5. Finally, the candidates with the most meaningful professional qualifications are invited to the campus for interview purposes.
7. The Department Head informs the Dean of the School of Forest Resources of his recommendation.

Non-teaching personnel, which includes only secretarial staff, have been selected by the use of the referral system employed by the University Personnel Office. Personnel qualifications as outlined by the North Carolina State Personnel Office must be complied with. All candidates are tested and interviewed by selected members of the departmental faculty and staff and the Department Head.

No appointments, faculty and staff, have been made in the past without consideration of females and minority groups.



### Responsibility for Implementation of Plan

Administering and implementing the policy of equal opportunity are assigned to the Department Head. These responsibilities would include application of policies concerning personnel selection, promotions, tenure, salary raises, and terminations. In carrying out these obligations, the Department Head is advised by faculty members within the Department who have the rank of full professor; also, all other members of the Department's faculty who have permanent status are requested to provide opinions when candidates for positions are to be considered. It is the Department Head's responsibility to recommend to the Dean of the School of Forest Resources actions to be considered in the application of the employment opportunity policy.

### Problem Identification

One female instructor has been employed during the current academic year to teach courses provided at the freshman and sophomore year. This act has improved the quality of the program and has provided no handicap.

### Problems

#### Faculty

In its almost twenty-nine year history, the Department has employed a total of 15 individuals to fill its present 10 permanent faculty positions. There has been no pattern established by past employment trends as these relate to time. During the first year of operation, 1947-48, one half-time instructor was used; the next year this position became full-time. The faculty numbered four full-time positions at the beginning of the 1950-51 academic year. Eleven years later, 1961-62, the fifth position was created.

Another position was established effective for the fall semester, 1966. During each year, 1968-69 and 1969-70, a new faculty position was created to bring its total number to 10 faculty members.

In its earliest history, the first two members of the faculty were employed as generalists in the field of recreation and parks; however, since that date, all but one of the positions have had individuals selected because of the need for a high degree of specialization: a park and recreation planner, a recreation economist, a forest recreator, a regional park specialist, and an urban recreation administrator.

Within the next five years, three faculty positions will become vacant due to retirement of personnel. Two of these positions are now occupied by recreation generalists and the third position, a department head. During the second five-year period, none of the present faculty are scheduled for retirement.

In the Department's history, one of its members died while in service; he was in the Department for 17 years. The other three members who resigned for better positions did so after a two-years' average stay. It appears evident, eliminating the possibility of new positions, that only those positions in the near future (1976-80) that are certain to become vacant are those which result as faculty members are automatically retired; there is also the possibility of one "turn-over" position every three years.

#### Secretarial Positions

In the Department's history, 6 persons have occupied the Secretary IV position: one of these individuals served for fifteen years; two persons served in the beginning for one year each, two other persons were employed for three years. The current secretary is soon to begin her third year of

service. A second secretarial position (Typist III) was created in 1967, and 5 different secretaries have served in that length of time. Normally, this position has been occupied by a student wife.

Within the next five to ten years, it is anticipated that there will be no increase in secretarial positions. It appears that there will be a change in the current secretarial staff, the Typist III position, and that change is approximately three months away.

The concept of management of recreation areas, facilities, programs, moneys, personnel, patrons, etc., dominates the educational objectives of curricula provided by the Department. This concept is unique for only a few of the universities offering professional education; most of the institutions, particularly attended by women and the minority group, prepare their undergraduate recreation majors with curricula designed to satisfy face-to-face leadership roles. Women have dominated the field of therapeutic recreation at both the undergraduate and graduate levels. North Carolina State University is not preparing its graduates for therapeutic recreation. In summary, the supply of women and minority group qualified for the Department's faculty is highly limited--probably less than five percent of the total number of women and minority group who complete their graduate degrees.

#### Corrective and Remedial Programs

As positions become available within the Department (faculty and staff) the employment policy of the Department will be non-discriminatory. Appointments shall be made on the basis of merit. Likewise, promotions, salary increases and terminations will be the result of non-discriminatory

policies and procedures. It shall be the policy of the Department that in the process of recruitment all sources for recruiting minority and women candidates will be conscientiously pursued and that qualified candidates, when known, will be encouraged to apply. The seven-step procedures as outlined earlier will be applied with the clear objective that no appointments will be made until minority groups and female candidates have been actively considered. A complete file for new appointments to positions will be maintained and may be used as evidence of the direct application of the equal employment opportunity policies.

It is the objective of the Department to employ at least one minority and one woman as a faculty member within the next immediate four years; also, one minority as a member of the secretarial staff will be a recruitment goal.

Addendum: RRA Affirmative Action (Apr. 5, 1976)

A P P L I C A N T F L O W

<u>Employee</u>	<u>Date of Employment</u>	<u>No. of Applications Received</u>				<u>No. of Candidates Invited to Campus</u>			
		<u>White</u>		<u>Black</u>		<u>White</u>		<u>Black</u>	
		<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
<u>EPA Personnel</u>									
McKnelly, P. K.	8/20/73	24	2	2	0	1	0	0	0
Erickson, D. L.	9/1/74	24	1	0	0	4	0	0	0
Wilson, Beth E.	8/18/75	43	4	0	0	1	2	0	0
<u>SPA Personnel</u>									
Broili, Grayce	6/17/74	0	6	0	0	0	6	0	0
Rawls, Jacquelyn	7/8/74	0	11	0	4	0	11	0	4

(See narrative)



Narrative:

EPA Personnel

1. McKnelly position: This position was made available by the retirement of Professor C. C. Stott in June, 1973. National advertisement of the position opening was through Communique of the National Recreation and Park Association to all its members; also, the referral services of the National Recreation and Park Association were utilized. By direct communication with the universities and colleges listed in the 1972-73 Biennial Directory of the Recreation and Park Education Catalog and other institutions known for blacks and females, the position vacancy was made known.

Twenty-eight candidates responded. All of the minority and female candidates failed to possess the educational background and/or desired experience for resource recreation planning.

The department's selection committee nominated three white male candidates, Dr. McKnelly was appointed.

2. Erickson position: Procedures similar to the above description were used. The position became open upon the retirement of Professor Gordon A. Hammon.

Twenty-five persons, all white, responded. Four individuals, all with doctorates, were interviewed.

Dr. Erickson was appointed.

3. Wilson position: This position was new. Again, the same advertising procedures were used. The position was advertised March 15, 1974. Eighteen persons responded by the close-out date; however, the position continued to remain open for additional time. As a result 47 applicants including four females, responded. Three individuals were interviewed. Two of these persons were females. One female (doctorate) did not accept the position. As a result the position was offered to Miss Wilson on a temporary status for the academic year of 1974-75. She was offered the position on a continuing basis beginning with the academic year, 1975-76.

SPA Personnel

To obtain clerical personnel, the following practice has been executed:

1. Utilize the services of North Carolina State University Personnel Office
2. Contacts are made with the State of North Carolina Personnel Office
3. Local business schools were asked to provide assistance
4. Communication with other employees, black and white.

1. Broilli position (Steno III reclassified to Secretary IV 10/74): Six persons were interviewed beginning April 23 and ending May 31, 1974. No blacks applied.
2. Rawls position (Steno II reclassified to Typist III 10/74): On April 22, 1974, we notified the University's Personnel Office of a vacancy, Steno II. Within the week following the above date, we also informed the State Personnel Office and Hardbarger Business College of the opening. During the week of May 6, we contacted Holding Tech.

In an effort to acquire a black female for the position, it was decided to give ample time for blacks to apply and to be employed if qualified. As of May 15, 1974, five women had been interviewed; one of these - a black. Another black inquired of the position but removed herself from consideration when she learned of the salary.

From May 22 to June 1, six women contacted our office: two blacks and four whites. Even though appointments were given to the blacks, they did not show. We would have recommended employment for two of the white applicants: Miss Nancy Hall and Miss Julia Sherrill; however, the decision was made to continue search for a black.

From June 1 to June 24, no referrals were made to our office. On June 17, we appealed to the State Personnel Office for assistance; similar action was made to the University's Personnel Office. From this request the University provided the name of one applicant. Four other applicants, recruited by our office, were contacted; three, including one black, were interviewed. The black failed to satisfy the requirements.

All blacks who met their appointments were interviewed, and all blacks and whites who indicated an interest in the position were given a shorthand and typing test.

AFFIRMATIVE ACTION PLAN

DEPARTMENT: Recreation Resources Administration

EPA FACULTY

DATE: April 5, 1976

PREPARED BY: Thomas I. Hines

PAGE: 1 of 2

TABLE I

PRESENT FACULTY COMPLEMENT  
(According to June 1976 Tabulation)

Y

TABLE II

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

FULL-TIME	NON-HISPANIC		HISPANIC		ASIAN		PACIFIC IS		AMERICAN INDIAN		TOTAL		FULL-TIME	NON-HISPANIC		HISPANIC		ASIAN		PACIFIC IS		AMERICAN INDIAN		TOTAL	
	WHITE		BLACK											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
Department Head	1											1	Department Head	1										1	
Professor	2											2	Professor	3										3	
Assoc. Professor	2											2	Assoc. Professor	2										2	
Asst. Professor	3											3	Asst. Professor	2	1									3	
Instructor *	1	1										1	1	Instructor	0	1								0	1
Lecturer													Lecturer												
<b>SUBTOTAL</b>	<b>9</b>	<b>1</b>										<b>9</b>	<b>1</b>	<b>SUBTOTAL</b>	<b>8</b>	<b>1</b>	<b>1</b>							<b>9</b>	<b>1</b>
<b>VISITING FULL-TIME</b>													<b>VISITING FULL-TIME</b>												
Professor													Professor												
Assoc. Professor													Assoc. Professor												
Asst. Professor													Asst. Professor												
Instructor													Instructor												
Lecturer													Lecturer												
<b>SUBTOTAL</b>													<b>SUBTOTAL</b>												

\* Teaching Technician



AFFIRMATIVE ACTION PLAN  
 EPA FACULTY

DATE April 5, 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		
	Para. (a)	No.	% (b)	No.	% (c)	No.	% (d)	No.		% (e)	No.	%	No.	%	No.	%	No.	%
White Male	85.3	9	90					9	90	-4.7	9	90					9	90
White Female	7.1	1	10					1	10	+2.9	1	10					1	10
Black Male																		
Black Female																		
Hispanic Male																		
Hispanic Female																		
Am. Indian Male																		
Am. Indian Female																		
Asian Male																		
Asian Female																		
TOTAL			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.



SCHOOL/DEPARTMENT: Recreation Resources Administration

AFFIRMATIVE ACTION PLAN

COMPLETED BY: Thomas I. Hines

SPA PERSONNEL

DATE: April 12, 1976

TABLE I  
PRESENT SPA COMPLEMENT

TABLE II  
PROJECTED SPA COMPLEMENT FOR FISCAL YEARS 1977 - 1978  
(Reflecting Anticipated Promotions & Your Projected Hiring Goal)

PERMANENT FULL-TIME	NON-HISPANIC WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISL		TOTAL		X	NON-HISPANIC WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISL		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
Professional																									
Administrative																									
Technical																									
Supervisory																									
Professional																									
Administrative																									
Technical																									
Supervisory																									
Professional																									
Administrative																									
Technical																									
Supervisory																									
Professional																									
Administrative																									
Technical																									
Supervisory																									
TOTAL																									

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

COMPLETED BY Thomas I. Hines

## 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	F					
Exec., Admin., Mgr '1.																				
Professional																				
Clerical & Secretarial	1	1	2	1	1															2
Tech. & Paraprofessional																				
Skilled Crafts																				
Service/Maintenance																				
SUB-TOTAL																				
TOTAL	1	1	2	1	1															2
* PERMANENT PART-TIME																				
Exec., Admin., Mgr'1.																				
Professional																				
Clerical & Secretarial																				
Tech. & Paraprofessional																				
Skilled Crafts																				
Service/Maintenance																				
SUB-TOTAL																				
TOTAL																				

NOTE: A + B = C  
C = D

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

School Dept. Recreation Res. Admin.

Affirmative Action Plan

Date April 5, 1976Completed by Thomas I. Hines

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, NNTOT
Hines, T. I.	M	White	Dept. Head	F.T.	U.S.	T
Smith, W. E.	M	"	Professor	F.T.	U.S.	T
Sternloff, R. E.	M	"	Professor	F.T.	U.S.	T
Miller, L. L.	M	"	Assoc. Professor	F.T.	U.S.	T
Warren, R. E.	M	"	Assoc. Professor	F.T.	U.S.	T
Cordell, H. K.	M	"	Assist. Professor	F.T.	U.S.	NTOT
Erickson, D. L.	M	"	Assist. Professor	F.T.	U.S.	NTOT
McKnelly, P. K.	M	"	Assist. Professor	F.T.	U.S.	NTOT
Wilson, B. E.	F	"	Teach. Tech.	F.T.	U.S.	NNTOT
Clapp, B. E.	M	"	Teach. Tech.	F.T.	U.S.	NNTOT

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 (NNTOT)

DATE: April 5, 1976

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Recreation Resources Administration

Individual Completing Form: Thomas I. Hines

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.

Attached.

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	515	85.3
White Female	43	7.1
Black Male	31	5.2
Black Female	1	0.1
Hispanic Male	3	0.5
Hispanic Female	0	0.0
Am. Indian Male	2	0.3
Am. Indian Female	0	0.0
Asian Male	9	1.5
Asian Female	0	0.0
Total	604	100%

School/Department: Recreation Resources Administration

Individual Completing Form: Thomas I. Hines

Form No. 1, page two

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

a. List sources of data:

Stein, Thomas A. Report on the State of Recreation and Park Education in Canada and the United States, Society of Park and Recreation Educators, National Recreation and Park Association, Arlington, Va.,

Jan. 8, 1974 report, Affirmative Action Report, School of Forest Resources.

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:

The Jan. 8, 1974 report, School of Forest Resources, was used as a base of information. The statistics was brought up-to-date by estimating that one-third of the number of Ph.D. enrollees would be completing their degree requirements this academic year. The addition of the supplementary statistics to the original estimate provided the revealed data.

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

It is believed that the data acquired has the highest validity of any information that could be considered available. The statistics are acquired by the Society of Park and Recreation Educators, a national professional organization, for the specific identification to recreation and park education.

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

Some of the reporting institutions of higher education resist the request for break down of personnel on the basis of race and/or sex.

School/Department: Recreation Resources Admin.

Individual Completing Form: Thomas I. Hines 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:

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%

DOES NOT APPLY



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:

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. The availability data compiled for professorial positions for Form 1 and Table III are for all academic ranks from assistant to full professor. This is for two reasons: (1) It is essentially impossible to subdivide the national manpower pool to fit the individual criteria because differences are primarily related to experience and productivity which are very hard to measure. (2) Nearly all hiring is done at the assistant professor level.

Assistant Professor

- Ability or definite promise in teaching, research, extension, or another scholarly or germane creative activity
- Potential for directing teaching, research, graduate study, or extension activities
- A doctor's<sup>1/</sup> degree, an equivalent degree, or equivalent professional experience

Associate Professor

- Recognized ability and potential for distinction in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- A doctor's<sup>1/</sup> degree, an equivalent degree, or equivalent professional experience

Professor

- Distinguished achievement in teaching, independent research, extension, 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<sup>1/</sup> degree, an equivalent degree, or equivalent professional experience

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<sup>1/</sup>One of the degrees (i.e., bachelors, masters or doctorate) must be in an appropriate professional area (i.e., forestry, recreation or wood and paper science) except in very special cases when professional experience may be considered as an equivalent.

AFFIRMATIVE ACTION PLAN  
for  
Department of Wood & Paper Science

I. Preamble

This document contains the Affirmative Action Plan for the Department of Wood and Paper Science, a unit of the School of Forest Resources, North Carolina State University. It includes data on the present and projected composition of the faculty and SPA personnel by sex and race and ethnic categories, as well as measures which will be taken to remedy the special availability problems existing in the applicable disciplines.

II. Reaffirmation of Equal Employment Opportunity Principles.

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

III. Publicizing of the Equal Employment Opportunity Policy.

The Department of Wood and Paper Science will continue to advertise all vacant positions widely using media known to reach women and blacks and all position descriptions will include an equal opportunity statement.

IV. Responsibility for Implementation of the Plan

Responsibility for carrying out the Departmental affirmative action plan will rest on the Department Head subject to overview of the School and University Affirmative Action officers.

V. Identification of Problems

A. Utilization and Availability Analysis and Goals and Timetables.

The attached tables and forms provide analyses of the work force profile by race and sex for EPA faculty, EPA non-faculty and SPA personnel as well as utilization and availability analyses for EPA personnel and projected faculty complements and SPA hiring goals.

B. & C. Composition of Applicant Flow and Selection Process.

1. EPA Personnel

There are presently 18 faculty positions in the Wood and Paper Science Department of which one is filled by a member of a minority group other than black or female.

The number of openings over the next few years which could be used to increase minority representation will be extremely limited. No new positions are anticipated. No more than one resignation would normally be expected within the next five years. No retirements are expected before 1978 when two are scheduled. The maximum number of openings expected to be filled through 1979 is three.

While every effort will be made to locate qualified blacks or women for consideration for these openings there is little likelihood of success because of lack of availability. This lack is of two kinds, general and specific.

The general shortage of women in forestry-related fields is illustrated by the following statistics:

Of 600 members of the Society of Wood Science and Technology  
only 6 or 1% are women.

Of the 12,800 TAPPI members 113 women or 0.9% are affiliate

members (librarians of subscribers) and only 38 or 0.3% are associate members or members.

Of 17,000 SAF members 100 or 0.6% are women.

Blacks are even less numerous, only 5 in SAF or .03%. Exact numbers of blacks are not available for the other societies but there are fewer blacks than women from visual observation at meetings.

Aside from the general shortage of minority group professionals we must meet specific qualifications in filling vacant positions. All our faculty are not interchangeable even to the extent of being able to teach undergraduate courses. For example, the two retirees will be Carter and Rogers who provide expertise in the engineering aspects of the wood and paper industries. They could not replace each other, nor could their responsibilities in the respective curricula be assumed by young people with only theoretical background. Of 16 responses to an ad in TAPPI to fill our last vacancy only a few met our requirements.

In view of this situation it is obvious that women and blacks are not underrepresented on our faculty from the point of view of availability of qualified candidates. It would be very unrealistic to set a goal of one black and one woman for two of the three openings anticipated by 1979.

## 2. SPA Personnel

At present there are 11 SPA positions filled in the Wood and Paper Science Department. Of these 6 or 55% are filled by women. No blacks are represented. Affirmative action is needed only for blacks.

Because of the small number of positions available and the stability of most of the incumbents it is not anticipated that the turnover rate will be great. Additional positions could become available from new



research grants or contracts, but these cannot be counted on. A reasonable estimate would be at least one opening and possibly two during the three year period.

The black population of Wake County and of the State of North Carolina is about 22% of the total. On this basis it would be a reasonable goal for 2 of the 10 SPA positions projected for 1978-1979 to be filled by blacks. If two blacks were hired in the next three year period we could attain this objective in 1979.

In order to implement this hiring goal the openings will be advertised widely to bring them to the attention of the black community. The State Employment Service will be utilized as well as the University Personnel Office.

Black technicians could be trained if funds were available to subsidize the lack of productivity during the training period. Holding Technical Institute might also serve as a source of technicians.

While the affirmative action goal would require preference for qualified black applicants it is not our intent to hire unqualified personnel to meet a racial quota.

D. Analysis of Transfer and/or Promotion Practices

EPA personnel are not interchangeable with other units of the University so transfer is not applicable. Promotion practices have not been affected by race or sex since minority representation is absent.

SPA personnel have been transferred into and from the Department as opportunities attractive to the individuals concerned have arisen. Promotions are governed by SPA regulations and have not been influenced by race or sex,



E. Work Force Attitude

The work force is cognizant of and supports the principles of the Affirmative Action Plan.

F. Analysis of Technical Phases of Compliance

All vacant positions, both EPA and SPA, have been and will continue to be widely advertised. Consideration has been given and will continue to be given to all qualified applicants. Statements of justification have been prepared and will continue to be prepared supporting the selection of the successful candidate.

G. Rights and Benefits - Salary

No discrimination exists in rights, benefits and salary. Differences in salary are based on experience, performance and qualifications as provided in the SPA salary regulations. EPA personnel are compensated according to similar criteria independently of sex or race.

VI. Development and Execution of Corrective and Remedial Program

In the longer term the most effective affirmative action we can take will be to train our own specialists from minority group members. Efforts could be made at three levels:

- 1) Postdoctoral appointments of graduates from other fields such as chemistry, physics, economics etc. could provide training in the specializations we need in our academic areas. This would require some subsidization since postdoctorals are usually hired with contract or grant funds and their training would slow down the rate of research progress.
- 2) Graduate students could be recruited more vigorously from women and blacks. Competition for the small numbers oriented toward

technology is keen so financial support would be required. Our present resources for graduate student support are woefully inadequate, and expectations are even worse. New sources of support would be needed. We are making some progress in this area and have this year offered research assistantships to 2 women, one black male and one American Indian.

- 3) Increase the number of women and blacks in our undergraduate curricula. We are having some success in recruiting women and have 2 undergraduates in WST and 8 in pulp and paper. This year one-fourth of the pulp and paper scholarships (6 out of 24) have been offered to women.

We have been unsuccessful in attracting black students to our undergraduate curricula. Only one black has finished an undergraduate curriculum in this Department. Although scholarships have been repeatedly offered to blacks they are regularly declined in favor of careers leading to medicine, the law etc.

EXHIBIT A

Addendum to Affirmative Action Plan

Department of Wood and Paper Science

Applicant Flow and Selection July 1, 1973 - April 1976

Steno III - September 1973

4 white applicants      0 black applicants

Steno III - February 1974

11 white applicants      1 black applicant

The single black applicant not recommended for departmental secretary position by references.

Steno II - March 1974

6 white applicants      0 black applicants  
Position left open for four weeks.

Research Technician I - June 1974

2 white males      1 black male

Black applicant did not possess background in chemistry and deemed by references incapable of handling research assignments.

Research Assistant - December 1974

12 white males      0 blacks  
Position advertised nationally.

Research Assistant - December 1974

Position established for promotion of graduate of department who had been working on the specific project in an hourly wage capacity and possessed intimate knowledge of process.

Secretary IV - June 1975

10 white applicants      5 black applicants  
Applicant selected most qualified by test performance and length of service at this University. All black candidates already employed by the University.

Research Assistant - September 1975

14 white males      0 blacks      1 Asian male  
Position advertised nationally.

# NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF FOREST RESOURCES

DEPARTMENT OF WOOD & PAPER SCIENCE  
Box 5488 ZIP 27607

January 4, 1974

## EXHIBIT B

### MEMORANDUM

TO: Dr. L. C. Saylor

FROM: I. S. Goldstein *ISG*

SUBJECT: Available Pool of Prospective Faculty Members

The faculty in the Department of Wood and Paper Science can be broadly divided into three categories according to their professional orientation:

1. Wood Technologists
2. Wood Chemists
3. Pulp and Paper Technologists

Since almost without exception it is a corollary that prospective faculty members meeting the other requirements for education, experience and achievement would be members of the appropriate professional society we can use these membership statistics as an upper limit for the size of the available pool.

Considering first the Wood Technologists, the membership of the Society of Wood Science and Technology is approximately 600. Of these only 6 are women and I don't know of any blacks. When the requirement for a doctorate is included the available pool becomes less than half the total membership of SWST. J. K. Folger gives a projection of 270 total active graduates in wood science and technology with the doctorate in 1973 (Wood and Fiber 4:120 (1972)). The annual average level of production during the 1960's was 15 doctorates per year so the available pool of younger people for junior positions is quite small, especially when subspecialties within the broad category of wood science and technology are taken into account.

Wood chemists affiliate professionally with the Division of Cellulose Paper and Textiles (formerly known as Cellulose, Wood and Fiber) of the American Chemical Society. Of the approximately 500 members of this division (out of over 100,000 in the ACS) approximately half are involved with wood and half with textiles. If the percentage with doctorates is also assumed to be 50% we arrive at an available pool of 125 individuals.

Dr. L. C. Saylor  
Page Two  
January 4, 1974

Perhaps 5% of these are women. Statistics on blacks are not available, but I know more personally at the Ph. D. level and it is obvious from the small number of people involved that I know most of them. Orientals are well represented in this specialty.

Of the 12,800 members of the Technical Association of the Pulp and Paper Industry there are only 113 (0.9%) women. Most of these are affiliate members (such as librarians) leaving only 38 (0.3%) with associate or full memberships. It is estimated that 10% of TAPPI members hold the Ph. D. degree. Hard statistics on blacks are not available, but they are conspicuous by their absence at meetings.

Our experience in recruiting minority group representatives into our undergraduate Pulp and Paper Science and Technology curriculum seems pertinent. In 20 years we have graduated only one black and have no black students at present even though we have made an extensive effort to recruit them. Last year 4 of 36 scholarship offers to freshmen went to blacks, but none of the 21 accepting were black. We now have 3 female undergraduates, one each in the junior, sophomore, and freshman classes.

ISG:pr



AFFIRMATIVE ACTION PLAN

DEPARTMENT: Forest Resources  
Wood and Paper Science

EPA FACULTY

DATE: April 1, 1976

COMPLETED BY: I. S. Goldstein

PAGE: 1 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)

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
Department Head	1									1											1	
Professor	6									6											8	
Assoc. Professor	5						1			6						1					4	
Asst. Professor	2*									2*											3	
Instructor	3									3											2	
Lecturer																						
SUBTOTAL	17*						1			18*						1					18	
VISITING FULL-TIME																						
Professor																						
Assoc. Professor																						
Asst. Professor																						
Instructor																						
Lecturer																						
SUBTOTAL																						

\*Includes one vacant position.





Forest Resources  
 SCHOOL DEPT. Wood and Paper Science  
 COMPLETED BY I. S. Goldstein

AFFIRMATIVE ACTION PLAN  
 EPA FACULTY

DATE April 1, 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	94		17	94.4					17	94.4		17	94.4						
White Female	1																		
Black Male																			
Black Female																			
Hispanic Male																			
Hispanic Female																			
Am. Indian Male																			
Am. Indian Female																			
Asian Male	4.7		1	5.6					1	5.6	+	1	5.6						
Asian Female	0.3																		
TOTAL	100		18	100%		100%		100%	18	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.



SCHOOL/DEPARTMENT: Forest Resources  
Wood and Paper Science

COMPLETED BY: I. S. Goldstein

AFFIRMATIVE ACTION PLAN

EPA NON-FACULTY

DATE: April 1, 1976

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	94		2	66.7					/	2	66.7				
WHITE FEMALE	1								/						
BLACK MALE									/						
BLACK FEMALE									/						
HISPANIC MALE									/						
HISPANIC FEMALE									/						
AMERICAN INDIAN MALE									/						
AMERICAN INDIAN FEMALE									/						
ASIAN MALE	4.7		1	33.3					/	1	33.3				
ASIAN FEMALE	0.3								/						
TOTAL	100%		3	100%		100%		100%	/	3	100%		100%		100%





Forest Resources  
 SCHOOL Wood and Paper Science  
 COMPLETED BY J. S. Goldstein

AFFIRMATIVE ACTION PLAN  
 SPA PERSONNEL

DATE April 1, 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				HISPANIC		AMERICAN INDIAN		ASIAN PAC. ISLE		TOTAL	
				WHITE	BLACK	M	F	M	F	M	F	M	F	M	F
Exec., Admin., Mgr 'l.															
Professional															
Clerical & Secretarial															
Tech. & Paraprofessional	3		2			1	1							1	1
Skilled Crafts															
Service/Maintenance															
SUB-TOTAL															
TOTAL															
* 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. Forest Resources  
Wood and Paper Science

Affirmative Action Plan

Date April 1, 1976

Completed by I. S. Goldstein

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
R. M. Carter	M	W	Prof.	F.T.	U.S.	T
I. S. Goldstein	M	W	Prof.	F.T.	U.S.	T
J. S. Gratzl	M	W	Prof.	F.T.	F.N.	T
C. A. Hart	M	W	Prof.	F.T.	U.S.	T
R. G. Hitchings	M	W	Prof.	F.T.	U.S.	T
R. G. Pearson	M	W	Prof.	F.T.	F.N.	T
R. J. Thomas	M	W	Prof.	F.T.	U.S.	T
H. Chang	M	Asian	Assoc. Prof.	F.T.	U.S.	T
R. C. Gilmore	M	W	Assoc. Prof.	F.T.	U.S.	T
M. P. Levi	M	W	Assoc. Prof.	F.T.	F.N.	T
W. T. McKean	M	W	Assoc. Prof.	F.T.	U.S.	T
R. H. Reeves	M	W	Assoc. Prof.	F.T.	U.S.	NTOT
C. N. Rogers	M	W	Assoc. Prof.	F.T.	U.S.	T
M. W. Kelly	M	W	Asst. Prof.	F.T.	U.S.	NTOT
R. C. Allison	M	W	Ext. Spec.	F.T.	U.S.	NTNOT
E. L. Deal	M	W	Ext. Instr.	F.T.	U.S.	NTNOT
S. J. Hanover	M	W	Ext. Instr.	F.T.	U.S.	NTNOT
C. L. Chen	M	Asian	Res. Assoc.	F.T.	F.N.	NTNOT
J. Berry	M	W	Res. Asst.	F.T.	U.S.	NTNOT
W. K. Watts	M	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)

DATE: April 1, 1976

Form No. 1, page one

AVAILABILITY STUDY REPORTING FORMS

School/Department: Wood and Paper Science

Individual Completing Form: I. S. Goldstein

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.

Attached.

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	1500	94
White Female	15	1
Black Male		
Black Female		
Hispanic Male		
Hispanic Female		
Am. Indian Male		
Am. Indian Female		
Asian Male	75	4.7
Asian Female	5	0.3
Total	1595	100%

School/Department: Wood and Paper Science

Individual Completing Form: I. S. Goldstein

Form No. 1, page two

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

a. List sources of data:

Folger, J. R. 1972. Article in Wood and Fiber 4:120

Professional Society Membership Lists of  
Society of Wood Science and Technology  
American Chemical Society  
Technical Association of the Pulp & Paper Industry

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:

The membership lists were examined and analyzed in the perspective of personal knowledge of society memberships. Reference is made to memo from I. S. Goldstein to L. C. Saylor of January 4, 1974 interpreting this data.

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

Figures are considered reasonably accurate.

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

Identification of individuals by race or sex is difficult and is based on female given names, oriental names, and personal knowledge of the virtual absence of blacks among the society memberships.

School/Department: \_\_\_\_\_

Individual Completing Form: \_\_\_\_\_ 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:

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:

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. The availability data compiled for professorial positions for Form I and Table III are for all academic ranks from assistant to full professor. This is for two reasons: (1) It is essentially impossible to subdivide the national manpower pool to fit the individual criteria because differences are primarily related to experience and productivity which are very hard to measure. (2) Nearly all hiring is done at the assistant professor level.

Assistant Professor

Ability or definite promise in teaching, research, extension, or another scholarly or germane creative activity  
Potential for directing teaching, research, graduate study, or extension activities  
A doctor's degree, an equivalent degree, or equivalent professional experience<sup>1/</sup>

Associate Professor

Recognized ability and potential for distinction in teaching, independent research, extension, or another scholarly or germane creative activity  
Ability to direct teaching, research, graduate study, or extension activities  
A doctor's degree, an equivalent degree, or equivalent professional experience<sup>1/</sup>

Professor

Distinguished achievement in teaching, independent research, extension, 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<sup>1/</sup>

---

<sup>1/</sup>One of the degrees (i.e., bachelors, masters or doctorate) must be in an appropriate professional area (i.e., forestry, recreation or wood and paper science) except in very special cases when professional experience may be considered as an equivalent.



Individual Completing Form: I. S. Goldstein

## 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.

Research Associates must be able to carry out original research with the guidance but without the supervision of a faculty member. They should hold the Ph.D. degree.

Research assistants must possess a higher level of competence and experience than the SPA research assistants and should hold a bachelor's or a master's degree.

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			1500	94		
White Female			15	1		
Black Male						
Black Female						
Hispanic Male						
Hispanic Female						
Am. Indian Male						
Am. Indian Female						
Asian Male			75	4.7		
Asian Female			5	0.3		
TOTAL		100%		100%		100%

School/Department: Wood and Paper Science

Individual Completing Form: I. S. Goldstein

Form No. 2, page two

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

a. List sources of data:

The same data base is applicable for Research Associates and Research Assistants as Faculty Members (Form #1)

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:

The same method of analysis as in Form #1 is applicable for Research Associates.

Research assistants could be drawn from a larger pool if only educational requirements are considered, but when this is adjusted for the percentage willing to take a temporary position on an annual appointment it seems reasonable to use the lower figures.

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

Figures are considered reasonably accurate.

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

See comments on Form #1.

School/Department: \_\_\_\_\_

Individual Completing Form: \_\_\_\_\_

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: \_\_\_\_\_

Individual Completing Form: \_\_\_\_\_

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: