

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

WILLIAM FRIDAY  
President

November 27, 1973

MEMORANDUM

TO: The Chancellors

FROM: William Friday *W. Friday*

RE: Equal Employment Opportunity Affirmative Action Plans

We must now undertake the next and, hopefully, final successful phase of our efforts to achieve acceptable affirmative action plans consistent with the equal employment opportunity guidelines administered by the Department of Health, Education, and Welfare under the terms of Executive Order 11246. To date, each campus has submitted a proposed affirmative action plan, as required of federal contractors, to the Atlanta Regional Office for HEW; none of these plans have been approved as yet, and in each instance HEW has set forth in a letter to you, in at least general terms, the nature of the deficiencies in the plan which their analysts have perceived. As a consequence of these experiences to date, representatives of this office met at length with representatives of the HEW Atlanta Regional Office for the purpose of achieving a clearer understanding of the required contents of an acceptable affirmative action plan of the type which HEW expects. You will recall that HEW agreed to defer establishment of any deadline for resubmission of modified campus plans until after this meeting had occurred; following that meeting, we did request of HEW a time schedule for revision and resubmission of campus plans which we felt constituted a reasonable time frame for the extensive amount of work indicated as being necessary; we suggested that a deadline of February 15 appeared reasonable. By letter dated November 16, we were informed that our suggested general time frame is acceptable; it will be necessary for us to agree at a later date on the precise schedule for institutional submissions, on a staggered basis; all institutions, however, should operate on the assumption that their work on the plans must be basically completed by February 1, 1974. Accordingly, I attach for your information and guidance a set of interpretative guidelines and suggestions, prepared by members of my staff following consultation with HEW officials, which purport to set forth with greater clarity and precision the nature of the current obligation to prepare an affirmative action plan; these guidelines are based on a careful analysis of existing federal directives, as amplified and explained in conferences with the HEW officials. Although the

Copies: Dr Kelly, Mr Simpson ✓

Memorandum to the Chancellors

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points included do address most substantial questions about content and procedure of which we are aware, it was agreed in consultation with HEW that additional unanticipated questions or problems may arise from time to time in connection with the actual drafting of affirmative action plans at the campus level and that we might feel free to address such supplemental inquiries to the Atlanta Regional Office as the need may arise. Mr. Robinson of my office will coordinate the revision efforts and shall serve as a clearing house for all inquiries about content and procedure. Please address your questions to him.

Because much of the pertinent material is of a highly technical and potentially confusing character, in spite of our best efforts to impart certainty and clarity to this matter, we believe that a meeting of all campus representatives who have been assigned primary responsibility by you for the development of campus affirmative action programs should be held at the outset, in an effort to reduce confusion and insure satisfactory results of this increasingly protracted effort. Accordingly, I am requesting that you direct your previously appointed affirmative action officials to meet with members of my staff on Wednesday, December 5 at 10:00 a.m. at this office. That meeting will be devoted to a further explanation of the enclosed materials and an effort to address questions about those materials which your representatives may have; careful study of these materials in advance is essential. The focus of this large effort is at the campus level. Only the campus is equipped to conduct the necessary research, analyze problem areas, posit realistic remedial goals and embody this total effort in a written program. The General Administration staff can assist in certain nonoperational aspects of that effort, but the burden rests ultimately with the campus. Accordingly, there can be no substitute for campus officials taking the necessary time to thoroughly familiarize themselves with all of the regulations, guidelines and interpretive materials provided to you, both by HEW and by this office.

This has been and will continue to be a difficult and time-consuming enterprise. The announced general objectives of insuring equality of employment opportunity and instituting appropriate affirmative measures to address problem areas are demonstrably worthy and compelling. Translation of those general principles into concrete and specific action programs can prove to be difficult and can produce disagreement about necessary and effective procedures and techniques. We believe that the basis for an effective working relationship with HEW has been laid in recent weeks and that we can, with greater confidence, now address more effectively our common concerns. I appreciate your patience and hard work to date and urge a renewal of determination, to the end that we might promptly achieve the first major objective of securing HEW approval of our campus affirmative action plans.

Attachment

THE UNIVERSITY OF NORTH CAROLINA

*General Administration*

CHAPEL HILL 27514

RICHARD ROBINSON  
*Assistant to the President*

December 5, 1973

MEMORANDUM

TO: EEO Affirmative Action Officers

FROM: Dick Robinson

This is a package of instructional materials developed for use at the Chapel Hill campus with reference to the critical matter of insuring close observance and documentation of affirmative action steps in connection with major personnel decisions (e.g., initial hire, renewal, termination); this may be a useful model for adaptation to other campus efforts.



THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL  
27514

September 18, 1973

N. FEREBEE TAYLOR  
Chancellor

TO: Deans, Directors, and Chairmen

FROM: Ferebee Taylor, Chancellor  
J. Charles Morrow, Provost  
Cecil G. Sheps, Vice Chancellor for Health Sciences  
Douglass Hunt, Vice Chancellor for Administration  
and Affirmative Action Officer

SUBJECT: Implementation of Affirmative Action Plan

Each of you has received a copy of the University's Affirmative Action Plan, which was adopted by the Chancellor effective July 1, 1973. The Plan is a pledge of our efforts, and a statement of the means, to achieve the goals of equal employment opportunity in the University without discrimination because of race, color, religion, sex, or national origin. While it is a response to legal requirements, it is also a re-affirmation of the University's commitment to equality of opportunity for all who work here.

A Memorandum from the Chancellor dated September 14 informed you of the appointment of Mr. Douglass Hunt, Vice Chancellor for Administration, as the University's Affirmative Action Officer. It also informed you of the appointment, and supplied the names of the members, of the University's Affirmative Action Advisory Committee.

The final paragraph of the Summary (pages ii-iii) of the Affirmative Action Plan reads as follows:

4. The recruitment procedures of the schools and departments of the University will be broadened with the objective of bringing to their attention more black and female candidates for consideration. The appointment, promotion, reappointment, and salary-setting procedures will be more carefully carried out and better documented in order to ensure the fact and provide the evidence of fairness in these actions and to enable the University to respond to inquiries that may be made with respect to them.

As one step in discharging the responsibilities undertaken by the University in its Affirmative Action Plan, the following procedures will be in effect until further notice:

(A) EPA Personnel Actions

(1) Initial EPA Appointments

Every PD-7 form which recommends the appointment of an EPA employee, whether faculty or non-faculty, for a term of twelve months or more (in the case of faculty members, for a stated term of one academic year or more), is to be accompanied by a separate signed written statement indicating how and to what extent affirmative action steps have been taken in arriving at the recommendation. The statement is to set forth the following:

- (a) the name, race, and sex of the candidate being recommended;
- (b) the steps taken to identify other qualified persons -- of either sex or any race -- for the appointment;
- (c) the name, race, and sex of each person considered but not recommended for the appointment; and
- (d) the reasons for recommending the appointment of the candidate rather than any of the other persons considered for the appointment.

(2) EPA Reappointments

Every PD-7 form which recommends the reappointment of an EPA employee, whether faculty or non-faculty, as of the end of a stated term of employment of twelve months or more (in the case of faculty members, a stated term of one academic year or more) is to be accompanied by a separate signed written statement which sets forth the following:

- (a) the name, race, and sex of the candidate being recommended;
- (b) the name, race, and sex of each person within the same department (or non-departmentalized School) who is in the same faculty rank, or EPA non-faculty category, but is of a different race or sex from the recommended candidate and who has been (during the preceding six months) or is expected to be (during the succeeding six months) recommended for non-renewal instead of for reappointment; and
- (c) the reasons for recommending the reappointment of the candidate rather than any of the other persons named.

(3) EPA Non-renewals

Recommendations for the non-renewal of an EPA employee, whether faculty or non-faculty, as of the end of a stated term of employment of twelve months or more (in the case of faculty members, a stated term of one academic year or more) are to be made in every case by a PD-7 form which is to be accompanied by a separate signed written statement which sets forth the following:

- (a) the name, race, and sex of the person being recommended for non-renewal;
- (b) the name, race, and sex of each person within the same

- department (or non-departmentalized School) who is in the same faculty rank, or EPA non-faculty category, but is of a different race or sex from the person recommended for non-renewal and who has been (during the preceding six months) or is expected to be (during the succeeding six months) recommended for reappointment; and
- (c) the reasons for recommending the person for non-renewal rather than any of the other persons named.

(4) EPA Terminations

Every PD-7 form recommending the termination of a non-faculty EPA employee (a) prior to age 65, and (b) before the end of a stated period of employment of twelve months or more, or when the employment was for an indefinite term, and (c) for a reason other than resignation, retirement, or death is to be accompanied by a separate signed written statement which sets forth the following:

- (a) the name, race, and sex of the person being recommended for termination;
- (b) the name, race, and sex of each person within the same department (or non-departmentalized School) who is in the same EPA non-faculty category but is of a different race or sex from the person recommended for termination and who has not been (during the preceding six months) or is not expected to be (during the succeeding six months) recommended for such termination; and
- (c) the reasons for recommending the person for termination rather than any of the other persons named.

(5) Faculty Promotions

Every PD-7 form which recommends the promotion of a faculty member (Instructor, Assistant Professor, or Associate Professor) to a higher faculty rank is to be accompanied by a separate signed written statement which sets forth the following:

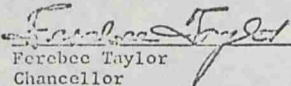
- (a) the name, race, and sex of the candidate being recommended;
- (b) the name, race, and sex of each faculty member within the same department (or non-departmentalized School) who is in the same faculty rank but is of a different race or sex from the recommended candidate and who has not been (during the preceding six months) or is not expected to be (during the succeeding six months) recommended for promotion; and
- (c) the reasons for recommending promotion of the candidate rather than any of the other persons named.

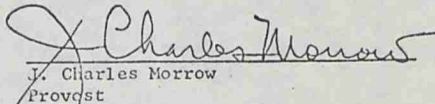
The separate signed written statements specified in paragraphs (1) through (5) above will be referred to the Affirmative Action Officer by the official who receives them from the department or School (e.g., the Provost or the Vice Chancellor for Health Sciences); and each recommendation will be forwarded for further action only after the Affirmative Action Officer has expressed an opinion as to whether it appears that the recommendation was arrived at in accordance with principles and objectives of the Affirmative Action Plan.

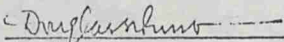
(B) Staff (SPA) Personnel Actions

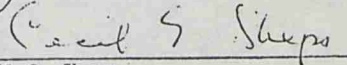
The University Personnel Office will maintain records of decisions and recommendations of all University Schools, departments, and other units with respect to the hiring, promotion, transfer, demotion, and termination of SPA applicants and employees, by race and sex, and will make quarterly reports of results to the Affirmative Action Officer, who will transmit to one or more of the responsible University officials details of those reports with his recommendations for corrective action where indicated.

It is clear that the University cannot achieve the goals of affirmative action toward equality of employment opportunity without the positive effort of all those involved at every level of decision-making with respect to employment. We solicit and expect that effort from you and all others in positions of such responsibility.

  
\_\_\_\_\_  
Ferebee Taylor  
Chancellor

  
\_\_\_\_\_  
J. Charles Morrow  
Provost

  
\_\_\_\_\_  
Douglass Hunt  
Vice Chancellor for Administration  
and Affirmative Action Officer

  
\_\_\_\_\_  
Cecil G. Sheps  
Vice Chancellor for Health Sciences

Copy to: Members of the Affirmative Action  
Advisory Committee  
The University Gazette

AFFIRMATIVE ACTION CHECKLIST  
EPA PERSONNEL ACTIONS

(The following checklist is offered to assist you in evaluating the steps you have taken prior to recommending a particular EPA personnel action and in writing your Affirmative Action statement on the recommended action. Though you are free to use this checklist in reporting on your recommended action, it is offered not as the required form an Affirmative Action statement should take, but rather as a guide to factors you should consider generally in EPA personnel actions and specifically in writing your Affirmative Action statements.)

I. INITIAL APPOINTMENTS

A. Position to be Filled

- 1. Availability of position known (date). Date on which availability of position became known
- 2. Actual availability date. Date on which position actually became available
- 3. Date on which position is proposed to be filled
- 4. Minimum qualifications for position

B. Recommended Appointment

- 1. Name of person recommended to fill position
- 2. School, department
- 3. Title of appointment (Assistant Professor, Research Associate, etc.)
- 4. Recommended salary
- 5. Sex
- 6. Race

C. Record of Recruitment Efforts (see text at end of checklist)

- 1. Availability information (include specific efforts made to obtain information and statistics broken down by race, and within each race, by sex)
- 2. Publicizing the position
  - a. Letters (to institutions, associations, individuals, etc.; where, when, magnitude of response)
  - b. Verbal communications, formal contacts made at professional meetings (to whom, response)
  - c. Advertisements (where, when, magnitude of response)
  - d. Telephone calls (to whom, response)
  - e. Other sources
- 3. Record of applicants
  - a. Suggestions by individuals (include names, whether they were interviewed, whom they were suggested by, their sex and race, and the disposition, i.e., not qualified; not interested because of low salary, location, duties, etc.; less qualified than others recommended; etc.)



- b. Direct applicants (include same information as in 3(a) above)
- c. Other (include same information as in 3(a) above)
- d. Summary total (include total number of applicants broken down by race, and within each race, broken down by sex, and include total number interviewed broken down in the same fashion)
- e. Comparison of availability information in C(1) above to summary total in C3(a) above, and explanation of differences in the figures
- 4. Individuals considered (include for each individual considered the name, sex, race, source of application, name of person or committee who reviewed the application, the date of the review, and comments about the application)

D. Recommended Selection

- 1. Justification (indicate why this person was chosen instead of other individuals considered -- be specific)
- 2. List all committees and/or individuals who reviewed and approved the recommendation
- 3. Any other comments on the selection process and/or the individual recommended.

II. REAPPOINTMENTS, NON-RENEWALS, TERMINATIONS, AND PROMOTIONS

A. Recommended Action

- 1. Type of action (reappointment, non-renewal, termination, promotion)
- 2. Name of person with respect to whom action is recommended
- 3. School, department
- 4. Title of appointment, if applicable
- 5. Recommended salary, if applicable
- 6. Sex
- 7. Race

B. Individuals Considered

- 1. With respect to EPA reappointments, the name, race and sex of each person within the same department who is in the same year of service with this University in the same faculty rank, or EPA non-faculty category, but is of a different race or sex from the recommended candidate and who has been (during the preceding six months) or is expected to be (during the succeeding six months) recommended for non-renewal instead of for reappointment; or
- 2. With respect to EPA non-renewals, the name, race and sex of each person within the same department who is in the same faculty rank, or EPA non-faculty category, but is of a different race

or sex from the person recommended for non-renewal and who has been (during the preceding six months) or is expected to be (during the succeeding six months) recommended for reappointment; or

- 3. With respect to EPA terminations, the name, race and sex of each person within the same department who is in the same EPA non-faculty category but is of a different race or sex from the person recommended for termination and who has not been (during the preceding six months) or is not expected to be (during the succeeding six months) recommended for such termination; or
- 4. With respect to faculty promotions, the name, race and sex of each faculty member within the same department who is in the same faculty rank but is of a different race or sex from the recommended candidate and who has not been (during the preceding six months) or is not expected to be (during the succeeding six months) recommended for promotion

C. Person with respect to whom Action is Recommended

- 1. Justification (indicate why this person was chosen for this personnel action instead of other individuals similarly situated -- be specific)
- 2. List all committees and/or individuals who reviewed and approved the recommended action
- 3. Any other comments on the action recommended

AFFIRMATIVE ACTION CHECKLIST  
EXPLANATORY NOTES

Recruiting Efforts

The first goal of your recruiting efforts is to produce a pool of qualified applicants representative by race and sex of the complete pool previously reported in your availability statistics. If your recruiting efforts produce an unrepresentative pool, you must explain why (as, for example, that you found no qualified women able or willing to accept appointment).

Methods of publicizing a position are listed in the checklist. No single method is necessarily sufficient, nor will the use of all listed methods in combination always produce a representative pool. You are expected to use your best professional judgment in choosing and inventing processes which, by producing the most representative pool of qualified applicants, will best implement the commitment of the University and your department to Affirmative Action.

Although advertising is not required, it is strongly encouraged in any case in which it is likely to produce qualified applicants who might not otherwise have been discovered. In the academic world disapproval of position advertising is breaking down under the increasing competition to identify and recruit minority and female applicants, and the number of those who read position advertisements and respond to them is rapidly increasing. If your policy is not to advertise, please reconsider it in the light of our commitment to Affirmative Action and the demands of competing effectively against other universities for such highly qualified blacks and women as may be available for appointment.

"Visiting" Category of Appointments

A recommendation for an appointment to a "Visiting" category must be accompanied by a statement explaining whether the appointment is clearly a temporary one, or whether the "Visiting" status is being used as a recruiting device. If the latter is the case, this statement must be accompanied by an Affirmative Action statement, to which the attached checklist refers. In other words, the same kind of search a department makes for an initial appointment must be made for a "Visiting" appointment, if the purpose of the visit is possibly related to recruiting that person to this University. If the needs of the department change while a clearly temporary visitor is employed here, and if the department then wishes to consider the visitor for possible permanent appointment, that person must be considered as only one member of the potential pool of applicants. When someone is finally recommended for this permanent appointment, the usual Affirmative Action statement must be filed.



REQUIRED COMPONENTS OF AFFIRMATIVE ACTION PLANS: ORDER NUMBER 4

The available federal guidelines for the preparation of Affirmative Action Plans consist at present of three basic documents:

1. Revised Order No. 4 (Affirmative Action Programs), prepared by the Secretary of Labor (Title 41 CFR Part 60-2), which has been made available to the campuses previously; an additional copy of this basic set of instructions is attached.
2. Higher Education Guidelines, U. S. Department of Health, Education, and Welfare, Office for Civil Rights, which has been made available to the campuses previously.
3. Revised Order No. 14, prepared by the Secretary of Labor (Title 41 CFR Part 60-60), which is a set of guidelines to be used by compliance agencies in the evaluation of contractor Affirmative Action Plans and which, thus, is a useful guide to the contractor in preparing such plans; a copy of the Revised Order No. 14 and attachments A and B are attached.

The following supplemental explanation of the basic requirements of Order No. 4 is based on meetings with HEW Regional Office Officials. All points here treated must be considered by each campus in the preparation of a revised Affirmative Action Plan. The numbered paragraph and section numbers which follow correspond to the numbered paragraphs of Order No. 4.

1. Utilization and Availability Analyses and Goals and Timetables (60-2.11 and 60-2.12, Revised Order No. 4)

The core component of an affirmative action program is an analysis of the total employment profile, a determination of whether there is

underrepresentation or underutilization of females or members of minority groups within the various categories of employment and a statement of remedial hiring goals designed to correct any representation or utilization deficiencies found. Pursuant to certain prescribed analytical techniques designed to impart certainty to the process, the contractor is expected to make its own assessment of its work force and to adopt appropriate programs which will address effectively any problems discovered.

A. Basic Data Collection and Analysis: Workforce Profile by Race and Sex

The necessary first step is an evaluation of the incumbent workforce, by race and sex for each major occupational category. Within the University context, there are three general categories of employment which are materially distinguishable: EPA Faculty, EPA Non-Faculty, and SPA. Further subdivision of these three categories is required; for example, EPA Faculty must be subdivided by rank (professor, associate professor, assistant professor, instructor, etc.) and by discipline or department (e.g. English, History, Math, etc.); EPA Non-Faculty must be subdivided by occupational job-title category which is convenient to existing administrative practice and fairly reflects salient distinctions among occupations; and SPA must be subdivided by occupational job-title category.

Certain summary data reflecting the race and sex profile of the workforce by appropriate occupational category must be included in and form the basis for certain goals articulated by the Affirmative Action Plan. Underlying the summary presentations, however, must

be the detailed individual employee printouts of the type which each institution has had occasion to prepare previously; the guidelines concerning the type of information which must be collected and maintained on a current basis for each employee of the institution are found in Tab J of the HEW Higher Education Guidelines (including name, sex, race, salary, job title, date of hire, educational level); this detailed information with respect to individual employees should not be included as a part of the Affirmative Action Plan submitted; however, it should be available for inspection on request by HEW.

The summary materials which must be appended to and discussed in the Affirmative Action Plan should be presented basically in the following manner:

*Appendix to Plan*

*Data - as of June 1973*

EPA Faculty

<u>Department</u>	<u>Total</u>	<u>White *</u>		<u>Black</u>		<u>Other Minorities**</u>	
		<u>Male(%)</u>	<u>Female(%)</u>	<u>Male(%)</u>	<u>Female(%)</u>	<u>Male(%)</u>	<u>Female(%)</u>
<u>English</u> <i>Administrators</i> Professors	20	10 (50)	5 (25)	2 (10)	1 (5)	1 (5)	1 (5)
Assoc. Prof.	14	7 (50)	4 (29)	1 (7)	2 (14)	0	0
Asst. Prof.	10	6 (60)	3 (30)	0	1 (10)	0	0
Instructors	8	4 (50)	2 (25)	1 (12.5)	1 (12.5)	0	0
<u>Subtotals</u>	<u>52</u>	<u>27 (52%)</u>	<u>14 (27%)</u>	<u>4 (8%)</u>	<u>5 (10%)</u>	<u>1 (1.5%)</u>	<u>1 (1.5%)</u>

Department  
Math

Professors

Assoc. Prof.

Asst. Prof.

Instructors

Subtotals

ETC.

INSTITUTIONAL								
TOTALS	200	150 (75%)	30 (15%)	8 (4%)	8 (4%)	2 (1%)	2 (1%)	

*with MG*

EPA NON-FACULTY\*

Title**	Total	White		Black		Other Minorities	
		Male(%)	Female (%)	Male(%)	Female(%)	Male(%)	Female(%)
Officials and Managers	10	6 (60)	2 (20)	1 (10)	1 (10)	0	0
Professionals	20	15 (75)	4 (20)	0	0	0	0
Technicians	40	20 (50)	15 (38)	3 (7)	3 (7)	0	0

ETC.

\* Do not include Academic Department Head

INSTITUTIONAL								
TOTALS	70	41 (59%)	21 (30%)	4 (5.5%)	4 (5.5%)	0	0	

*Per Call*

SPA

Title***	Total	White		Black		Other Minorities	
		Male(%)	Female (%)	Male(%)	Female(%)	Male(%)	Female(%)
Managerial	10	2 (20)	6 (60)	1 (10)	1 (10)	0	0
Professional	10	8 (80)	2 (20)	0	0	0	0
Technical							
Office-Clerical							
Custodial							

ETC.

INSTITUTIONAL								
TOTALS	100	60 (60%)	20 (20%)	10 (10%)	5 (5%)	3 (3%)	2 (2%)	

\* Includes all foreign nationals

\*\* "Other Minorities" includes American Indians, American Orientals and Spanish Surnamed Americans; the term "Black" includes only Negro Americans, not foreign nationals who are of the black races.



- \*\* Detailed records for individual EPA Non-Faculty employees should be maintained on the basis of separate detailed categories of actual job title and classification (such as chancellor, vice-chancellor, librarian, research assistant, etc.); however, for purposes of the summaries required as part of the Affirmative Action Plan such employee titles may be lumped under more general generic titles, such as those here suggested, based on the prescribed federal compliance categories (viz. "officials and managers", "professionals", "technicians", etc.); in short, each employee must be assigned to one general category or another as appropriate, based on job content, skills requirements and qualifications, and responsibilities.
- \*\*\* Detailed records for individual SPA employees should be maintained on the basis of actual SPA job title classifications (such as stenographer II, housekeeping assistant, administrative officer I, statistical analyst II, etc.); however, for purposes of the summaries required as part of the Affirmative Action Plan such SPA classifications may be lumped under more general generic titles, based on the federal compliance categories, of the type suggested here. Again, it is necessary to make an appropriate assignment of individual specific jobs to the general categories.

#### B. Utilization and Availability Analyses

Collection and summarization of the data prescribed in the foregoing section permits an institutional assessment of "where it currently is and where it reasonably ought to and can expect to go" in terms of racial and sexual composition of the three basic employee complements of the institution. There are actually two closely related initial analytical processes prescribed by Order No. 4. First, a determination must be pursued concerning whether there is a current "underutilization" of females or members of minority groups within the various occupational categories ("underutilization" is defined in the regulations to mean "having fewer minorities or women in a particular job classification than would reasonably be expected by their availability"); for example, are there fewer women employed as faculty members (either across the board or

*Example  
NCCU Plan  
White in our  
word mean  
letter in plan.  
Table etc.*

within a particular discipline or department) than would be reasonably expected; are there fewer blacks employed in the EPA Non-Faculty category of "professionals" than would be reasonably expected; and are there fewer women employed in the SPA category of "technicians" than would be reasonably expected. Second, there must be a study of availability of females and members of minority groups within the various occupational categories. In fact, the two analyses are correlative, and the reasonable answer to one may supply the answer to the other; the focus of one is retrospective (i.e. to what extent has the contractor's performance in the past been deficient) and the focus of the other is prospective (i.e. to what extent can or ought the contractor change the ratios reflecting sex and race composition of the work force). The preferred approach would appear to be emphasis of the prospective inquiry; that is, how many females and members of minority groups are realistically available for recruitment and employment by the institution in the future? If the figures arrived at suggest that, in a particular occupational category, the current level of use of females and members of minority groups by the institution is consistent with computed availability, then no problem requiring remedial action exists; conversely, if the figures concerning estimated availability show a higher number or percentage of females and minority group members than is currently characteristic of the institution's employment profile, then remedial goals designed to correct the "underutilization" must be established.

The obvious primary difficulty is a reflection of the many variables which could be demonstrated to affect critically the question of "availability." The guidelines of Order No. 4 prescribe certain steps to be considered in estimating availability (Section 60-2.11). However, there remain questions about the reliability of any availability conclusions reached, as a consequence of omission from the guidelines of any reference to several factors which clearly can be influential. Most particularly, the guidelines do not appear to take cognizance of various "competitive" factors; for example, if the national pool of blacks holding required doctoral degrees constitutes two percent of the national total, is it realistic to assume that such black professionals are "available" to the particular institution to an extent which would permit achievement of a two percent representation of such persons on the institutional faculty within a given period of time; the unrealistic character of any such assumption is a function, among other things, of the fact that the competitive positions of all institutions, in the effort to recruit and employ the limited supply of qualified black professionals, vary significantly from location to location (e.g. salary, institutional reputation, living environment, etc.); it is unrealistic to assume that all institutions will share equally, on a statistically pro rated basis, the total pool of such persons who exist nationally. In short, how many different factors can and ought to be considered in determining "reasonable expectations" about availability, for purposes of assessing both past underutilization and future modifications?

We are left with a need to make "best reasonable estimates"  
on the basis of the rather gross statistical data which is available.  
 Our discussions with HEW officials have not imparted much certainty  
 to this inquiry, though they have acknowledged the difficulty of  
 achieving precision. The primary point is that the objective of this  
analytical process is the establishment of "goals" rather than "quotas";  
 that is, the program adopted by the institution for modification of its  
employment profile is a set of guidelines to which it will devote its  
serious and concentrated effort, with the understanding that many  
variables may affect the achievement of goals posited and with the  
further understanding that the contractor will be afforded an opportunity  
(indeed will be required) to demonstrate the nonculpable reasons why  
such goals were not achieved, if in fact the results of serious effort  
fall short of original expectations. Thus, the availability conclusions  
 arguably need not be as precise and certain as might be the case in  
 situations where mandatory quotas were being imposed.

The processes for arriving at realistic estimates about availability  
will vary with the type of employment under consideration. Three  
 basic considerations would appear to be constant for all types of  
 employment, however. First, what is the geographic employment  
 market area within which the institution realistically does and can  
 compete (some institutions compete nationally and, indeed, inter-  
 nationally for faculty members, while others concentrate their  
 attention on more limited regional demarcations; most institutions

*Expand Part II on objectives  
 of original plan  
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compete for their SPA personnel, particularly in the case of lower rated classifications, within the urban or county area immediately proximate to the institution); this consideration is an obviously appropriate first limitation which ought to be borne carefully in mind in assessing availability. Second, within the defined recruitment market area, what is the gross availability of persons having the requisite qualifications for the various categories of employment; this approximation should include both currently employed persons as well as those who are potential members of the labor force (prospective graduates from formal qualifying educational experiences, unemployed persons, etc.); the bases for and specificity of computation will vary with the type of employment. Third, are there clearly identifiable and demonstrable factors which realistically limit the institution's access to or competitive opportunities with respect to members of the gross pool of available qualified persons; for example, if it is possible to demonstrate that all members of a particular occupational speciality within the market area are currently employed by institutions which afford their incumbents significantly higher average rates of compensation than could be offered by the institution seeking to employ them at an alternate location, it would seem that the availability conclusion ought to be adjusted accordingly.

The following are suggestions concerning the more particular types of inquiries and sources of information which may be used in connection with efforts to assess availability of the three basic types of institutional employment with which we are concerned:

1. EPA Faculty

Useful explanatory material provided by the Office for Civil Rights is attached as Appendix A. In addition, a bibliography of materials which addresses with varying degrees of pertinence and specificity the questions about female and minority group availability with academic fields of employment is attached as Appendix B.

2. SPA

Although the EPA Faculty category presents its special difficulties, because of the highly specialized nature of some of the qualifications which control the question of "availability", the SPA category can be quite troublesome also. Typically, available data tends to lump various types of jobs included in the SPA category in fairly broad categories (such as technical, clerical, managerial, etc.), and so it is frequently difficult to know whether some information regarding availability of "technicians" on the basis of sex and race really means that "TV Engineers" (for example) are in fact available. Acknowledging this type of problem, which necessarily induces a tendency to further generalize and estimate, the following sources of data will prove to be useful in the effort to achieve some conclusions about female and minority availability in the SPA field. The State Employment Security Commission, Research Bureau, has compiled 1971 tables which reflect the racial and sexual composition of

the civilian labor force for North Carolina, on both a state-wide basis and county-by-county basis; second, the Social and Economic Statistics Administration of the U. S. Department of Commerce has produced, on the basis of 1970 census data, a profile of the General Social and Economic Characteristics of North Carolina, which includes a breakdown by race and sex for broad occupational categories within the general North Carolina labor force, on both a state-wide and county-by-county basis; third, the North Carolina State Personnel Board has produced a 1972 compilation which shows the racial and sexual composition of the state-wide SPA workforce, by SPA category of employment. A combination and comparison of these three sources of information do permit some apparently reliable general conclusions about SPA availability. It is necessary, in combining the three sources of information, to make some job-title or occupational-category conversions in order to make the three sources of information somewhat consistent. Note further the importance of defining carefully and clearly the geographic recruitment market for the institution in the SPA area, viz. at many locations the recruitment market will be limited to the immediate geographic area, and pertinent county data should be used accordingly, rather than state-wide data. A sample effort of this type is attached as Appendix C (the

General Administration plan from which this is excerpted has not yet been the subject of a formal written HEW review; however, in conversations with HEW officials responsible for its evaluation, we were told that the approach here suggested was appropriate.)

### 3. EPA Non-Faculty

Perhaps the most difficult problem of availability analysis is presented by the EPA Non-Faculty category, because of its hybrid and highly eclectic nature. On the one hand, this category partakes of some of the characteristics of both the faculty and the SPA categories; on the other hand, there is a broad range of occupational categories included, ranging from chancellors, which are illustrative of one end of a spectrum, to librarians and various types of research personnel at a distinctly different point within the total spectrum. It appears difficult, if not impossible, to arrive at or to have any meaningful basis for positing availability conclusions concerning the highest rated academic administration positions, such as chancellor, vice-chancellor, etc.; on the other hand, it would appear appropriate with reference to certain categories of technical and professional employment within EPA Non-Faculty to use basically the same approach and the same sources of information as have been suggested for corresponding SPA categories.



C. Establishment of Goals and Timetables

Following compilation of data concerning the current sex and race profile of the institutional workforce and after completing the availability analyses, these two sets of information are to be interfaced and compared for the purpose of detecting any "problem areas", i.e. deficiencies in the use of females and members of minority groups. In turn, deficiencies so discovered are to be addressed and corrected by the establishment of "goals" for employment of females and minorities within a specified time frame.

The regulations require that such goals be "significant, measurable and attainable." Two fundamental limitations on realistic goal-setting are apparent. First, it may not be appropriate to assume that gross availability figures for females and minorities in a particular category of employment constitute realistic indicia of actual availability to the particular institution; this matter was discussed at some length in connection with the above section on "availability analyses"; again, if the institution is prepared to identify clearly and to document some bases on which the availability conclusion can and should be qualified, then this would have a most direct bearing on the statement of realistic hiring goals. Second, the regulations do not require that any incumbent employees be displaced in order to make room for females or members of minority groups; on the contrary, any such action by the employer would in itself be violative of the equal employment opportunity-non-discrimination obligations, viz. this would be a discharge of an

employee because of race or sex. Therefore, a primary consideration in positing goals is the estimated number of employment positions which in fact will be available to be filled during the selected affirmative action time frame. The employer must compute a realistic estimate of such available slots, by considering anticipated new positions to be created and filled, retirements and resignations, and any other factors which could contribute to a pool of available spaces to be filled during the time frame for affirmative action efforts. For example, if the analyses of past utilization and prospective availability suggest a need to increase the representation of women in a particular category of employment by 10% over a three-year period, and this percentage figure translates into a numerical goal of five additional women, attention must then be directed to whether it is possible to make five positions available to be filled during the three-year period; if a consideration of attrition rates and new hires indicates that only three positions will be filled in the employment category in question during the three-year period, then the maximum goal would be three rather than five; further, it may not be realistic to assume that, of the available three positions, all three positions can be expected realistically to be filled by women; thus, a more reasonable goal under the circumstances may be only two women.

The time frame selected by the institution for achievement of established goals should be influenced by pertinent local considerations. The regulations suggest time frames ranging from three to five years.

Too short a time frame would impart to the effort an unrealistic character; too long a time frame for the achievement of significant progress could suggest dilatoriness. <sup>(delay)</sup>

Assuming that the affirmative action program for remedial hiring goals is to be based on a three-year period,

1. SPA goals must be stated on an annual basis; that is, the total three-year goal for improving the sex and race profile of the affected parts of the workforce should be broken down into three discrete goal periods;
2. EPA Faculty and EPA Non-Faculty goals may be stated on the basis of the total three-year time period adopted, although annual reporting of progress to date in reaching the three-year goal will be required.

The employment frame of reference for the statement of goals may vary. For example, with respect to faculty goals, it is permissible to state the goals in terms of individual departments or disciplines (English, Math, etc.) or in terms of larger basic units, such as schools or divisions. Choice of one or the other should be based on consideration of the administrative and operational structure of the institution and the nature of the deficiencies found pursuant to the self-analysis.

It seems clear that for purposes of conducting utilization analyses, projecting availability and setting responsive goals, the appropriate research unit will vary according to the type of employment in question. With respect to faculty employment, it would seem essential that the

individual departments assume responsibility for the basic analytical work; thereafter, it might be concluded appropriately that the actual statement of goals would be made on a division of school basis, involving combination of the results of departmental conclusions.

With respect to SPA employment, it would seem desirable to centralize the analytical process, rather than fragment it by reference to work locations related to schools, departments or divisions; it is acknowledged, however, that at some institutions the central personnel function may not be sufficiently developed to permit a high degree of centralization.

With respect to EPA-Non-Faculty employment, it would appear necessary to divide analytical responsibility between central and local facilities; for example, data concerning general administrative officers of the institution presumably would be retrieved and analyzed in the central office facility; on the other hand, various research and professional personnel who are assigned to particular departments, schools or divisions could be studied most effectively, in terms of utilization and availability, at the local corresponding department, school or division level; at the final end of the process, i.e., the statement of goals, there would be a need for considerable central oversight.

Sample sets of instructions which might be communicated to affected departments or schools as guidance in their efforts to address the matters of Faculty and EPA-Non-Faculty analyses are attached as Appendix D. Sample sets of worksheets and reporting forms for

use by departments and schools in conducting the required analyses for Faculty and EPA-Non-Faculty are attached as Appendix E. Sample sets of goal-setting worksheets are attached as Appendix F.

X Note that the Affirmative Action Plan must explain in significant detail how and why you arrived at the conclusions stated with reference to utilization, availability and goals.

II. Identification of Additional Problem Areas (60-2.23, Revised Order No. 4)

While the analysis of current representation of females and members of minority groups and the establishment of any necessary remedial hiring goals is the critical core component of an affirmative action plan, this is by no means all that is required of a contractor in developing an acceptable program. Revised Order No. 4 covers many other topics, all of which must be addressed by the contractor. In our conversations with HEW officials, it became clear that they expect the plan to be based on and to consist of a quite literal and comprehensive response to and treatment of all points covered in Order No. 4.

Consistent with the basic principle that the contractor is responsible for analysing its own policies and practices, with a view toward discovering and correcting any conditions which detract from realization of equal employment opportunity (whether a reflection of the employer's discriminatory practices or policies or a reflection of broader social conditions not necessarily related to the immediate work environment which have the demonstrable effect of limiting opportunities for women and members of minority groups), Section 60-2.23 of Order No. 4 provides a checklist of possible problem areas which each contractor must analyze within the immediate employment context. Each item within this checklist must be addressed in the Plan. (Note that the organization of Revised Order No. 4 is such that a particular problem area or policy topic may be addressed at more than one point in the Order; the following discussion of the several items included within

Section 60-2.23 attempts to draw together all related references from other sections of the Order, so as to provide a comprehensive reference designed to assist you in addressing the "problem area identification" requirement in a reliable manner.) With respect to each of the following points, you must include in your affirmative action plan a description of the manner in which you conducted your analysis, the results of the analysis, the conclusions reached concerning either the existence or absence of a problem, and with reference to any problems thus perceived a clear description of the remedial actions to be undertaken and the time frames within which those efforts are to be accomplished. Note that Section 60-2.23 is divided into two complementary parts; part (a) is a statement of the subject matter which must be analyzed; part (b) is a statement of the various possible negative results of analysis which would require remedial attention; in the following outline each such pairing of (a) subject area with (b) problem manifestation will be treated as a unit for purposes of discussion.

- A. Analyze: "Composition of the workforce by minority group status and sex." [60-2.23(a)(1)]

The correlative possible problem which analysis may reveal is: "An 'underutilization' of minorities or women in specific work classifications." [60-2.23(b)(1)]

This analytical point is addressed, out of order, in Section I of this memorandum; see those previous materials for explanation (Section 60-2.11 and 2.12).

*Earl Christ  
Report*

- Each Unit Report*
- B. Analyze: "Composition of applicant flow by minority group status and sex." [60-2.23(a)(2)]

There is no correlative possible problem described in subsection (b) of 60-2.23. This point relates obviously to the matter of deficient efforts of the contractor to adopt and use recruitment techniques designed to and which have the effect of producing a more representative recruitment pool, i.e. one containing significant numbers of females and members of minority groups who may compete for and be considered for employment. This subject is more properly considered in connection with the Revised Order sections dealing with "Development and Execution of Programs" (60-2.24) and "Internal Audit and Reporting Systems" (60-2.25); in other words, an analysis of applicant flow by race and sex really relates to the effectiveness of remedial efforts being pursued in connection with established employment goals, and thus the matter is left for subsequent treatment in later sections of this memorandum.

- Each Unit*
- C. Analyze: "The total selection process including position descriptions, position titles, worker specifications, application forms, interview procedures, test administration, test validity, referral procedures, final selection process, and similar factors." [60-2.23(a)(3)]

The correlative possible problems which analysis may reveal are:



- East Unit*
1. "The selection process eliminates a significantly higher percentage of minorities or women than nonminorities or men."

[ 60-2.23(b)(3)]

If a significantly higher percentage of the protected categories is eliminated by the selection process, this constitutes some evidence of possible serious problems, including a discriminatory bias which has been institutionalized through the adoption of certain testing or evaluation techniques or a discriminatory implementation of the selection program by individuals who are not sympathetic to the equal employment opportunity principle. In any case, such statistical evidence suggests a clear need to engage in further analysis to determine the cause; it is possible that further checking will reveal some type of discriminatory dynamic which can and must be addressed by specific corrective action; it is also possible that the statistical incidence of either minority or female rejection is explainable on a non-culpable basis, in which case no corrective action will be necessary. This general subject is addressed, in terms of corrective techniques, in section 60-2.24, Development and Execution of Programs, particularly subsections (a), (b), (c) and (d) thereof, which should be read with care. The components of this general problem of inordinately high rejection rates for females and minorities are treated in more detail in the following descriptions of possible problems.

- Control
2. "Application and related pre-employment forms not in compliance with Federal legislation." [60-2.23(b)(4)]

We have received no definitive information from HEW Regional Office officials concerning the meaning of this reference to "Federal legislation"; they suggest only that this perhaps means that all such forms must bear the EEO legend, at least in short form, i. e. "An Equal Opportunity Employer."

- Equal Unit
3. "Position descriptions inaccurate in relation to actual functions and duties." [60-2.23(b)(5)]

There are several respects in which such a finding would arguably be problematical, in terms of equal employment opportunity considerations, although the regulations do not purport to spell out the nature of such possible difficulties. The regulations do indicate, at 60-2.24(5), that the "contractor should conduct detailed analyses of position descriptions to insure that they accurately reflect position functions and are consistent for the same position from one location to another."

We may speculate that an EEO connotation would be involved as a consequence of inaccurate job descriptions in the following respects:

An inflated position description, which attributed to the job more content, effort, responsibility, etc., than was actually required, and which in turn would prescribe more experience or higher qualifications of an applicant than actually would be

necessary, would have the effect of dissuading certain applicants from applying or would eliminate more applicants from consideration than in fact would otherwise be appropriate; to the extent that females or minorities could be shown to bear an inordinate portion of the resulting disadvantage, a discriminatory dynamic might be demonstrated;

An inaccurate description could also be used subjectively, and thus for discriminatory purposes, by an unsympathetic employer; in the face of apparently high qualification requirements, the employer could waive such requirements for a particular applicant and insist on literal satisfaction of them by another;

In a perhaps more fundamental sense, inaccurate descriptions would constitute misinformation to those who otherwise might express interest in the position, and to the extent that this could be shown to work primarily to the disadvantage of females or minorities a discriminatory dynamic might be operative.

The obligation, therefore, is to analyze job descriptions to determine whether there is a sufficient correlation between the descriptive language and the actual job content; this is of primary significance in connection with recruitment activities, i.e. notice to prospective applicants of the nature of the job opening so that the individual may form a realistic

conclusion concerning whether he or she ought to make application for the job.

- Earl (hand)*
4. "Tests and other selection techniques not validated as required by the OFCC Order on Employee Testing and other Selection Procedures." [60-2.23(b)(6)]

"Test forms not validated by location, work performance and inclusion of minorities and women in sample." [60-2.23 (b)(7)]

Tests of skills and knowledge, as well as other evaluation and measurement techniques which purport to assess an applicant's competitive position in relation to other applicants for an available position, must be verified on two counts; first, the inquiry being conducted through testing must bear some reasonable relationship to job-performance requirements; second, the testing or evaluation technique must be shown to operate effectively to produce reliable information. In general, the concern here is that no techniques of measurement be used which could be adapted to serving a conscious discriminatory purpose or which have built-in factors which have the effect of disadvantaging females or minority group members. Therefore, if any formal testing is utilized in connection with the evaluation of job applicants, all such tests must be "validated" in accordance with the provisions of The Department of Labor OFCC bulletin on Employee Testing and Other Selection

Techniques, 41 CFR 60-3 (included in the Higher Education Guidelines, HEW, Office for Civil Rights, which has been made available to the campuses previously). Many employers have concluded, in view of the expense and difficulty and possible limited value of test validation procedures, that they should abandon altogether various types of tests which they formerly used regularly in connection with job-applicant evaluation. With reference to tests and other selection techniques, note particularly the instructions contained in 60-2.24(d)(2) and (3).

5. "Referral ratio of minorities or women to the hiring supervisor or manager indicates a significantly higher percentage are being rejected as compared to nonminority and male applicants." [60-2.23(b)(8)]

*East Unit  
Central*

This is, again, a general indicator of possible problems in the selection process which must be analyzed to ascertain whether there is any type of discriminatory dynamic operative.

D. Analyze: "Transfer and promotion practices." [60-2.23(a)(4)]

*East Unit  
Central*

The correlative possible problem which analysis may reveal is:

"Lateral and/or vertical movement of minority or female employees occurring at a lesser rate (compared to work force mix) than that of nonminority or male employees." [60-2.23(b)(2)]

[See also 60-2.22(b)(3) and (5)]

This section requires that, in the event analysis suggests any such lesser mobility on the part of females and minorities, an explanation for this circumstance must be sought and if the causes are discriminatory in character corrective action must be taken.

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

[60-2.23(a)(5)] [See also 60-2.20(b)(7)(ii) and (iii)]

The correlative problems which analysis may reveal are:

1. "Minorities or women are excluded from or are not participating in company sponsored activities or programs." [60-2.23(b)(9)]

Evidence of exclusion should be readily ascertainable and easily corrected; a more elusive problem would be the matter of failure of the protected classes to participate in various activities and a determination of whether any correctable discriminatory dynamics account for that failure in participation.

2. "De facto segregation still exists at some facilities."

[60-2.23(b)(10)]

The problem here described is self-explanatory, though some careful checking to determine whether informal group pressures may be operating to effectively segregate certain types of facilities may be necessary.

*Each Unit  
Facilities need  
more attention  
Individual companies  
or Facility Club*

*Each Unit*

*Earl Christ*

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

[60-2.23(a)(6)]

*Promotion + Merit  
SPA - in mind  
are  
EPA -*

In the absence of any seniority principles in University employment or any union contracts which would contain seniority provisions, this section would appear to be inapplicable to our circumstances. However, to the extent that any analogous practices or principles, particularly relating to such matters as promotion and merit increments, are operative in any category of employment, close analysis of the experiences of females and minority group members should be undertaken to determine whether any problem exists.

*Central  
Office of the  
Affairs*

G. Analyze: "Apprenticeship programs." [60-2.23(a)(7)]

Again, in the absence of any such formal apprenticeship programs, this section would appear to be inapplicable.

*Central*

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

[60-2.23(a)(8)]

The correlative possible problem which analysis may reveal is: "Minorities or women underutilized or significantly underrepresented in training or career improvement programs." [60-2.23(b)(13)]

*Earl Christ*

I. Analyze: "Workforce attitude."

The correlative possible problem which analysis may reveal is: "Nonsupport of company policy by managers, supervisors and employees." [60-2.23(b)(12)] [See also 60-2.22(b)(4) and (8)]

This point suggests the need to analyze some rather elusive factors which may not be self-evident upon initial inquiry. The positive

objective is stated in section 60-2.24(d)(1) as follows: "All personnel involved in the recruiting, screening, selection, promotion, disciplinary, and related processes should be carefully selected and trained to insure elimination of bias in all personnel actions."

*Each Unit*

J. Analyze: "Technical phases of compliance, such as poster and notification to labor unions, retention of applications, notification to subcontractors, etc." [60-2.23(a)(10)] [See also 60-2.20(b)(7)(i)]

The correlative possible problems which analysis may reveal are:

1. "Posters not on display." [60-2.23(b)(19)]
2. "Purchase orders do not contain EEO clause." [60-2.23(b)(18)]  
*(Sample Keel)*
3. "Labor unions and subcontractors not notified of their responsibilities." [60-2.23(b)(17)]

*Central*

*Central*

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

1. "No formal techniques established for evaluating effectiveness of EEO programs." [60-2.23(b)(14)]

This point actually draws on and relates to several other sections of Revised Order No. 4 and therefore is not discussed separately here.

2. "Lack of access to suitable housing inhibits recruitment efforts and employment of qualified minorities." [60-2.23(b)(15)]

This point, and the next succeeding one, was the subject of

*Central*

*Central*



considerable discussion with HEW Regional Office officials; our questions concerned to what extent the contractor was obligated to conduct "analysis" of this factor which was remote from and not under the control of the contractor; in what manner should the contractor undertake to address such a problem if one is perceived to exist. We were assured that it is not HEW's view that a particular contractor need assume financial or other direct responsibility for housing deficiencies in the community; rather, this section, we were told, is intended to encourage contractors to participate, with advice, encouragement and such other assistance as may be practicable, in total community efforts to improve housing opportunities for members of minority groups (for example, through support of programs designed to insure effective operation of nondiscrimination laws or regulations; the development of public housing projects, etc.)

- Central*
3. "Lack of suitable transportation (public or private) to the work place inhibits minority employment." [60-2.23(b)(16)]

The comments made with reference to paragraph 4, above, are equally pertinent with reference to this point.

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

- Central*
1. "Compliance of personnel policies and practices with the Sex Discrimination Guidelines of 41 CFR Part 60-20." [60-2.13(h)]

*Actual policy  
by making on  
materials learn*

Careful study of Part 60-20 must be undertaken to insure that the institution's policies are consistent with the requirements on sex discrimination.

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

*Central*

(Higher Education Guidelines, page 7)

*Not  
to  
mind*

This requires analysis of placement practices, particularly with reference to academic employees, and a program of remedial action responsive to any finding that women have suffered a disadvantage attributable to sex discrimination.

3. "Anti-nepotism policies." (Higher Education Guidelines, page 8)

*Central*

The recently adopted Board of Governors' policy on this subject, *Actual this policy* which applies to all campuses, has been validated by the Regional Office; thus, in terms of policy statements we have no problem; however, there must be assurance that the policy is implemented and applied in a manner that insures the absence of a discriminatory dynamic based on considerations of sex.

4. "Rights and Benefits-Salary." (Higher Education Guidelines, page 11)

*Earl Christ*

Of critical concern under the Executive Order is the matter of possible salary differentials based on considerations of sex, i.e.

violation of the "equal pay" concept. Accordingly, an analysis must be made of compensation practices and patterns to determine whether in any instances women are being paid less than men for the same work. A summary printout of average wage or salary rates for men and women in various categories of employment frequently will show a significant differential; if this is the case, then more detailed analysis to determine whether or not the difference is attributable to discriminatory dynamics must be undertaken.

*Memo. HEW kindred  
Task print-out  
Salary analysis*

SUMMARY: With reference to each of the foregoing points of analysis, the institution must include in its Affirmative Action Plan an indication that the matter has received appropriate attention; that is, that an analysis has been conducted (how it was conducted, what it consisted of), that a problem of this type does or does not exist, and that if a problem exists specific steps are set forth in the plan for correcting the deficiency (with a clear description of the nature of the remedial activity and the time frame within which the effort will be completed). Note that it may not be possible to complete all such analyses before submission of the Plan; we are assured by HEW Regional Office officials that it will suffice for present purposes that you state in your Plan (for example, with reference to the analysis of possible wage disparities based on sex) that an analysis is being conducted (describe the nature of the analysis) and will be completed by a specified date and that a supplement to the Plan reflecting the results of the analysis and the corrective measures being undertaken as a result will be submitted at a later specified date. This deferred treatment is not permissible with respect to the subject matter of Part I of this memorandum.

*Check with Director*

III. Outline for Assembling Total Affirmative Action Plan

The preceding two sections of this memorandum treat the core analytical processes in which the contractor must engage incident to preparation of a written affirmative action plan. Once this work is completed, the results must be drawn together, along with other specified inclusions in an acceptable program, to form a written Affirmative Action plan for submission to HEW and for dissemination generally as a guide to the institution's intended course of action. The following outline is a suggestion concerning an appropriate and effective basis for organizing the written document.

I. Preamble (60-2.20(a), Revised Order No. 4)

The chief executive of the institution should set forth clearly the institution's commitment to the written plan, as well as a more general endorsement of the institution's commitment to the principles of equal employment opportunity and affirmative action.

II. Reaffirmation of Equal Employment Opportunity Principles (60-2.20)

A sample statement of equal employment opportunity principles and corresponding general institutional commitments, which may be adapted to use by the individual institutions in writing the plan, is set forth in Appendix G.

III. Publicizing the Equal Employment Opportunity Policy (60-2.21)

The regulations require that information about the plan, embodying both the institution's general commitments to principles as well as the details of the action program, be disseminated broadly, both among incumbent employees and to the community at large. The requirements

of Section 60-2.21 must be followed closely in preparation of this portion of the written plan; all points must be treated. A sample treatment of this topic is attached as Appendix H.

IV. Responsibility for Implementation of the Plan: General (60-2.22)

The basic objective of this section is to make clear assignment of responsibility, to identified individuals, for all parts of the plan which require implementing action, oversight, record-keeping and reporting. For purposes of written treatment of this subject, a division between general and specific areas of responsibility may be helpful. The various general headings of responsibility noted in Section 60-2.22 might be treated here, in the outline, with the naming of an executive (or executives) who is to direct and have general responsibility for administration of the affirmative action program; the components of his or her job as catalogued in Section 60-2.22 should be set out (essentially perhaps just repeated verbatim) in the written plan. Later in the plan, in connection with discussion of specific remedial corrective programs to be undertaken in response to any perceived deficiencies, specific references to the individuals responsible for the various aspects of such corrective programs should be made.

V. Identification of Problems (60-2.23 and 60-2.11 and 2.12)

This general heading subsumes the several components of the central core of an affirmative action program (i.e., Sections I and II of this memorandum). It may be organized, for purposes of meaningful presentation, in several different ways. Logically, it would appear

*Walter  
C. Smith*

appropriate to address first the results of required analyses concerning the possible occurrence or existence of discriminatory practices or policies (refer to Section II of this memorandum). Next, a consideration of "underutilization" and "underrepresentation" should be presented (see Section I of this memorandum). It is quite possible that separate basic headings for these two large subjects should be used.

VI. Development and Execution of Corrective and Remedial Programs  
(60-2.24 and 60-2.26)

In fact this part of the program is an extension of Part V; in other words, the analysis of current practices and policies and the resulting identification of problem areas is to be followed by a statement of action programs responsive to problems discovered. Thus, it may be concluded that better organizational technique would consist of following each statement of a problem with an immediate treatment of the remedial action and the methods, timetables and responsibilities incident to the effectuation of the remedial action (for example, if the analysis of the current work force and a consideration of availability reveals an underutilization of women in professional positions, then the plan next would state remedial hiring goals, timetables, methods for achieving the goals, and assignments of responsibilities for effectuating the program). On the other hand, a separate treatment of action programs, as a section of the plan separate and apart from the section dealing with identification of problems, would be entirely appropriate. In either

case, the written plan must set forth in detail and with specificity the nature of the action program being undertaken. The various directions contained in Section 60-2.24 and 60-2.26 should be analyzed carefully and adapted to the particular institutional problems which have been identified.

#### VII. Internal Audit and Reporting Systems (60-2.25)

The program must specify the nature of record-keeping and data collection and analysis responsibilities, establish responsibility for all such activities and establish timetables for compilation and reporting; this must include a provision for annual reporting to HEW of results of operation to date for the affirmative action program.

A review of the regulations and interpretative materials supplied by HEW indicates that the following matters must be monitored, i.e., record-keeping processes established, collation and analysis responsibilities assigned and periodic reports compiled:

1. The basic individual employee data file, regularly updated (Tab J, Section A, HEW, Higher Education Guidelines), with appropriate periodic summaries.
2. Records of referrals, placements, transfers, promotions and terminations (60-2.25(a), Revised Order No. 4)
3. Formal reports from unit or school or division managers on a scheduled basis concerning the degree to which affirmative action goals are attained and timetables met (60-2.25(b), Revised Order No.4)

4. Applicant flow data, by race and sex and applicant rejection rates by race and sex (60-2.12<sup>(L)</sup>(1), Revised Order No. 4)
5. Periodic audit of any training programs, hiring and promotion patterns to discover and remove any impediments to the attainment of goals (60-2.22(b)(3), Revised Order No. 4)
6. Periodic audit to insure that each location is in compliance in areas such as:
  - (a) Posters are properly displayed;
  - (b) All facilities are in fact desegregated;
  - (c) Minority and female participation in University-sponsored educational, training, recreational and social activities.  
(60-2.22(b)(7), Revised Order No. 4)





C. Required Analysis1. Availability of Women and Minorities

A unique aspect of equal employment opportunity under the Executive Order is the required compilation of availability data on women and minorities for use as a measure of the contractor's equal employment opportunity. By comparing availability data with current employees, the contractor has an indication of how representative its workforce is of the persons qualified for employment in its institution.

The Department of Labor's Revised Order No. 4 (41 CFR 60-2.11(a) (1 and 2) contains explicit guidelines for constructing an availability index for minorities and an availability index for women. These indices are particularly applicable in the case of nonacademic personnel.

For academic personnel the development of availability figures is slightly different, because the recruiting area will vary from institution to institution. It may be a national or even international one. Because the skills required for a particular position are often quite specialized, accurate information on availability may be more difficult to obtain.

OGR recommends the following procedure for determining availability figures for women and minorities for academic positions:

Many disciplinary associations and professional groups have data that show percentages of racial and national origin minorities available in certain

fields, and a 1968 study by the Ford Foundation (Office of Reports) provides percentages of Negroes holding doctorates. To determine the number of women available for senior level positions, the Office recommends that the contractor use data available from the National Register of Scientific and Technical Personnel prepared by the National Science Foundation, and the U.S. Office of Education's annual reports on earned degrees. Another source is the National Research Council of the National Academy of Science. This data has been compiled by sex, but is now being compiled by race, as well. The NSF data is broken down by sex, specialty and subspecialty, highest degree, years of professional experience, and primary work activity. The OE data is broken down by sex, degree earned, school granting degree, and specialty. For women in junior positions, the Office recommends that the contractor consider the OE annual report of earned degrees for the last 5 years and current graduate school enrollments.

To the extent that an institution makes a practice of employing its own graduates, the number and percentage of graduate degrees which it has itself awarded to women and minorities in the past ten years or so should be reflected in the goals which it sets for its future faculty appointments.

For academic employees the basic national data on earned doctoral degrees will provide the basis for a utilization analysis of a contractor's workforce, unless the contractor can otherwise demonstrate that the labor market upon which it draws is significantly different from this base. For example, some institutions appoint a large number of new faculty from a particular group of graduate schools; such institutions may use data obtained from these schools to determine the availability of women and minorities. If the annual output of women and minorities from the primary feeder schools exceeds the national average, the contractor will be expected to use the higher figures to determine availability. If the output from the feeder schools is less than the national average, the institution will be expected to justify its use of such recruitment sources, or use the higher figures to determine eligibility.

## 2. Comparison of Current Workforce with Availability Data

The next step for the contractor is to compare the number of women and minorities in its current workforce with their availability in the market from which it can reasonably recruit. This comparison must be by comparable job categories. Wherever the comparison reveals that a hiring unit of the university (a department or other section) is not employing minorities and women to the extent that they are available and qualified for work, it is then required to set goals to overcome this situation.

Goals should be set so as to overcome deficiencies in the utilization of minorities and women within a reasonable time. In many cases this can be accomplished within 5 years; in others more time or less time will be required.

Goals may be set in numbers or percentages, and should reflect not only the number of new hires but also the projected overall composition of the work force in the given unit.

It is necessary to set goals that will overcome underutilization in the institution's work force within a reasonable period of time, not merely to set goals for new hires based on current availability.

In many institutions the appropriate unit for goals is the school or division, rather than the department. While estimates of availability in academic employment can best be determined on a disciplinary basis, anticipated turnover and vacancies can usually be calculated on a wider basis. While a school, division or college may be the organizational unit which assumes responsibility for setting and achieving goals, departments which have traditionally excluded women or minorities from their ranks are expected to make particular efforts to recruit, hire and promote women and minorities. In other words, the Office for Civil Rights will be concerned not only with whether a school meets its overall goals, but also whether apparent general success has been achieved only by strenuous efforts on the part of a few departments.



AVAILABILITY  
DATA

MINORITIES  
and  
WOMEN



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U. S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
OFFICE OF THE SECRETARY  
Office for Civil Rights

Availability Data

Minorities and Women

The data, references, and documents that follow have been assembled to help interested persons, employers, and institutions of higher education in their search for information on this subject.

This compilation is by no means all that is available. It is, however, what is known to this Office at this time.

As additional data and publications become known and available, this compilation will be updated.

Higher Education Division  
Office for Civil Rights  
Department of Health, Education, and Welfare  
330 Independence Avenue, S. W.  
Washington, D. C. 20201

June 1973

DATA ON THE AVAILABILITY OF WOMEN AND MINORITIES FOR ACADEMIC EMPLOYMENT

MINORITIES

<u>SOURCE</u>	<u>PAGE</u>	<u>TYPE OF DATA</u>
✓ Survey of Black American Doctorates The Ford Foundation Office of Special Projects 320 East 43rd Street New York, New York 10017		This survey, along with an accompanying study by Fred E. Crossland (Graduate Education and Black Americans) in 1968, found "less than 1 percent" of the doctorates in the nation went to blacks. More than half of the degrees earned were in education (28.6 percent) and in Social Sciences (26.3 percent). About 80 percent of the Black Ph.D.'s were men.
		Excerpts from the two surveys are included under Tab A.
The American Bar Association 1155 60th Street Chicago, Illinois 60637		In a 1969-70 survey the ABA found blacks represented 2.7 percent of the total law school enrollment.
		A related survey found 1 percent of the male lawyers and judges and 2.3 percent of the female lawyers and judges were black.
		Excerpts from the ABA survey are included as Tab B.
Student Lawyer Journal The American Bar Association 1155 60th Street Chicago, Illinois 60638	18 June, 1971	A survey in this publication included racial data for eight professions in addition to the law. (See Tab C).

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Prepared by the Office for Civil Rights, Department of Health, Education, and Welfare, Revised March 1973 (\*denotes new entry since August 1972)

Research by David M. Rafky of Syracuse University showed percentage breakdowns among blacks who hold doctorates. (See Tab D).

\*Teachers College Record  
Columbia University

226  
Vol 74, No.2  
December 1972

"The Black Scholar in the Academic Marketplace," a statistical and narrative account of problems, characteristics, opportunities, by David M. Rafky, City College of Loyola University, New Orleans.

\*Negroes in Science: Natural  
Science Doctorates 1876-1969  
Balamp Press, Box 7390  
Detroit, Michigan

A study by James Jay, with limited availability data.

\*Equal Employment for Minority  
Group College Graduates  
Garrett Park Press  
Garrett Park, Maryland 20766

A guidebook by Robert Calvert, with suggested procedures and some statistics.

Racial and Ethnic Enrollment 117-200  
Data for Institutions of Higher  
Education  
Office for Civil Rights, HEW  
Washington, D. C. 20202

This 1970 survey includes data, by race, for undergraduate institutions, as well as for medical, dental, law and other graduate and professional schools. Data for 1968 is available.

Directory of Public xiii  
Elementary and Secondary Schools  
Office for Civil Rights, HEW  
Washington, D. C. 20202

This survey includes the percentage of classroom teachers in public school systems in 1970 who were Negro, Spanish-surnamed, American Indian Oriental and others. Data for 1968 is available.

Minority Group Employment  
in the Federal Government  
U. S. Civil Service Commission  
Washington, D. C.

This 1970 data is by grade level and by individual agencies, for Negroes, Spanish-surnamed Americans, American Indians, Orientals and others.

College and University Faculty:  
A Statistical Description, 1970

See entry under Women and Minorities below.



Journal of the NMA  
National Medical Association Nov. 1969  
1717 Massachusetts Ave., N. W. Vol. 61  
Washington, D. C. No. 6

Distribution of black physicians in the U. S., by state and by graduating school. Later data for 1970 showed 2 percent of the nation's 317,000 physicians are black, most in California, New York and D. C. (See Tab E for excerpts)

Office for Civil Rights  
Department of Health, Education,  
and Welfare  
Washington, D. C. 20201

This agency has limited data of representation of various minority groups in nursing and doctors' professions.

Black Enterprise  
295 Madison Avenue  
New York, New York 10017

This monthly magazine from time to time publishes data on black representation in various fields.

National Minority Business  
Directory 1972  
1115 Plymouth Avenue North  
Minneapolis, Minnesota 55411

This directory has no cumulative data but provides names of minority persons in various professions, including advertising, architecture, banking, chemicals, data processing, electronics, food service and communications.

Federal Communications Commission  
1919 M Street, N. W.  
Washington, D. C.

The FCC has yearly cumulative data on minority representation in the radio and television industry. (National Association of Educational Broadcasters, Washington, D. C., compiles similar data for its portion of the industry).

U. S. Bureau of Indian Affairs  
Higher Education  
5301 Central Avenue, N. W.  
Albuquerque, New Mexico 87108

Maintains information on Indian-Americans in Higher Education.

Office of Indian Affairs  
Office of Education - Room 1169  
400 Maryland Avenue, S. W.  
Washington, D. C. 20202

Maintains information on Indian-Americans in Higher Education.

United Scholarship Service  
P.O. Box 18285 Capitol  
Fill Station  
Denver, Colorado

Maintains information on Indian-  
Americans in higher education.

Aspira of America, Inc.  
245 5th Avenue  
New York, New York 10016

Maintains information on Puerto  
Rican scholars.

Puerto Rican Research Center  
1519 Connecticut Avenue, N. W.  
Washington, D. C. 20036

Maintains information on Puerto  
Rican scholars.

Puerto Rican Studies Departments  
at various universities  
Hunter College of the City  
University of New York, Fordham  
University (New York City),  
Rutgers University (New Brunswick,  
New Jersey), City University of  
New York

Possible sources of names of  
scholars in various fields.

\*Directory of Spanish-surnamed and  
Native Americans in Science and  
Engineering  
Dr. Joseph Martinez  
464 Furnace Road  
Ontario, New York 14519

List of individuals

Cabinet Committee on Opportunity  
for the Spanish Speaking  
1800 G. Street, N. W.  
Washington, D. C. 20506

The committee published "Spanish-  
surnamed American College  
Graduates, 1970," which lists  
3,000 Spanish-surnamed graduates  
for 1970 with fields of study and  
degrees earned. (A breakdown,  
by field, for the list is included  
as Tab F)

Office of Spanish-surnamed Affairs  
Room 4544  
Department of Health, Education and  
Welfare  
Washington, D. C. 20202

Compiles a list of "Mexican-  
Americans Holding a Doctorate,"  
by field of study.

Dr. Amado Padilla  
University of California at  
Santa Barbara  
Santa Barbara, California 93106

Developing roster and data of  
Mexican-Americans holding  
advanced degrees.

Directory of Minority College  
Graduates 1971-72  
Manpower Administration  
U. S. Department of Labor  
Washington, D. C.

Names, addresses and fields of  
30,000 minority men and 30,000  
minority women receiving BA, MA,  
or PhD in 1971 or 1972. No  
cumulative data.

\*Black Academy of Arts and Letters  
475 Riverside Drive  
New York, New York 10027

Provides no data nor rosters  
but active in academic affairs.

Black Nurses Association  
792 Columbus Avenue  
New York, New York 10025

Compiles information about black  
nurses.

Caucus of Black Economists  
Room 607  
1001 Connecticut Avenue, N. W.  
Washington, D. C. 20036

Maintains a roster of 500 blacks  
in economics.

\*National Association of Black  
Accountants  
P. O. Box 726, FDR Station  
New York, New York 10022

Notifies its membership of  
university openings; has no  
availability data but estimates  
200 of the 125,000 certified  
public accountants are black.

\*National Association of Black  
Urban and Ethnic Directors  
P. O. Box 205, Manhattanville  
Station  
New York, New York 10027

Maintains information for and  
about minorities in urban  
planning.

\*Minority Recruitment Office  
American Society of Planning Officers  
1313 E. 60th Street  
Chicago, Illinois 60637

Provides a study with numbers  
of minorities and women in urban  
planning education and provides  
resumes of those available.

National Bar Association  
1721 S. Street, N. W.  
Washington, D. C. 20009

Maintains information on blacks  
in the law and judiciary.

National Roster of Minority  
Professional Consulting Services  
Office of Minority Business Enterprise  
Department of Commerce  
Washington, D. C.

This data is not cumulative, but  
serves as a source of minority  
persons in the field of business.

WOMEN

<u>SOURCE</u>	<u>PAGE</u>	<u>TYPE OF DATA</u>
National Register of Scientific and Technical Personnel 1966, 1968, 1970 National Science Foundation 1800 G Street, N. W. Washington, D. C.		Number and percent of scientists by sex, for 17 separate fields; number of women scientists by field, highest degree, by type of employer, by primary work activity, by years of professional experience; also median income figures. Several variables of the data are available.
Earned Degrees Conferred: Bachelor's and Higher Degrees Bureau of Educational Research and Development U. S. Office of Education Washington, D. C.		The data for the proportion of doctorates earned by women, by area and field, 1960-69 is included as Tab G. The Office of the Chancellor at the University of Wisconsin has excerpted data for 1967-69 for 33 leading institutions Lucy W. Sells of the Department of Sociology, University of California at Berkeley has organized the data, by sex, for the top five graduate institutions in selected disciplines. All of the above statistics are available from Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N. W. Washington, D. C. 20009.
National Research Council National Academy of Science 2101 Constitution Avenue, N.W. Washington, D. C.		Number and percentage of doctorates to women by 26 fields, also by school, gathered annually since 1968. Also number and percentage of women receiving any graduate degree by area, school, and state. THIS DATA IS NOW BEING COMPILED BY RACE, AS WELL AS SEX.
Juris Doctor Magazine for the New Lawyer 555 Madison Avenue New York, New York	12 March, 1972 10022	An article by Anne Trebilcock, on leave from University of California Law School, listed increases in percentages of women enrolled in law schools, now nearly 19 percent. (See Tab H)

Women's caucuses and committees  
in the various professional  
associations and disciplinary  
associations

Digest of Educational Statistics 1970.  
National Center for Education  
Statistics 82  
U. S. Office of Education  
Washington, D. C. 89

90

122

Institute for College and  
University Administrators  
American Council on Education  
One Dupont Circle  
Washington, D. C. 20036

Handbook on Women Workers  
Women's Bureau  
U. S. Department of Labor  
Washington, D. C.

Boston Theological Institute  
Women's Institute Placement Service  
45 Francis Avenue  
Cambridge, Massachusetts

Most groups maintain lists of  
women available in the field and  
some have data on the percentage  
of the field that is female. (See  
Tab I for a listing of these  
groups.)

Professional background and  
academic activity of college  
faculty members, by sex, 1969

Earned degrees conferred by field,  
by level, and sex 1968-69.

Number of first-professional  
degrees conferred in dentistry,  
medicine and law, by sex, 1968-69.

Average monthly salary offers to  
male candidates for master's and  
doctor's degrees, by field,  
1964-65 to 1969-70.

Women Academic Administrators in  
Higher Education (presidents, deans,  
vice presidents and financial or  
administrative officers). See  
Tab J.

Data on Women in the Labor Force,  
Employment by Occupation, Earnings,  
Educational Attainment, Laws  
Governing Women's Employment and  
Status, Bibliography on American  
Women Workers. Of only limited use  
in establishing availability in  
academic employment.

Maintains a data bank on women  
qualified to teach in theology.

\*Architectural Forum

46  
Sept., 1972

An article on "Women in Architecture" reported that American Institute of Architecture membership in 1969 was 233 female, 23,205 male. It quoted Department of Labor estimates that 4 percent of the nation's 33,000 registered architects and 20 percent of the 8,000 urban planners are female (1970 Census). See Tab K for excerpts.

\*Women in Communications, Inc.  
(founded as Theta Sigma Phi)  
8305-A Shoal Creek Blvd.  
Austin, Texas 78758

Has compiled percentages of women in each academic rank on journalism faculties nationally and numbers of women in journalism at individual schools. See Tab L.

\*Goals for Women in Science  
Women in Science and Engineering  
c/o Margaret E. Law  
Department of Physics  
Harvard University  
Cambridge, Massachusetts 02138

Narrative and statistics on availability and opportunities for women generally and at selected institutions. (See Tab M for excerpts.)

\*Minority Recruitment Office  
American Society of Planning  
Officers  
1313 E. 60th Street  
Chicago, Illinois 60637

See entry under Minorities above.

\*The Profile of Medical Practice  
Center for Health Services  
Research  
American Medical Association  
535 North Dearborn Street  
Chicago, Illinois 60610

102  
1972  
edition

Women Physicians in Medicine by Barbara H. Kehrler, reports 7.4 percent of the U. S. physicians are female, includes other data on types of practice, medical school enrollment, etc. See Tab N for excerpts.

\*1971 Lawyer Statistical Report  
American Bar Association  
1155 60th Street  
Chicago, Illinois 60637 1971 edition

This report showed women comprise 9,103 or 2.8 percent of the total attorneys in the U. S. The ABA has recently supplemented this report with new data on women in the law.

Bulletin of the American  
Physical Society  
335 E 45th Street  
New York, New York 10017

Vol. 17  
June 1972

A statistical portrait of women in physics and their availability using data from the National Research Council, the National Science Foundation, Directory of Physics and Astronomy Faculties of North American Colleges and Universities, 1970-1971, and an independent survey.



MINORITIES AND WOMEN

<u>SOURCE</u>	<u>PAGE</u>	<u>TYPE OF DATA</u>
National Research Council National Academy of Science 2101 Constitution Avenue, N. W. Washington, D. C.		See entry under Women above.
The American Graduate Student: A Normative Description, 1971 American Council on Education One Dupont Circle Washington, D. C. 20036	16-92	Raw data, by race and by sex, for the following fields: bioscience, business, education engineering, arts and humanities, math and physical sciences, social sciences, health, law.
	17	Degree enrollments, by race and sex.
	104	Degree enrollments, by fields
	89-92	Percentage distribution of students in various fields, by sex, for all academic degrees.  Analysis of this data is available from ACE.
College and University Faculty: A Statistical Description, 1970 American Council on Education One Dupont Circle Washington, D. C. 20036	12	Faculty appointments, by race and sex, in each type of school (two-year, four-year, universities, etc.) Also by job titles. The data shows 2.2 percent of American college faculty (1.8 percent of the male faculty and 3.9 of the female faculty) is black. See Tab O.
	14-15	Numbers of publications and hours taught, by sex and by type of school.  Priority to teaching or research, by sex and type of school. Also by highest degree held. Analysis of this data is available from ACE.

U. S. Bureau of the Census  
Department of Commerce  
Washington, D. C.

The Census Bureau has data of various professions, by race and sex. The 1960 Census, for instance, found 212,408 lawyers and judges in the U. S., and 176 were female Negroes. The total number of females, including whites and Negroes, was 7,434. The Bureau publishes an annual catalog of available data.

American College Enrollment Trends in 1971  
Carnegie Commission on Higher Education  
1947 Center Street  
Berkeley, California 94704

8

Data showing trends in graduate enrollment between fall 1970 and fall 1971. See Tab P.

\*Department of Civil Engineering  
3106 Civil Engineering Building  
University of Illinois  
Urbana, Illinois 61801

Has compiled a list of women and minorities who have been or soon will be holders of doctorates in civil engineering, engineering, engineering mechanics and allied fields.

\*Minorities and Women in Science  
1776 Massachusetts Avenue, N. W.  
Washington, D. C. 20036

A monthly survey of developments affecting scientific manpower and women power, including new sources of availability data. Published by Scientific Manpower Commission, Betty M. Vetter, executive director.

U. S. Equal Employment Opportunity Commission  
1800 G Street, N. W.  
Washington, D. C.

The EEOC has cumulative data by race and sex, in broad occupational categories, as well as for various professions.

Committee on Equality of Opportunity in Psychology  
American Psychological Association  
1200 Seventeenth Street, N. W.  
Washington, D. C. 20036

Developing information on minorities and women in the field.

A Statistical Portrait of Higher  
Education  
Carnegie Commission on Higher Education  
1947 Center Street  
Berkeley, California 94704

\*American Society for Public  
Administration  
1223 Connecticut Avenue, N. W.  
Washington, D. C.

Data on student characteristics,  
faculty characteristics, and  
expenditures that may be of help  
in developing affirmative action  
programs.

Maintains a data bank on women  
and minorities qualified in the  
field.

ADDITIONAL SOURCES

<u>SOURCE</u>	<u>PAGE</u>	<u>TYPE OF DATA</u>
*Affirmative Action Campus Contacts		See Tab Q for a 1972 listing of affirmative action contacts.
*Project on the Status and Education of Women 1818 R Street, N. W. Washington, D. C. 20009		Maintains regular mailing of materials on affirmative action, availability, recruiting, suggestions, etc.
Directory of Afro-American Resources Race Relations Information Center (published by R.R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036)		Lists, describes and cross-indexes professional associations of blacks, disciplinary committees concerned with blacks, data sources and study centers.

Tab A

TAB A

## A Survey of Black American Doctorates

Conducted by James W. Bryant, program advisor,  
Special Projects in Education, the Ford Foundation

In the course of planning a program to increase the number of black Ph.D.s, the Office of Special Projects of the Ford Foundation conducted a survey of black men and women who hold the doctorate. The results support the generally held assumption that less than 1 per cent of America's earned doctoral degrees are held by Negroes. From a variety of sources, the names of 2,280 Negro Ph.D.s were obtained.\* For the immediate future the percentage is not likely to change, since another survey indicates that less than 1 per cent of the Ph.D. candidates at the close of the 1967-1968 academic year were black men and women.\*\*

**Table III      FIELDS IN WHICH DEGREES WERE CONFERRED**

Field	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Education	228	26.4	85	36.3	313	28.6
Social Sciences	242	28.0	46	19.7	288	26.3
Biological Sciences	120	14.0	22	9.4	142	12.9
Humanities	90	10.4	46	19.7	136	12.4
Physical Sciences	116	13.4	13	5.5	129	11.8
Other*	66	7.8	22	9.4	88	8.0
<b>Total</b>	<b>862</b>	<b>100.0</b>	<b>234</b>	<b>100.0</b>	<b>1096</b>	<b>100.0</b>

\*Includes Agriculture, Business, Engineering, Home Economics, and Religion.

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**Table IV      EMPLOYMENT OF BLACK DOCTORATES**

Employment	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
College & University	729	84.8	208	88.9	937	85.4
Government	47	5.4	11	4.7	58	5.3
Social Agencies	42	4.9	11	4.7	53	4.8
Industry	28	3.2	1	.4	29	2.7
Other*	16	1.8	3	1.2	19	1.8
<b>Total</b>	<b>862</b>	<b>100.0</b>	<b>234</b>	<b>99.9</b>	<b>1096</b>	<b>100.0</b>

\*Includes retired and self-employed persons.

The Ford Foundation  
320 East 43rd Street  
New York, N. Y. 10017

Office of Special Projects  
Division of Education & Research  
November 25, 1968

## GRADUATE EDUCATION AND BLACK AMERICANS

by Fred E. Crossland

During the summer of 1968, 105 American graduate schools of arts and sciences were asked to provide data about black Americans attending their institutions and receiving their degrees. Sixty-four were able to provide data about enrollment; sixty-three were able to provide information about recent Ph.D. recipients. The participating universities are listed in Attachment A. The data they furnished are summarized in seven statistical tables at the end of this paper. We are extremely grateful for their cooperation.

The collection of information about racial representation in graduate schools is complicated by two facts. First, it is impossible to be precise about something as imprecise as race. Men and women do not fit neatly into yellow, brown, red, black, or white pigeonholes. Second, in recent years it has become socially proper and legally necessary for institutions not to ask a man's race and not to keep racial records.

It was impossible, therefore, for most administrators to provide exact answers to our questions. For the most part, the raw data they sent us were estimates, educated guesses, recollections of former students, and hunches about current degree candidates. Despite the inevitable imprecision of individual items of information, the composite picture is remarkably clear and the patterns are consistent.

Nearly one third of all American doctoral degree granting institutions provided data; these institutions award more than one third of all earned higher degrees. They are not a small statistical sample; they are a large and representative group of America's leading universities. They represent the public and private sectors of higher education. They are located in all sections of the country. They are large and small, urban and rural. They are prestigious and relatively unknown to the general public.

All the responding universities are typical in that they are "predominantly white" institutions in a society becoming increasingly and belatedly self-conscious about its treatment of the culturally different. What these universities have to say about their own service to black Americans is important.

\*\*\* \*\*



The following three figures summarize the situation and indicate the scope of the problem:

- ... 11.5 percent .... this is the proportion of the total American population which is black
- ... 1.72 percent .... this is the proportion of the total enrollment in America's graduate schools of arts and sciences which is black American
- ... 0.78 percent .... this is the proportion of all Ph.D. 's awarded between 1964 and 1968 which went to black Americans

If the number of black American graduate students were multiplied sevenfold, it would only match the ratio of blacks to the total American population. The annual number of new black Ph.D. 's would have to be multiplied by fifteen to achieve the total population ratio. All the current black recruitment programs will not bring off such increases.

Nothing less than massive, concerted, and sustained efforts by the universities -- together with greatly increased student financial aid resources and vastly improved primary, elementary, and undergraduate education -- will bring about graduate enrollment "parity" for black Americans within a decade. Meanwhile, black administrators will continue to be under-represented in higher education. And students, black and white, will continue to have proportionately few black professors in their college classrooms and laboratories.

The sixty-four graduate schools responding to our questionnaire reported that only 1.72 percent of their students last year were black Americans. There were some regional differences. Nearly half the reported black students were enrolled in the large Midwestern state universities. Both the East and West were below the national figure. As might be expected, the South was above the average. However, although 40 to 50 percent of all black Americans live in the South, it appears that no more than 20 percent of all black graduate students attend institutions in that part of the country. It is likely that a substantial number of black students migrate from the South to low-cost public institutions in the Midwest. (See Table I.)

Twelve of the 64 responding institutions had fewer than ten black students last year, and only twelve reported more than 100. Of the latter, nine were public state universities and three were urban institutions (one public and two private).

Since the 1.72 percent black enrollment figure is more than double the 0.78 percent black Ph.D. figure, it is probable that black enrollment tends to be concentrated at the master degree level and that relatively few blacks continue to the doctorate. On the other

hand, it is possible that the number of new black graduate students in the last two or three years has increased and that there will be a corresponding increase of black Ph.D.'s in the near future.

In the past, the majority of black graduate students were seeking only to satisfy requirements for elementary and secondary school teaching and few had reason to work for the doctorate. That condition may be changing. More than half of the recent black Ph.D. recipients were already teaching at the college level, many at Southern predominantly Negro colleges. As both industry and higher education seek more credentialed blacks, there probably will be increasing numbers of blacks seeking to enter graduate school, enroll in a wider variety of fields, and work for higher degrees.

Sixty-three universities were able to provide data about recent black Ph.D. recipients. Thirteen reported that they had none between 1964 and 1968. Fifty reported that collectively they awarded 294 Ph.D.'s to black Americans between 1964 and 1968. (See Table III.) Among the fifty universities, fourteen granted just one each, and an additional eight universities awarded two Ph.D.'s each to black Americans between 1964 and 1968. The remaining 28 institutions awarded from 3 to 41 doctoral degrees to blacks during the five-year period. (See Table IV.)

The annual number of black Ph.D.'s has been increasing rather steadily in each of the four regions listed, but the percentage of Ph.D.'s going to black Americans has remained extremely low and fairly stable. There has been no significant change despite increasing public attention to civil rights, racial issues, and minority problems, and despite educators' preoccupations with compensatory programs and intensive recruitment of minority students. The interval from graduate school entry to the awarding of the doctorate typically is four or five years, so the result of recent and current efforts must be awaited. No doubt the number of black Ph.D.'s will continue to grow slowly, but there are no signs of sudden changes. After all, the black Ph.D.'s of 1972 are attending graduate school now and there simply are not that many now enrolled.

There appears to be no relationship between size of university and proportion of Ph.D.'s awarded to black Americans. The ten largest and the ten smallest institutions among the respondents have almost exactly the same proportion of black Americans among their recent Ph.D. holders. Black graduate students clearly are in short supply, but no section of the country and no size of university has a corner on the market.

Universities also were asked how many Ph.D.'s they expect to award to black Americans in 1969. Forty-six of the graduate schools responded. The estimates appear to be very generous and may reflect hope rather than expectation. But even if only half of the "hopefuls" for 1969 receive their Ph.D.'s, the 46 responding institutions will have record numbers of black doctoral alumni next year. It will be worth a second look.

\*\*\*\*\*

TABLE I

## ENROLLMENT IN GRADUATE SCHOOLS OF ARTS AND SCIENCES IN 1967-68

Region	Universities asked	Universities responding	Total enrollment	Black American enrollment	Percent black American
East	39	24	39,381	467	1.19
South	24	12	21,151	577	2.73
Midwest	25	18	79,149	1,495	1.89
West	17	10	34,934	473	1.35
Total	105	64	174,615	3,012	1.72

Explanatory Notes:

1. The universities themselves provided the raw data upon which this and all subsequent tables are based.
2. The figures are for full-time and part-time enrollment combined.
3. Questionnaires were addressed to deans of graduate schools of arts and sciences at the 105 institutions included in Allan M. Carter, An Assessment of Quality in Graduate Education (1966).
4. Data may not always be exactly comparable because universities keep records in different ways. For example, a few may have provided data for more than "arts and sciences" and included education, business administration, engineering, and perhaps other fields.
5. Data were sought for "Negro American" students rather than for "all black students", a category which would include black students from other countries.

TABLE III

## DOCTOR OF PHILOSOPHY DEGREES AWARDED FROM 1964 THROUGH 1968

	Academic Year	Total Ph.D.'s Awarded	Ph.D.'s to Black Americans	Percent to Black Americans
EAST (23 respondents out of 39 asked)	1963-64	1,221	9	0.74
	1964-65	1,456	14	0.96
	1965-66	1,586	15	0.95
	1966-67	1,741	24	1.38
	1967-68	<u>2,015</u>	<u>17</u>	0.84
	Five years	8,019	79	0.99
SOUTH (12 respondents out of 24 asked)	1963-64	692	1	0.14
	1964-65	916	1	0.11
	1965-66	1,028	1	0.10
	1966-67	1,197	10	0.84
	1967-68	<u>1,271</u>	<u>6</u>	0.47
	Five years	5,104	19	0.37
MIDWEST (18 respondents out of 25 asked)	1963-64	2,934	26	0.89
	1964-65	3,059	38	1.24
	1965-66	3,495	28	0.80
	1966-67	3,784	33	0.87
	1967-68	<u>4,219</u>	<u>41</u>	0.97
	Five years	17,491	166	0.95
WEST (10 respondents out of 17 asked)	1963-64	952	5	0.53
	1964-65	1,177	5	0.42
	1965-66	1,335	8	0.60
	1966-67	1,670	3	0.18
	1967-68	<u>1,708</u>	<u>9</u>	0.53
	Five years	6,842	30	0.44
TOTALS (63 respondents out of 105 asked)	1963-64	5,799	41	0.71
	1964-65	6,608	58	0.88
	1965-66	7,444	52	0.70
	1966-67	8,392	70	0.83
	1967-68	<u>9,213</u>	<u>73</u>	0.79
	Five years	37,456	294	0.78

TABLE IV

DISTRIBUTION OF BLACK AMERICAN RECIPIENTS OF THE DEGREE  
OF DOCTOR OF PHILOSOPHY DURING THE FIVE-YEAR PERIOD ENDING 1968 -

Number of black American Ph. D.'s	Number of universities				Total
	East	South	Midwest	West	
0	4	4	3	2	13
1	8	4	1	1	14
2	3	0	3	2	8
3	0	2	1	3	6
4	0	1	0	0	1
5	3	1	0	0	4
6	1	0	1	1	3
7	0	0	0	0	0
8	1	0	1	0	2
9	0	0	0	0	0
10	1	0	3	1	5
11	1	0	0	0	1
12	0	0	1	0	1
13	0	0	1	0	1
14	0	0	0	0	0
15-19	1	0	0	0	1
20-24	0	0	2	0	2
25-29	0	0	0	0	0
30-34	0	0	0	0	0
35-39	0	0	0	0	0
40-44	0	0	1	0	1
45 or more	0	0	0	0	0
Universities responding	23	12	18	10	63
Universities asked	39	24	25	17	105



TAB B

# NEWS

FROM THE AMERICAN BAR ASSOCIATION

American Bar Center, 1155 East 60th Street, Chicago, Illinois 60637, Telephone (312) 493-0533  Chris Whittle, Director of Public Relations

Information Contact: Linda Sacia

Release: Immediate

## SURVEY REVEALS DATA ON BLACK LAW STUDENT ENROLLMENT

CHICAGO - Black students approximate three percent of the total enrollment in U.S. law schools, according to a survey conducted by the American Bar Association.

The survey revealed there are 1,605 black students out of 57,573 enrolled in the 125 law schools responding to the questionnaire and distinguishing between black and non-black students. This represents 2.7 percent of the total enrollment.

Out of the 142 law schools in the nation, eight returned the questionnaire but did not distinguish between black and non-black students, while nine schools did not reply at all.

The survey, conducted by the Committee on Civil Rights and Responsibilities of the ABA Section of Individual Rights and Responsibilities, shows figures from the 1969-70 school year.

"The survey was aimed at determining precisely the number of black students being prepared to meet the serious need for minority lawyers in this country," said Louis Pollak, former dean of the Yale University Law School and chairman of the Individual Rights Section.

(more)



Survey on Black Enrollment - Final

Some representative figures are: University of Alabama, eight black students in a total enrollment of 317; University of California, Berkeley, 34 of 753; Yale University, 50 of 588; and University of Wisconsin, 10 of 248.

A related survey of 1966 showed that one percent of male lawyers and judges and 2.3 percent of female lawyers and judges were black according to the 1960 census figures. Percentages were significantly higher in such professional occupations as clergymen, physicians and engineers.

-0-

March, 1971

Survey of Black Law Student Enrollment  
1969 - 1970

Conducted by the Committee on Civil Rights and Responsibilities  
of the ABA Section of Individual Rights and Responsibilities

State	Total Enrollment 1969-1970	Black Enrollment 1969-1970
Name of School		
Alabama		
Cumberland School of Law	383	2
University of Alabama	317	8
Arizona		
Arizona State University (Tempe)	320	5
University of Arizona	323	3
Arkansas		
University of Arkansas (Fay.)	350	6
University of Arkansas (Little Rock)	128	4

(continued on page 36)

(continued from page 21)

<b>California</b>		
Univ. of California (Berkeley)	753	34
Univ. of California (Davis)	340	10
Univ. of California (Los Angeles)	800	55
Loyola University (Los Angeles)	879	24
Univ. of Southern California	439	15
Univ. of the Pacific	589	9
California Western Univ.	236	No Reply Received
Univ. of San Diego	598	11
Univ. of California (Hastings College)	1173	13
Golden Gate College	358	8
Univ. of San Francisco	361	5
Univ. of Santa Clara	269	5
Stanford University	428	8
<b>Colorado</b>		
University of Colorado	357	17
University of Denver	646	Figures Unavailable
<b>Connecticut</b>		
University of Connecticut	421	7
Yale University	588	50
<b>District of Columbia</b>		
American University	623	9
Catholic Univ. of America	373	12
Georgetown University	1301	38
George Washington University	1659	51
Howard University	357	Figures Unavailable
<b>Florida</b>		
University of Miami	528	2
University of Florida	824	5
Stetson University	429	0
Florida State University	361	12
<b>Georgia</b>		
University of Georgia	411	Figures Unavailable
Emory University	363	25
Morcor University	222	Figures Unavailable
<b>Idaho</b>		
University of Idaho	119	0
<b>Illinois</b>		
University of Illinois	600	21
Chicago-Kent	546	25
DePaul University	642	11
John Marshall Law School	887	No Reply Received
Loyola University	403	7
Northwestern University	472	19
University of Chicago	459	13
<b>Indiana</b>		
Indiana University (Bloomington)	372	8
Indiana University (Indianapolis)	577	16
University of Notre Dame	351	17
Valpariso University	152	3
<b>Iowa</b>		
Drake University	179	3
University of Iowa	428	20
<b>Kansas</b>		
University of Kansas	275	9
Washburn University of Topeka	300	2
<b>Kentucky</b>		
University of Kentucky	422	8
University of Louisville	428	5
<b>Louisiana</b>		
Louisiana State Univ.	546	1
Southern University	54	No Reply Received
Loyola University	522	9
Tulane University	361	4
<b>Maine</b>		
University of Maine	135	0
<b>Maryland</b>		
University of Maryland	535	20
<b>Massachusetts</b>		
Boston University	847	30
New England School of Law	150	1
North-eastern University	79	No Reply Received
Suffolk University	1537	9
Foston College (Brighton)	550	18
Harvard University	1651	102

Michigan		
University of Michigan	1118	39
Detroit College of Law	700	35
University of Detroit	284	No Reply Received
Wayne State University	928	51
Minnesota		
University of Minnesota	547	7
William Mitchell	368	1
Mississippi		
University of Mississippi	299	22
Missouri		
University of Missouri (Columbia)	333	1
University of Missouri (Kansas City)	353	8
St. Louis University	345	6
Washington University	251	6
Montana		
University of Montana	123	0
Nebraska		
University of Nebraska	326	5
Creighton University	265	3
New Jersey		
Rutgers University (Camden)	227	13
Rutgers University (Newark)	420	58
Seton Hall University	659	14
New Mexico		
University of New Mexico	171	0
New York		
Union University (Albany)	360	2
State Univ. of New York (Buffalo)	483	15
Cornell University	412	5
Brooklyn Law School	1048	12
Columbia University	989	62
Fordham University	760	7
New York Law School	511	8
New York University	861	38
St. John's University	807	8
Syracuse University	400	5
North Carolina		
University of North Carolina	540	4
Duke University	307	5
North Carolina Central Univ.	102	77
Wake Forest University	198	0
North Dakota		
University of North Dakota	120	0
Ohio		
Ohio Northern University	182	3
University of Akron	350	16
University of Cincinnati	309	5
Case Law School	302	11
Cleveland State University	775	50
Case-Western Reserve Univ.	310	12
Capital University	247	11
Ohio State University	440	8
University of Toledo	475	17
Oklahoma		
University of Oklahoma (Norman)	394	2
Oklahoma City University	224	7
University of Tulsa	231	0
Oregon		
University of Oregon	300	2
Willamette University	288	0
Pennsylvania		
Dickinson School of Law	315	5
Temple University	764	No Reply Received
University of Pennsylvania	535	18
Duquesne University	533	No Reply Received
University of Pittsburgh	175	10
Villanova University	433	6
South Carolina		
University of South Carolina	496	Figures Unavailable
South Dakota		
University of South Dakota	152	1
Tennessee		
University of Tennessee	410	4
Memphis State University	279	Figures Unavailable
Vanderbilt University	363	Figures Unavailable

<b>Texas</b>		
University of Texas	1468	Figures Unavailable
Southern Methodist University	578	2
University of Houston	497	5
South Texas College of Law	578	7
Texas Southern University	149	No Reply Received
Texas Tech University	156	2
St. Mary's Univ. (San Antonio)	412	3
Baylor University	304	1
<b>Utah</b>		
University of Utah	337	No Reply Received
<b>Virginia</b>		
University of Virginia	788	20
Washington & Lee University	185	1
University of Richmond	180	0
College of William & Mary	190	2
<b>Washington</b>		
University of Washington	356	8
Gonzaga University	159	2
<b>West Virginia</b>		
University of West Virginia	217	0
<b>Wisconsin</b>		
University of Wisconsin	248	10
Marquette University	289	3
<b>Wyoming</b>		
University of Wyoming	124	0
<b>Totals</b>	<b>57,573</b>	<b>1,605</b>
From Schools which Responded <input type="checkbox"/>		

#### FOOTNOTES

<sup>1</sup>The Section Survey statistics were gathered over a period of a year and a half. Special appreciation is extended to Jerome Shestack, the immediate past Chairman of the Section, and H. Bruce Hamilton, the former Section Staff Director for Special Projects.

<sup>2</sup>See "Symposium: Disadvantaged Students and Legal Education - Programs for Affirmative Action," 70 U. Tol. L. Rev.

277(1970). This issue comprehensively examines the crucial questions in this area.

<sup>3</sup>It is not without significance that the opportunity for these black candidates to be elected resulted largely from the litigation efforts of Charles Morgan, Jr., and other concerned attorneys.

Tab C

TAB C

American Bar Association  
 Section of Individual Rights and Responsibilities  
 Survey of Black Law Student  
 Enrollment

John W. Atwood  
 David F. James  
 David C. Long  
 Division of Public Service Activities  
 American Bar Association

Number of Blacks in Professional Occupations and  
 Black Percent to Total Number in Each Profession, by Sex, 1960

Professional Occupation	Number of Blacks	Percent of Total in Profession
<b>Males:</b>		
Clergymen	13,951	7.1%
Physicians and Surgeons	4,266	1.9%
Dentists	1,978	2.4%
Chemists	1,539	2.0%
Pharmacists	1,462	1.7%
Engineers	4,418	.8%
Lawyers and Judges	2,004	1.0%
<b>Females:</b>		
Physicians and Surgeons	490	3.1%
Professional Nurses	32,009	5.5%
Librarians	3,144	4.3%
Lawyers and Judges	176	2.3%





TAB D

by David M. Raffky

The assassination of Rev. Martin Luther King, Jr. spurred a number of traditionally "closed," predominantly white, non-Southern colleges and universities to recruit black faculty. However, the number of blacks at these schools is still small. Our study focuses on the status of blacks in the academic marketplace and the barriers to their employment.

Assembling a mailing list of blacks in white schools was no easy task. Letters requesting rosters of black professors were sent to deans, provosts, presidents and selected department chairmen of all four-year, degree granting, predominantly white, non-Southern schools with more than three hundred students. The following illustrates some of the problems that we had:

I would request you kindly to define more precisely what you mean by the term "black"? Am I right in supposing that you are seeking information regarding American faculty of African descent? Or do you wish West Indian and African faculty members to be included - or dark skinned faculty from other countries?

Ten of the faculty members who were labeled black by our informants returned their questionnaires with "white" indicated as their racial preference.

In addition, several large universities refused to provide us with names (evasively, we believe) because (1) to supply such information is "illegal;" (2) it is too expensive to "check the files;" (3) the impropriety of giving out names based on race without the permission of the individuals; and (4) "the whole thing is a sloppy approach

David M. Raffky, sociologist, is an assistant professor of education at Syracuse University, Syracuse, New York.

to a problem." Our repeated requests to the Office of Education were ignored. Therefore we contacted prominent black scholars and organizations in order to obtain the names of blacks at schools which refused to cooperate in the survey.

Another unexpected problem was establishing criteria for determining faculty status, since schools differ in their definitions of "faculty" - some in order to inflate the number of blacks on their staff. Several included part-time instructors, house mothers, guidance counselors and members of the school's custodial staff. We didn't include these blacks on our list.

An earlier survey by A. Gilbert Belles (1968) indicates that our sample of 699 black faculty members in more than 184 non-Southern, white colleges represents as much as seventy-five to ninety percent of the target population. A comparison group of 699 whites from three hundred college bulletins was also selected and matched according to academic field, size, location and type (public or private) of institution. Because twenty-eight percent of the black faculty are women, compared to eighteen percent of the white sample, an attempt to match the two groups according to gender was unsuccessful.

Our questionnaire was mailed to the two groups in 1969. Seventy-nine percent of the blacks replied, in contrast to sixty-three percent of the whites. The Middle Atlantic states, where the largest number of Northern blacks live, contain the largest number of schools reporting one or more blacks on their faculty. Totally they reported 292 black faculty members. Blacks were rarely employed in the Mountain states.

Seventy percent of the white comparison group in our survey hold the

doctorate, compared to forty percent of the blacks. Blacks without the doctorate are both teachers and administrators.

Generally black men are more likely to hold the doctorate than black women in the sample, and the same is true for whites. Black doctorates are primarily employed by high quality public colleges and universities, while white doctorates are especially likely to be in high quality private schools.

While blacks and whites employed by high quality schools generally hold the doctorate, low quality schools apply different standards to whites and blacks. Of the blacks at these schools, forty-two percent hold doctorates, compared to sixty-eight percent of the whites. Tenured faculty, black or white, generally hold doctorates. Among untenured faculty, however, blacks are less likely (forty-three percent) to have a doctorate than whites (fifty-eight percent). This suggests that it is somewhat easier for blacks with limited credentials to obtain jobs at private high quality schools than for whites, and a great deal easier at low quality schools. Blacks may have an employment advantage in lower quality schools, but they are less likely than whites to be granted tenure at these schools.

Although the whites are "better" qualified than the blacks, the blacks are more likely to be at elite colleges and universities. Still, they remain in the lower ranks, more often than not, untenured even when in positions where tenure rules are applicable. Twenty-eight percent of the blacks hold ranks lower than assistant professor compared to eight percent of the white faculty members.

While the majority of blacks and whites are engaged primarily in

(Continued on page 65)

## RESEARCH

(Continued from page 6)

teaching, many blacks are connected with programs for "disadvantaged" students as teachers, counselors or administrators. Although more blacks than whites counsel students, the blacks are not full time or professional counselors. Rather, they seem to advise students as an adjunct to their academic duties.

Younger blacks tend to be recruited by the large lower quality schools — especially those in the West and New England. Older blacks are in better schools than their white counterparts. This is true even though blacks at all age levels publish less than whites.

Although blacks have been taking increased advantage of higher education in recent years, (the number of blacks with five years of college or more increased from 3,500 to 194,000 between 1947 and 1969) the proportion of black doctorate holders from 1964 to 1968 has remained stable at less than one percent of the total doctorates awarded in that period. Between 1947 and 1969 the number of black doctorates increased from less than 381 to 2,280, which matches the sevenfold increase in black faculty at white schools during that period.

The ratio of black faculty to black doctorates has remained constant but the predominantly white colleges are not absorbing many blacks with higher degrees. Thus the barrier to their employment posed by the lack of blacks with higher degrees may be lowered by increasing their employment opportunities in higher education.

Another major barrier to the employment of blacks in white academia is the attractiveness of other professions in government, industry, foundations and black colleges and universities. The pressure on black schools to recruit black faculty, coupled with the shortage of qualified blacks available for academic positions, may be inflating salaries in some black schools.

Ninety percent of the black faculty believe that some institutions

of higher education outside the South exclude black faculty. More than one quarter believe that blacks must be more qualified than whites to be hired or granted tenure at their school. In other words, they feel themselves to be better qualified than their white colleagues.

It may be argued that the new black recruit into the academic profession is cynical and does not have detailed knowledge about hiring and tenure granting procedures at his school. His older black colleagues, more familiar with administrative procedures, should have more accurate perceptions of the discriminatory practices. In fact, the older blacks are more likely than their younger black colleagues to accuse their employers of exclusionary practices. Only eighteen percent of the blacks under thirty believe that their school discriminates in employment compared to more than forty percent of those over thirty. This contradicts the notion that blacks who have "made it" in the white world tend to deny the existence or underestimate the importance of racial discrimination.

Few of the blacks or whites in this survey experienced difficulty in finding their present positions. Of those who reported difficulty, almost one half cite general job market conditions as the reason. Thirty percent of the blacks who had difficulty, however, believe that racial discrimination was responsible. This percentage may not represent the proportion of blacks who feel this way since some of the responses classified as "other" have racial connotations. For example, one black stated that his difficulties were due to "lack of housing for blacks in communities in which some colleges and universities are located." Another believed his problems stemmed from his "left-wing political background which might be tolerated for a white professor but not for a black." In addition, several blacks who had little or no difficulty in obtaining positions indicated that race was a positive factor in their employment. One candidate reports that he was "recruited as a result of the search for a black faculty member."

Of 554 black faculty members, eight percent stated that difficulty in finding their present job was caused by racial discrimination. This proportion

is relatively low compared to their widespread agreement that discrimination is practiced in higher education in general and in their own schools in particular. Only four percent of the younger blacks reported discrimination in finding a job, compared to more than ten percent of their black colleagues over thirty. Apparently young black doctorates entering the academic profession are not likely to encounter difficulties in finding a job because of racial discrimination; older faculty, regardless of highest degree and other qualifications more often report racial discrimination.

There are three major unintentionally erected barriers which discourage blacks from entering predominantly white faculties. One of the most subtle barriers involves the "feeder" process whereby professors and department heads recommend graduate students to schools with faculty vacancies. Edward Harris, a sociologist at Indiana University, describes in a 1967 survey instances in which blacks completing their graduate work in white Midwestern schools were discouraged by their academic sponsors from seeking positions in white schools with vacancies:

A black degree candidate learned from one of his professors that an opening existed on the faculty of a predominantly white southern college. The student examined the open file of job requests maintained by the department chairman and noticed the letter soliciting applicants for the vacancy in question. After making known his interest in the job to the department chairman he was invited to look through the open file. The letter from the school in question was conspicuously missing.

In 1961 James Moss and Norman Mercer sent questionnaires to the president or dean of 179 colleges and universities in New York State inquiring about racial hiring practices. Of the eighty-two administrators who responded, sixty-seven reported some responsibility for setting employment policy. Moss and Mercer describe the theme underlying the majority of their replies:

The benignly liberal attitude of the majority of college administrators and department chairmen who view "ethnic detachment" as a virtue in recruiting, rather than as a possible "screen" inhibiting the steady growth of culturally inclusive faculties.

This attitude was expressed in the Rafky, Bellis (1968) and Moss and Mercer (1961) studies as (1) irritation at receiving a request for information on the racial mix of their school, and, (2) stated policy of official indifference to cultural and racial background of the faculty, for example:

I consider it a pointless question to a college which hires human beings rather than whites, non-whites, etc. (Dean)

The final barrier to the employment of blacks is irrationality within the academic marketplace, due to the limited access to information and inadequate feeder processes blacks have in finding their first jobs. However, blacks and whites do differ in the methods they used to obtain their most recent academic jobs. Blacks, more often than whites, were invited to accept their present jobs. Two blacks report that not only were they asked to accept their present positions, but the positions were created at their request. Several blacks report that they were offered positions in response to student protest. Most, however, do not believe that they were hired as a result of student demands. Several were contacted by department chairmen or deans, but a few report offers by such people as the president of the university. All of these offers were unsolicited.

Almost equal proportions of whites and blacks were invited to accept their first academic posts. Of the blacks who entered the profession more than twenty years ago, nineteen percent were invited to accept their first position, compared to only eleven percent of the whites hired at the same time. That is, a generation ago, younger blacks were being invited into the academic profession. Today, however, the situation is reversed. Forty-one percent of the whites under thirty were invited to accept their present position, compared to only six percent of the young blacks. Young blacks entering the profession no longer receive invitations, but solicit jobs for themselves by sending mass letters or using personal contacts.

We are forced to conclude that blacks generally are not put at a disadvantage by the current methods used to obtain knowledge about posi-

tions. In fact, they (especially older blacks) seem to be sought out more than white faculty. But this tends to put at a disadvantage blacks who are not "visible," who do not participate in the academic grapevine.

As one might expect, tenured faculty of both races hold posts by invitation more often than untenured faculty. Blacks at private institutions, especially high quality schools, tend to be there by invitation regardless of tenure. For the whites, on the other hand, those in high quality public institutions who have tenure are most often there by invitation. The high quality private schools seem to be doing heavy recruiting of black scholars. Forty-four percent of blacks without the doctorate, who attended high quality graduate schools and have no publications, were invited to accept their present positions. This is not surprising since people with master's degrees and limited credentials have trouble getting jobs in any way other than "friends in high places." Without friends, they continue graduate work. Blacks with the doctorate from high quality schools who have published report jobs by invitation almost four times as often as whites with the same excellent credentials. Blacks with the doctorate from lower quality schools who have published report being invited to accept their present position no more often than whites with the same qualifications. However, if blacks hold only the master's degree earned at a lower quality school, they are more often working by invitation than whites with similar credentials, regardless of publications. These are primarily blacks who are counseling in and directing programs for disadvantaged students.

We pursued the matter of job invitation by asking, "How many unsolicited job offers have you had in the past year?" On the average, whites report 1.5 offers compared to 3.1 for the blacks for the academic year 1968-69. This is, therefore, a period of reverse discrimination in which blacks already in the academic profession are sought out by predominantly white colleges and universities. In addition, more than sixty schools requested our roster of black faculty. One black associate professor of history at a large state university told us that he was

offered nine positions within the past year. He said that he would not accept any of them because the offers were not merited by his scholarly work. As soon as he finishes a book he is researching, he will accept a position at an Ivy League school. Until then, he describes his attitude as: "Either I publish or you [white schools] perish!"

Blacks under thirty are not as sought after as blacks in general, and they are less willing to move than their older black colleagues. We found that the best qualified blacks (doctorates from high quality schools) are the most willing to move. The least qualified blacks (bachelor's degrees from low quality schools) report the fewest job offers and are least willing to move. Blacks with limited credentials who have good jobs are particularly likely to "stick with a good deal" and not risk looking for or accepting another position.

For those seeking new jobs, the highest degree and quality of graduate school have little effect on job offers. This suggests that contemporary career status is more important than earned qualifications; that is, "where you are now" and "what you have done lately" may be more important than "where you have been."

Therefore, a black with limited credentials who obtains a position at an elite college is more sought after than a black with better credentials who teaches at a lower quality school. This explains why blacks with only the master's degree who teach at elite schools because of "connections" are especially popular. Recruiters should note that tenured blacks at the lower quality public institutions are very willing to move, but they have the fewest offers.

The problem of "discrimination" in the academic marketplace is evidently more complex than appeared at the outset. Clearly some schools discriminate and others do not, but we do not believe that discrimination exists only in the system. Some barriers hinder entrance into the academic profession, while others make it difficult for blacks already in the academic profession to obtain jobs at some schools. This is a moot point, however, and we are sure that we have raised more questions than we have answered. ■



TAB E

TABLE 4.—DISTRIBUTION OF ACTIVE PHYSICIANS BY MAJOR PROFESSIONAL CATEGORIES—1967

	Black Physicians		U.S. Physicians	
	Number	Per Cent	Number	Per Cent
Total Active	4,710	100	294,072	100
Patient Care	3,427	73	190,079	65
Other Practice	836	18	57,137	19
Training Programs	447	9	46,856	16

TABLE 5.—NUMBER AND PERCENTAGE OF BLACK SPECIALISTS OF CERTAIN CATEGORIES

	U.S. Physicians 1967	Black Physicians 1967	Per cent
Internal Medicine	42,325	540	1
General Surgery	29,687	479	2
Psychiatry	19,749	275	1
Obstetrics and Gynecology	17,964	425	1
Pediatrics	17,614	280	2
Radiology	10,877	109	1

TABLE 6.—NATIONAL MEDICAL ASSOCIATION MEMBERSHIP BY SPECIALTY AND SPECIALTY BOARD CERTIFICATION—1967

	Total NMA Members (100.0%)	Board Certified <sup>1</sup>	Per Cent Board Certified	Not Board Certified
Total Physicians	4,805	1,074	22.4	3,731
Allergy	4	0	0.0	4
Anesthesiology	79	27	34.2	52
Aerospace (Aviation) Medicine	9	0	0.0	9
Cardiovascular Diseases	14	3	21.4	11
Child Psychiatry	25	8	32.0	17
Colon and Rectal Surgery	1	1	100.0	0
Diagnostic Roentgenology	1	1	100.0	0
Dermatology	49	22	44.9	27
Gastroenterology	8	2	25.0	6
General Practice	1,867	16	0.9	1,851
General Preventive Medicine	10	6	60.0	4
General Surgery	479	206	43.0	273
Internal Medicine	540	110	20.4	430
Neurological Surgery	15	3	20.0	12
Neurology	22	5	22.7	17
Obstetrics and Gynecology	425	152	35.8	273
Occupational Medicine	10	3	30.0	7
Ophthalmology	78	38	48.7	40
Orthopedic Surgery	65	16	24.6	49
Otolaryngology	33	10	30.3	23
Pathology	56	31	55.4	25
Pediatrics	280	143	51.1	137
Pediatric Allergy	1	0	0.0	1
Pediatric Cardiology	2	2	100.0	0
Physician Medicine and Rehabilitation	22	7	31.8	15
Plastic Surgery	6	3	50.0	3
Psychiatry	275	81	29.5	194
Public Health	19	7	36.8	12
Pulmonary Disease	8	0	0.0	8
Radiology	109	74	67.9	35
Thoracic Surgery	14	12	85.7	2
Urology	78	40	51.3	38
Not Recognized (1)	65	34	52.3	31
Unspecified	136	11	8.1	125

(1) Includes 55 Administrative Medicine.



DISTRIBUTION OF BLACK PHYSICIANS IN THE UNITED STATES

Alabama	40
Arkansas	17
Arizona	4
California	396
Connecticut	14
Colorado	9
Delaware	7
District of Columbia	222
Florida	47
Georgia	64
Illinois	125
Indiana	55
Iowa	6
Kansas	15
Kentucky	14
Louisiana	33
Maryland	89
Massachusetts	18
Michigan	186
Minnesota	8
Mississippi	28
Missouri	74
Nebraska	6
Nevada	2
New Hampshire	1
New Jersey	97
New York	203
North Carolina	85
Ohio	118
Oklahoma	18
Oregon	4
Pennsylvania	108
Rhode Island	1
South Carolina	20
Tennessee	91
Texas	84
Vermont	1
Virginia	80
West Virginia	8
Washington	8
Wisconsin	15



TAB F





TAB G

PROPORTION OF DOCTORATES EARNED BY WOMEN,  
BY AREA AND FIELD, 1960-1969

Data sources: U.S. Department of Health, Education and Welfare, *Earned Degrees Conferred: Bachelor's and Higher Degrees*. A publication of the Bureau of Educational Research and Development and the National Center for Educational Statistics, Washington, D.C.; U.S. Government Printing Office. (All public and private colleges and universities in the United States known to confer doctoral degrees are included in the survey. Professional doctoral degrees, such as M.D., however, are not listed.) The consecutive bulletins from which these original data were obtained are located in the Wilson Library Documents Division.

	Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned 1960-1969	Percentage of Doctorates Earned by Women, 1960-1969		Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned 1960-1969	Percentage of Doctorates Earned by Women, 1960-1969
<b>Agriculture, Total</b>	<b>4462</b>	<b>79</b>	<b>1.77</b>	<b>Health Education</b>	<b>88</b>	<b>26</b>	<b>29.55</b>
Agriculture, General	115	1	.87	Recreation	30	4	13.33
Agronomy, Field Crops	966	5	.52	Education of the Mentally Retarded	118	36	30.51
Animal Science	872	21	2.41	Education of the Deaf (1964-1969 only)	6	4	66.67
Dairy Science	262	4	1.53	Speech and Hearing Impaired	339	67	19.76
Farm Management	13	0	.00	Education of the Visually Handicapped (1964-1969 only) <sup>10</sup>	3	1	33.33
Fish, Game or Wildlife Management (1961-1969) <sup>1</sup>	209	2	.96	Education of the Emotionally Disturbed (1965-1969 only) <sup>11</sup>	24	6	25.00
Food Science	385	16	4.16	Administration of Special Education (1963-1969 only) <sup>12</sup>	14	4	28.57
Horticulture	539	11	2.40	Education of Other Exceptional Children <sup>13</sup>	391	126	32.23
Ornamental Horticulture	14	0	.00	Agricultural Education	228	2	.88
Poultry Science	211	7	3.32	Art Education	194	52	26.80
Soil Science	568	2	.35	Business or Commercial Education	300	89	29.67
Agriculture, All other fields	308	10	3.25	Distributive Education, Retail Selling	28	6	21.43
<b>Architecture</b>	<b>50</b>	<b>4</b>	<b>8.00</b>	Home Economics Education	124	123	99.19
<b>Biological Sciences, Total</b>	<b>17,703</b>	<b>2448</b>	<b>13.82</b>	Industrial Arts Education, Nonvocational	224	1	.45
Premedical, Pre dental and Preveterinary Sciences	25	2	8.00	Music Education	548	75	13.69
Biology, General	1949	395	20.27	Trade or Industrial Education, Vocational	181	8	4.42
Botany, General	1653	185	11.25	Specialized Teaching Fields, All other	756	261	34.52
Zoology, General	2262	318	14.05	Nursery or Kindergarten Education	14	12	85.71
Anatomy and Histology	633	116	18.33	Early Childhood Education	22	20	90.91
Bacteriology, etc. <sup>2</sup>	2095	355	16.94	Elementary Education	1169	459	39.28
Biochemistry	2695	471	17.48	Secondary Education	966	154	15.94
Biophysics	429	32	7.46	Combined Elementary and Secondary Education	21	4	19.05
Cytology	30	9	30.00	Adult Education	303	46	15.18
Ecology (1961-1969 only)	37	2	5.41	General Teaching Fields, All other	445	97	21.80
Embryology	45	11	24.44	Education Administration, Supervision	7242	931	12.86
Entomology	1097	46	4.19	Finance <sup>3</sup>			
Genetics	672	61	9.08	Counseling and Guidance	2357	488	20.70
Molecular Biology (1968-1969 only) <sup>3</sup>	32	6	18.75	Rehabilitation and Counselor Training (1964-1969 only)	80	14	17.50
Nutrition (1961-1969 only)	156	45	28.85	History of Education, etc. (1964-1969 only) <sup>15</sup>	488	99	20.29
Pharmacology	271	15	5.54	Education, General	6286	1183	18.92
Physiology	783	87	11.11	Educational, Psychology (1964-1969 only)	875	224	25.60
Plant Pathology	1145	168	14.67	Physical Education, Nonteaching (1964-1969 only)	36	9	25.00
Plant Physiology	692	19	2.75	Education, All other fields <sup>16</sup>	1296	286	22.07
Biological Sciences, All other fields	803	92	11.46	Engineering, Total <sup>17</sup>	18,572	82	.44
<b>Business and Commerce, Total</b>	<b>3046</b>	<b>86</b>	<b>2.82</b>	English and Journalism, Total	6471	1541	23.81
Business and Commerce, General	1372	33	2.41	English and Literature	6322	1523	24.09
Accounting	268	18	6.72	Journalism	149	18	12.08
Finance, Banking (1967-1969 only) <sup>4</sup>	53	1	1.89	Fine Arts and Applied Arts, Total	4035	678	16.80
Marketing (1967-1969 only) <sup>5</sup>	66	1	1.52	Art General	89	18	18.18
Real Estate, Insurance (1967-1969 only) <sup>6</sup>	2	0	.00	Music, Sacred Music	1473	199	13.51
Transportation (1967-1969 only)	7	0	.00	Speech and Dramatic Arts	1978	314	15.87
Business and Commerce, All other fields	1278	33	2.58	Fine and Applied Arts, All other fields	485	147	30.31
<b>City Planning (1966-1969 only)<sup>7</sup></b>	<b>44</b>	<b>2</b>	<b>4.55</b>	Folklore (1965-1969 only)	29	8	27.59
<b>Computer Science and Systems</b>	<b>158</b>	<b>4</b>	<b>2.53</b>				
Analysis, Total (1964-1969 only) <sup>8</sup>							
Computer Science	99	3	3.03				
Systems Analysis	22	1	4.55				
Computer Science and Systems Analysis, All other fields	37	0	.00				
<b>Education, Total</b>	<b>26,360</b>	<b>5230</b>	<b>19.83</b>				
Physical Education	1143	313	27.38				

	Total Number of Doctorates Earned 1900-1969	Total Number of Doctorates Earned By Women 1900-1969	Percentage of Doctorates Earned 1900-1969		Total Number of Doctorates Earned 1900-1969	Total Number of Doctorates Earned By Women 1900-1969	Percentage of Doctorates Earned 1900-1969
Foreign Languages and Literature, Total	4158	1186	28.52				
Linguistics	551	133	24.14				
Latin, Classical Greek	506	128	25.30				
French	708	311	40.49				
Italian	47	17	36.17				
Portuguese	14	3	21.43				
Spanish	668	217	32.49				
Philology and Literature of Romance Languages	380	93	24.47				
German	678	171	25.22				
Other German Languages	27	5	18.52				
Philology and Literature of Germanic Languages	52	9	17.31				
Arabic	5	1	20.00				
Chinese	14	2	14.29				
Hebrew	23	1	4.35				
Hindi, Urdu (1961-1969 only)	2	0	0.00				
Japanese	12	2	16.67				
Russian	116	28	24.14				
Other Slavic Languages	68	20	29.41				
Foreign Language and Literature, All other fields	227	45	19.82				
Forestry	558	1	.18				
Geography	663	37	5.58				
Health Professions, Total	1831	168	9.18				
Hospital Administration	20	1	.50				
Medical Technology	2	0	.00				
Nursing, Public Health Nursing	18	17	94.44				
Optometry	16	1	6.25				
Pharmacy	563	24	4.26				
Physical Therapy, Physiotherapy	1	0	.00				
Public Health	418	62	14.83				
Radiologic Technology	3	0	.00				
Clinical Dental Services	24	4	16.77				
Clinical Medical Services	302	31	10.26				
Clinical Veterinary Services	250	4	1.60				
Health Professions, All other fields	214	24	11.21				
Home Economics, Total	514	392	76.26				
Home Economics, General	104	101	97.12				
Child Development, Family Relations	174	87	50.00				
Clothing and Textiles	53	52	98.11				
Foods and Nutrition	134	103	60.60				
Institution Management or Administration	6	6	100.00				
Home Economics, All other fields	43	38	88.37				
Law	268	12	4.48				
Library Science	140	38	27.14				
Mathematical Sciences, Total	6166	401	6.50				
Mathematics	5538	348	6.48				
Statistics	781	53	6.79				
Philosophy, Total	1701	188	11.05				
Philosophy	1520	155	10.20				
Scholastic Philosophy	181	33	18.23				
Physical Sciences, Total	25,736	1179	4.59				
Physical Sciences, General	93	3	3.23				
Astronomy	421	29	6.69				
Chemistry	12,963	854	6.82				
Metallurgy	213	0	.00				
Materology	245	2	.82				
Pharmaceutical Chemistry (1961-1969 only)	289	13	.50				
Physics	8415	168	2.00				
Geology	2143	53	2.47				
Geophysics	203	3	1.48				
Oceanography	222	4	1.80				
Earth Sciences, All other fields <sup>18</sup>	170	2	1.18				
Physical Science, All other fields	359	18	5.01				
Psychology, Total	9135	1845	20.20				
General Psychology	7071	1365	19.30				
Clinical Psychology (1961-1969 only)	651	163	25.04				
Counseling and Guidance	138	33	23.91				
Social Psychology (1961-1969 only)	309	68	22.01				
Rehabilitation Counselor Training (1964-1969 only)	36	8	22.22				
Educational Psychology (1964-1969 only)	137	37	27.01				
Psychology, All other fields (1964-1969 only)	793	171	21.56				
Religion, Total	2825	141	4.99				
Religious Education, Bible	368	49	13.32				
Theology	1417	49	3.46				
Religion, Liberal Arts Curriculum	860	39	4.54				
Religion, All other fields	180	4	2.22				
Social Sciences, Total	18,662	2072	11.10				
Social Sciences, General	261	27	10.34				
American Studies, Civilization, Culture	257	41	15.95				
Anthropology	942	202	21.44				
Area or Regional Studies	384	46	11.98				
Economics	3936	215	5.62				
History	4943	579	11.71				
International Relations	425	33	7.76				
Political Science or Government	2876	253	8.80				
Sociology	2361	403	17.07				
Agricultural Economics	1165	12	1.03				
Foreign Service Programs	11	1	9.09				
Industrial Relations	98	4	4.17				
Public Administration	283	23	8.13				
Social Work, Social Administration	480	174	36.25				
Social Science, All other fields	280	55	19.64				
Trade or Industrial Training	84	0	.00				
Broad General Curriculums and Miscellaneous Total	726	107	14.74				
Arts, General Programs	39	9	23.08				
Sciences, General Programs	84	9	10.71				
Arts and Sciences, General Programs	40	5	12.50				
Teaching of English as a Foreign Language	27	10	37.04				
All Other Fields of Study <sup>19</sup>	536	74	13.81				
Total All Fields (areas) reported:	154,111	17,929	11.63				

1. When information was available from 1961-1969 this field was not given as a separate category in 1900-1961, proportions were computed based on information available. If the field was not listed as a separate category for more years than 1900-1961, the information was included in the residual category. Exceptions are noted.

2. Includes bacteriology, virology, mycology, parasitology and microbiology.

3. The status of this field prior to 1908, when it was considered separately, is not clear.

4, 5, and 6. As in 3, the same observation applies.

7 and 8. These entire areas are new.

9, 10, 11, and 12. Subsumed under other categories in earlier years.

13. Includes Special Learning Disability, Education of the Crippled, Education of the Multiple Handicapped.

14. Includes Curriculum instruction as well. These fields were separated for all but year 1903-1904, so it was necessary to combine them.

15. Includes History, Philosophy and Theory of Education.

16. Includes the recently listed field of Education Specialist.

17. A breakdown on Enrollment was obtained from Earned Degrees Conferred: Bachelor's and Higher Degrees for the four academic years 1900 through 1969. Other sources investigated provided breakdown by field but not by sex.

18. Includes recent field "Earth Sciences, General."

19. Includes recent field "Interarea Fields of Study."





TAB H

# Juris Doctor

Magazine for the New Lawyer

Volume 2 Number 6

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March 1972

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## Five-Year Increase in Number of Women at Accredited Law Schools

Law School Year	No. Women Law Students	Total No. Law Students	Percentage of Women
1971-72	8,914	94,468	9.4%
1970-71	6,930	82,041	8.4%
1969-70	4,715	68,386	6.9%
1968-69	3,704	62,779	5.9%
1967-68	2,906	64,406	4.6%



TAB I

LIST OF WOMEN'S CAUCUSES AND COMMITTEES  
IN PROFESSIONAL ASSOCIATIONS

Source: The Project on the Status & Education of Women,  
Association of American Colleges, 1818 R St. N.W. 20009

ADULT EDUCATION ASSOCIATION (AEA)

Commission on the Status of Women in Adult Education

Chairperson: Dr. Beverly Cassara  
10421 Courthouse Drive  
Fairfax, VA 22030

AMERICAN ACADEMY OF RELIGION

TF on the Status of Women - The Academic Study of Religion

Chairperson: Elizabeth Schussler Fiorenza  
1223 N. Lawrence St.  
South Bend, IN 46617

AMERICAN ANTHROPOLOGICAL ASSOCIATION (AAA)

Committee on the Status of Women in Anthropology

Chairperson: Prof. Shirley Gorenstein  
Dept. of Anthropology  
Columbia University, New York, NY 10027

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Women's Caucus of the A.A.A.S.

Chairperson: Ms. Virginia Walbot  
Dept. of Biochemistry  
University of Georgia, Athens, GA. 30601

AMERICAN ASSOCIATION OF IMMUNOLOGISTS (AAI)

Committee on the Status of Women

Chairperson: Dr. Helene C. Rauch  
Dept. of Medical Microbiology  
Stanford University School of Medicine  
Stanford, CA 94305

AMERICAN ASSOCIATION FOR HEALTH & PHYSICAL EDUCATION

Committee on Women

Chairperson: Professor Ione G. Shaddock  
Drake University  
Des Moines, Iowa 50311

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

Committee on the Status of Women in the Profession

Chairperson: Dr. Alice S. Rossi  
Dept. of Sociology  
Goucher College, Towson, MD 21204

AAUP Contact: Ms. Margaret Rumbarger  
Associate Secretary, AAUP  
One Dupont Circle, Washington, D.C. 20036

AMERICAN BAR ASSOCIATION

Women's Rights Unit

State-by-State Roster of Women Lawyers, being compiled by:  
Dr. Lee Ellen Ford  
336 Hickory St.  
Butler, Indiana 46721

AMERICAN CHEMICAL SOCIETY (ACS)  
Women Chemists Committee  
Chairperson: Ms. Helen M. Free  
Ames Co., Miles Labs., Inc.  
Elkhart, IN 46514

AMERICAN COLLEGE PERSONNEL ASSOCIATION (ACPA)  
Women's Task Force  
Chairperson: Dr. Jane E. McCormick  
Asst. to Vice-President of Student Affairs  
Penn State U.  
University Park, Pennsylvania 16802

AMERICAN ECONOMICS ASSOCIATION  
Committee on the Status of Women in the Economics Profession  
Chairperson: Carolyn Shaw Bell  
Wellesley College  
Wellesley, Mass. 02181

AMERICAN FEDERATION OF TEACHERS  
Women's Rights Committee  
Chairperson: Marjorie Stern  
1012 14th Street  
Washington, D.C. 20005

AMERICAN HISTORICAL ASSOCIATION (AHA)  
a. Committee on Women Historians  
Chairperson: Dr. Linda Kerber  
University of Iowa  
Iowa City, Iowa 52240  
(Staff Liaison:  
Dr. Charlotte Quinn\*  
400 A St. S.E.  
Washington, D.C. 20003  
b. Coordinating Committee on Women in the Historical Profession (CCWHP)  
Chairperson: Dr. Sandi Cooper  
Richmond College  
CUNY Staten Island, NY 10301  
\*Roster of Women Historians available for \$5.00 (contribution) from:  
Dr. Charlotte Quinn

AMERICAN LIBRARY ASSOCIATION (ALA)  
Social Responsibilities Round Table (SSRT)  
Task Force on the Status of Women  
Chairperson: Ms. Michelle Rudy  
1403 LeGore Lane  
Manhattan, KS 66502  
Roster of Women Librarians is being compiled by:  
Margaret Myers  
Graduate School of Library Service  
Rutgers University  
New Brunswick, NJ 08903

AMERICAN MATHEMATICAL SOCIETY (AMS)  
ASSOCIATION FOR WOMEN IN MATHEMATICS (AWM) (independent group)  
Chairperson: Prof. Mary Gray, Dept. of Mathematics  
The American University  
Washington, D.C. 20016

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

Women's Caucus

Correspondents: Dr. Lynn E. Haun  
California State University  
Sacramento, Calif. 95819

Dr. Beatrice O. Pressley  
California State University  
Hayward, Calif. 94542

AMERICAN PHILOSOPHICAL ASSOCIATION (APA)

- a. Subcommittee on Status of Women in the Profession  
Chairperson: Prof. Mary Motherskill  
Dept. of Philosophy  
Barnard College, New York, NY 10027
- b. Society for Women in Philosophy (Independent group)  
Chairperson: Hannah Hargrave  
Dept. of Philosophy  
Western Illinois University  
Macomb, Illinois 61455

AMERICAN PHYSICAL SOCIETY

Committee on Women in Physics

Chairperson: Dr. Elizabeth Baranger  
Physics Dept., MIT  
Cambridge, MA 02139

Roster of Women Physicists available for \$5.00 from:  
American Institute of Physics Placement Service  
335 West 45th St.  
New York, NY 10017

AMERICAN POLITICAL SCIENCE ASSOCIATION (APSA)

- a. Committee on the Status of Women in the Profession  
Chairperson: Dr. Ruth Silva  
Pennsylvania State University  
University Park, PA 16802
- b. Women's Caucus for Political Science (WCPS)  
Chairperson: Dr. Marie Rosenberg  
School of Business, University of Wisconsin  
Eau Claire, Wisconsin 54701

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

- a. Task Force on the Status of Women in Psychology  
Chairperson: Dr. Helen Astin, Director of Research  
University Research Corp.  
4301 Connecticut Ave., N.W.  
Washington, D.C. 20008  
(Staff Liaison: Dr. Tena Cummings\*  
APA, 1200 17th St. N.W.  
Washington, D.C. 20036)
- b. Association for Women in Psychology (AWP) is an independent group,  
initially a caucus within APA)  
Editor: Dr. Leigh Marlowe  
Manhattan Community College  
180 West End Ave., New York, NY 10023  
Public Relations: Dr. Jo-Ann Evans Gardner  
726 St. James St.  
Pittsburgh, PA 15232

~~R~~OSTER of Women Psychologists available from:  
Dr. Tena Cummings



AMERICAN PUBLIC HEALTH ASSOCIATION

Women's Caucus

Chairperson: Ana O. Dumois  
Community Health Institute  
225 Park Ave. So.  
New York, NY 10003

AMERICAN SOCIETY OF BIOLOGICAL CHEMISTS

Subcommittee on the Status of Women

Chairperson: Dr. Loretta Leive  
Bldg. 4, Room 111  
National Institutes of Health  
Bethesda, MD 20014

AMERICAN SOCIETY FOR MICROBIOLOGY

Committee on the Status of Women Microbiologists

Chairperson: Dr. Mary Louise Robbins  
Medical School, 1339 H St. N.W.  
The George Washington University  
Washington, D.C. 20005

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION

Task Force on Women in Public Administration

Chairperson: Mrs. Joan Fiss Bishop  
Director of Career Services  
Wellesley College, Wellesley, MA 02181

AMERICAN SOCIOLOGICAL ASSOCIATION (ASA)

a. Ad Hoc Committee on the Status of Women in Sociology

Chairperson: Dr. Elise Boulding  
Behavioral Science Institute  
U. of Colorado, Boulder, CO 80302

b. Sociologists for Women in Society (SWS) (independent group  
formerly caucus)

Chairperson: Dr. Alice Rossi  
Dept. of Sociology  
Goucher College, Towson, MD 21204

AMERICAN SOCIETY OF TRAINING AND DEVELOPMENT (ASTD)

Women's Caucus, ASTD

Steering Committee: Dr. Shirley McCune  
Center for Human Relations  
NEA, 1601 16th St. N.W.  
Washington, D.C. 20036

Ms. Althea Simmons, Dr. of Training  
NAACP, 200 E 27th St.  
New York, NY 10016

AMERICAN SPEECH AND HEARING ASSOCIATION (ASHA)

a. Subcommittee on the Status of Women

Chairperson: Mrs. Dorothy K. Marge  
8011 Longbrook Rd.  
Springfield, VA 22152

b. Caucus on Status of Women in ASHA (same as above)

AMERICAN STATISTICAL ASSOCIATION

Caucus for Women in Statistics

Chairperson: Dr. Jean D. Gibbons

College of Commerce and Business Administration  
University of Alabama  
University, Ala. 35486

ASSOCIATION OF AMERICAN GEOGRAPHERS

Committee on Women in Geography

Chairperson: Dr. Ann Larrimore

Department of Geography  
University of Michigan  
Ann Arbor, MI 48104

ASSOCIATION OF AMERICAN LAW SCHOOLS (AALS)

Committee on Equality of Opportunity for Women in the Legal Profession

Chairperson: Prof. Ruth B. Ginsburg

School of Law  
Columbia University, 435 W. 116th St.  
New York, NY 10027

ASSOCIATION OF ASIAN STUDIES

Committee on the Status of Women

Chairperson: Prof. Joyce K. Kallgren

Center for Chinese Studies  
2168 Shattuck Ave.  
Berkeley, CA 94705

ASSOCIATION OF WOMEN IN SCIENCE (Independent group)

Co-Presidents: Dr. Judith G. Pool\*

Stanford Medical School  
Stanford University, Stanford, CA 94305

Dr. Neena B. Schwartz  
Dept. of Psychiatry, College of Medicine  
U. of Illinois at the Medical Center  
P.O. Box 6998, Chicago, IL 60680

\*Roster of Women Engineers, Scientists, Medical & Paramedical Specialists  
is available from: Dr. Judith G. Pool

BIOPHYSICAL SOCIETY

Professional Opportunities for Women of the Biophysical Society --

Caucus of Women Biophysicists

Chairperson: Dr. Rita Guttman

Dept. of Biology  
Brooklyn College  
Brooklyn, NY 11210

COLLEGE ART ASSOCIATION

a. Commission on the Status of Women in Art

Professor Linda Nochlin Pommer  
Vassar College  
Poughkeepsie, NY 12601

b. Women's Caucus

Co-Chairwomen: Prof. Ann Harris, Art Dept.  
Hunter College, New York, NY 10021

Ms. Judy Patt  
2429 Vallejo, San Francisco, Calif. 94132

GRADUATE WOMEN IN SCIENCE (Sigma Delta Epsilon)

President: Dr. Hazel Metz Fox  
1231 N. 38th St.  
Lincoln, NE 65503

LINGUISTIC SOCIETY OF AMERICA (LSA)

LSA Women's Caucus  
Correspondents: Ms. Lynette Hirschman  
Ms. Georgette Ioup  
162 W. Hansberry  
Philadelphia, PA 19144

MODERN LANGUAGE ASSOCIATION (MLA)

- a. MLA Commission on the Status of Women in the Profession  
Chairperson: Dr. Elaine Hedges  
Towson State College  
Baltimore, MD 21204
- b. Women's Caucus of the MLA  
President: Dr. Verna Wittrock  
Dept. of English  
Eastern Illinois U., Chareston, IL 61920

NATIONAL COUNCIL ON FAMILY RELATIONS (NCFR)

Task Force on Women's Rights and Responsibilities  
Chairperson: Dr. Rose Somerville  
Sociology Dept.  
San Diego State College  
San Diego, CA 92115

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

Women's Committee  
Chairperson: Dr. Janet Emig  
Department of English  
Rutgers University  
New Brunswick, NJ 08903

NATIONAL EDUCATION ASSOCIATION

Women's Caucus  
Chairperson: Mrs. Helen Bain  
NEA, 1201 16th St.  
Washington, D.C. 20036

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION (NVGA)

NVGA Commission on the Occupational Status of Women  
Chairperson: Mrs. Thelma C. Lennon, Director  
Pupil Personnel Services, Dept. of Public Instruction  
Raleigh, NC 27602

PHILOSOPHY OF EDUCATION SOCIETY

- a. Women's Caucus  
Chairperson: Dr. Elizabeth Steiner Maccia  
Dept. of History & Philosophy of Education  
Indiana University, Bloomington, IN 47401
- b. Committee on the Status of Women (same as above)

POPULATION ASSOCIATION OF AMERICA

Women's Caucus

Chairperson: Prof. Ruth B. Dixon  
Dept. of Sociology  
University of California, Davis  
Davis, CA 95616

PROFESSIONAL WOMEN'S CAUCUS (PWC)

P.O. Box 1057, Radio City Station  
New York, NY 10019  
Pres.: Margaret Anderson  
Rockland City Guidance Center for Women  
Palisades, NY

SOCIETY FOR CELL BIOLOGY

Women in Cell Biology

Chairperson: Ms. Virginia Walbot  
Dept. of Biochemistry  
Univ. of Georgia, Athens GA. 30601

SOCIETY FOR WOMEN ENGINEERS (Independent group)

Executive Secretary: Winifred D. White  
345 East 47th Street  
New York, NY 10017

THETA SIGMA PHI

National Society for Journalism/Communications

President: Mrs. Fran Harris  
WNJ Stations  
Detroit, MI 48231

UNITED PRESBYTERIAN CHURCH IN THE USA

Task Force on Women

Co-Chairpersons: Patricia Doyle and Elaine Homrighouse  
Board of Christian Education  
United Presbyterian Church, Witherspoon Bldg.  
Philadelphia, PA 19107

WOMEN THEOLOGIANS

Roster of Women Theologians is available from:  
Elizabeth Dempster, Interim Director  
Boston Theological Institute  
Women's Placement Service  
45 Francis Ave.  
Cambridge, Mass. 02138

February 1973



TAB J

WOMEN ACADEMIC ADMINISTRATORS IN U.S. HIGHER EDUCATION, AUGUST 1972

		PUBLIC INSTITUTIONS		PRIVATE INSTITUTIONS		TOTAL		
		<u>Lay</u>	<u>Religious</u>	<u>Lay</u>	<u>Religious</u>	<u>Lay</u>	<u>Religious</u>	<u>Total</u>
PRESIDENTS and CHANCELLORS	Arts & Sciences	10	--	13	139	23	139	162
	Professional, Technical & Vocational*	--	--	5	1	5	1	6
ACADEMIC DEANS and ACADEMIC VICE-PRESIDENTS	Arts & Sciences	41	--	68	155	109	155	264
	Professional, Technical & Vocational*	127	--	16	27	143	27	170
ASSOCIATE and ASSISTANT ACADEMIC DEANS	Arts & Sciences	10	--	5	3	15	3	18
	Professional, Technical & Vocational*	3	--	--	--	3	--	3
FINANCIAL and/or ADMINISTRATIVE OFFICERS	Arts & Sciences	36	--	34	113	70	113	183
	Professional, Technical & Vocational*	8	--	26	3	34	3	37
<u>TOTAL</u>	Arts & Sciences	97	--	120	407	217	410	627
	Professional, Technical & Vocational*	<u>138</u>	--	<u>47</u>	<u>31</u>	<u>185</u>	<u>31</u>	<u>216</u>
	<u>Tqtaal</u>	237	--	167	438	402	441	843**

\*Including health sciences, home economics, business and education

\*\*Of this total, 80 have participated in the Institute for College and University Administrators