

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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23 July 1971

Mr. Richard H. Robinson, Jr.
Assistant to the President
The University of North Carolina
P. O. Box 309
Chapel Hill, North Carolina 27514

Re: Equal Employment Opportunity: Develop-
ment of Affirmative Action Program

Dear Dick:

Attached is North Carolina State University's response to the request in your memorandum of July 12 concerning the development of an affirmative action program.

Dr. Clauston Jenkins (201 Holladay Hall, Telephone 755-3125) will serve as our representative on the UNC Equal Employment Opportunity Committee.

We shall be glad to cooperate in whatever ways necessary in order to develop a plan that leads to joint solutions of our problems.

Sincerely yours,

for *H C Kelly*
John T. Caldwell
Chancellor

cc: Provost Harry C. Kelly
Mr. J. D. Wright
Dr. Clauston Jenkins

A Plan for Positive Action to Insure Equal Employment Opportunity
at North Carolina State University

SUMMARY

The equal employment opportunity plan for North Carolina State is designed to attack the substance of a problem at our university--lack of minority faculty, lack of minority and female graduate students, and lack of minority and female staff in some categories. The plan attempts to use existing administrative structure because it is our judgment that an additional structure would diffuse responsibility. We believe that we have a sound mechanism for insuring equal employment opportunity through the officers of the university and existing committees such as the Good Neighbor Council. Our goal has been to deal with the substance of the problem rather than the form of previously approved plans. We have kept foremost in our mind our responsibilities as an educational institution devoted to excellence and have tried to develop a plan that will be successful in a university and one that concentrates on key human factors. We have concluded that many aspects of plans developed by business and industry cannot be imposed on a university because of some essential differences between academic and commercial institutions especially in connection with faculty and professional employees. In relation to staff personnel we would note some limitations imposed upon our flexibility by nature of our being a public institution operating within a state personnel system. While we are concerned about our deficiencies in some areas, we have not promised immediate and complete correction because we recognize that such change would be practically impossible within the current manpower and fiscal resources available. We have promised no roses, but like Candide we have begun to cultivate our garden.

I. Recent Actions Taken to Insure Equal Employment Opportunity at NCSU.

EPA PERSONNEL

PREVIOUS
SUMMARY

- 1) President Friday's letter of October 31, 1970, to the Regional Office for Civil Rights detailed efforts at compliance primarily related to students and faculty but applying to other aspects as well.

RECRUITMENT

- 2) Recruitment Efforts for Females and Minorities from October 1970 to May 1, 1971.

Recruitment Efforts for Blacks and Females
October 1970-April 1971

	<u>Interviews & Contacts</u>		<u>Offers</u>		<u>Acceptances</u>	
	<u>B</u>	<u>F</u>	<u>B</u>	<u>F</u>	<u>B</u>	<u>F</u>
ALS	1	4	0	3	0	1
DSN	3	0	3	0	0	0
EDN	2	10	0	2	0	1
ENGR	0	1	0	1	0	0
FR	0	0	0	0	0	0
LA	2	9	1	5	0	4
PAMS	0	2	0	1	0	0
TX	0	0	0	0	0	0
LIB	0	10	0	3	0	2
EXT	3	47	3	30	3	23
SA	2	6	0	1	0	1
Total NCSU	13	89	7	46	3	32

Since May 1, 1971 we have been successful in adding 2 black faculty-1 in Agriculture and Life Sciences and 1 in Liberal Arts. As of July 15, 1971 our total of black faculty and professional personnel is as follows:

Full Time: 7; Part time: 6; Other: 4; Total: 17

RECRUITMENT

- 3) Black Students Aid in Recruiting

During the summer of 1970 the university cooperated with a group of black students who sought to help various departments identify and recruit black faculty by developing a list of vacancies. The Committee for Black Faculty Recommendations received responses from most departments in the university; however, because of the time of year, most vacancies had been filled. To our knowledge the Committee for Black Faculty Recommendations did not suggest faculty for those vacancies listed.

COOPERATION

- 4) Faculty Working in Cooperative Arrangements with Predominantly Black Institutions: As of May 1, 1971 we had a total of 35, an increase of 7 since October 1970. In addition North Carolina

State has cooperative relationships with 4 predominantly black institutions--Shaw University, St. Augustine's College, Fayetteville State University, and North Carolina Agricultural and Technical University. Through the Cooperating Raleigh Colleges we also have cooperative programs with three women's schools--Meredith College, Peace College, and St. Mary's Junior College.

COMMITTEE

- 5) The Good Neighbor Council. NCSU has used the Good Neighbor Council as the committee for improving equal employment opportunities on campus. Membership of the committee includes: faculty, staff, students, administrators, and 2 members of the Raleigh Community Relations Council who are from the community. This Committee generally meets biweekly and is organized into the following sub committees: housing, recruiting black faculty, incident investigation, recruiting black students, and institutional racism.

Accomplishments 1970-71

- 1) Recommended the employment of a black student advisor.
- 2) Supported Pan-African week which included campus visitation of 30-40 black high school students.
- 3) Recommended more emphasis and publicity be given to tutorial programs established by chemistry, English, biology, and mathematics departments.
- 4) Met with 20 department heads to discuss ways of recruiting additional black faculty.
- 5) Began an investigation of upward mobility of blacks in the SPA ranks.
- 6) Succeeded in stopping the use of "Dixie" at athletic events and in stopping the sale of the confederate flag in the Students Supply Store.
- 7) Established the procedure students should follow in the event of alleged police harassment.

STUDENTS

- 6) The Division of Student Affairs has made substantial progress in several areas that are related to equal employment opportunities.
- 1) A black counselor was added to the counseling staff.
 - 2) A woman physician has been added to the health services staff.
 - 3) Special visits and follow up letters have been used by black students employed by the admissions office in an effort to recruit black students.
 - 4) A special orientation program for black students was established.
 - 5) Financial aid policies have been changed so as to encourage

more black students to attend.

COMMUNICATION

- 7) The Office of Information Services has given front page coverage in the Journal to articles covering the history and status of blacks on campus. The Journal is a faculty newspaper published monthly. It is the policy of the editor to give special attention to the accomplishments of blacks. Issues featuring such items are as follows: September 1969, November 1969, March 1970, September 1970, November 1970, and December 1970.

SALARY

- 8) Efforts to Eliminate Inequities in Salaries of Female Faculty.

As the result of a study by the Provost in November 1970 certain salary inequities among female faculty members were identified. In January 1971 and again in July 1971 special attention was given to salary increases for female faculty whose merit and contribution was judged to be equal of their male colleagues. As a result increases for women averaged 8% while the university average was 5%.

REPORTS

- 9) Reports Required from Schools.

On a periodic basis the Provost requests school deans to inform him of the efforts of each department to contact, interview, and hire minority and female faculty. In addition the Provost monitors salary increases and promotions to insure that equal opportunities do exist and that unmerited discrimination does not occur.

GRIEVANCE

- 10) Faculty Grievance Procedure

In 1970-71 North Carolina State initiated a grievance procedure for faculty and other professional employees. The development of this procedure means that an avenue exists on campus for individuals to appeal who believe they have been denied equal opportunity. Developed by the Faculty Senate, the policy and procedure is described in the Faculty Handbook and distributed to all faculty and professional personnel. As of July 15, 1971 the procedure has been used by both males and females.

PROGRESS

- 11) Significant Progress Since 1968

We would suggest that our record since 1968 shows considerable positive action to provide equal employment opportunity. In March 1968 we had 1 full time black faculty member. In the three years since then we have added 6 full time faculty. Considering the limited number of individuals available in the fields offered at NCSU, we do feel that we have made progress; however, we are not satisfied and intend to improve.

SPA PERSONNEL

Several efforts have been made to date on the North Carolina State University campus which contribute favorably to equal consideration in personnel matters for all non-academic personnel. These efforts are outlined as follows:

- 1) In 1969, a training program for first-line supervisors was initiated. Forty hours of expert instruction on leading and directing people and handling problems which occur in normal supervisor-supervisee relationships.
- 2) All SPA vacancies that occur on campus are listed and posted on all department bulletin boards. This procedure allows all campus employees who feel qualified to perform a given job a chance to apply before applications are accepted from outside the University.
- 3) A University Employees' Association allows for exchange of ideas and suggestions concerning work situations. Through its duly recognized representatives, the administration is kept aware of needs of all SPA employees on campus.
- 4) In July 1969, and updated in November 1970, a set of procedures to be used whenever any employee feels he or she has been improperly treated was instigated to allow grievances to be heard and acted upon by supervisors, personnel officers, Vice Chancellor for Finance & Business, and if necessary, State Personnel Director and State Personnel Board.
- 5) Also in the same month, a set of disciplinary procedures were provided which give directions for handling various disciplinary problems which arise from time to time.
- 6) A campuswide study of clerical positions is currently underway for the purpose of updating position descriptions and making sure that assigned duties and responsibilities are commensurate with class and salary grade assigned. As staff and time allows, more position studies will be undertaken to assure that position descriptions are accurate in relation to actual functions and duties.
- 7) Placement Section of Non-academic personnel division is being restructured and reorganized to offer better services both to applicant and appointing authority in campus departments. In keeping with this reorganization, a special effort is being made to evaluate total selection process to insure freedom from bias in areas of recruiting, screening, selection, promotion, and related processes.

- 8) Procedures have been established whereby University employees are encouraged to submit to proper administrative officials suggestions or recommendations concerning Personnel Policies and Procedures. Every employee has the right to submit suggestions or recommendations under this program free from interference, coercion, restraint, discrimination, penalty, or reprisal.

II. Evaluation of Guidelines

EPA PERSONNEL

Two assumptions underlie North Carolina State's plan of positive action to insure equal employment opportunity. First, the basis of employment and promotion of faculty and other professional personnel is and shall be good faith assessment of personal merit. Second, it is our intention to develop and maintain a plan of action that will insure that discrimination does not occur against or for any minority or female. In short we aim at the precise conditions of equal opportunity. Both of these assumptions are contained in a statement of university policy by President Friday which was distributed to all NCSU personnel.

Two significant limiting conditions should also be noted before proceeding. First, the 1971 General Assembly of North Carolina enacted a budget and laws that severely and unexpectedly limit the flexibility of this campus. An increase in student-faculty ratio, an 89% non-resident tuition increase over a two year period, and the elimination on non-resident tuition waiver for graduate assistants means that the faculty size may actually decrease from 1971 to 1973. The possible effect of this situation may be that we do not even replace all faculty who resign or retire. In addition we may not be able to promote faculty to positions of tenure as rapidly as in the past. Time will reveal the actual impact of these changes, but the university wishes to make its potential problems clear. We are cautious in this plan because we do not wish to promise what we cannot in fact do.

Second, a special fall session of the 1971 General Assembly will consider the reorganization of higher education in North Carolina. It is possible that a new system of higher education will emerge. Within a new system undoubtedly many internal policies will be changed. For this reason it does not seem prudent to propose such changes as new position categories or new organization structures.

Our evaluation of the guidelines for affirmative action plans leads us to conclude that many of the details are not applicable to faculty and professional personnel, thus we have developed a plan that is adaptable to an academic setting.

SPA PERSONNEL

Each of the following ingredients of Affirmative Action Programs have been reviewed in terms of non-academic personnel functions at North Carolina State University.

- 1) Development or Reaffirmation of Company Policy of Non-Discrimination in all Personnel Actions. Each of the suggestions for actions appears to be non-controversial in nature and simply restate or reaffirm non-discrimination in all personnel matters. A policy statement to this effect should be included in an Affirmative Action

Statement for the University.

- 2) Formal Internal and External Dissemination of Company Policy. Each of the stated suggestions should be emphasized in Affirmative Action with the exception of items number six, seven, and ten of Internal Dissemination and item number five of External Dissemination. Non-academic personnel to date have not been unionized and pictures of employees for advertising purposes have not been used nor can future use be anticipated.
- 3) Establishment of Clear-Cut Responsibilities---Line/Staff Relationships. A Director of University Equal Opportunity Programs should be designated for Non-academic personnel. Preferably a staff member reporting to the Director of Personnel; he should be given adequate staff to perform those staff/line responsibilities enumerated under this heading.
- 4) Identification of Problem Areas by Division, Department, Location and Job Classification. The EEO-1 Report for 1970 indicating job categories for non-academic personnel indicates that possible under-utilization of minorities in the following areas may exist:

- Officials and Managers
- Professionals
- Technicians
- Sales Workers
- Office and Clerical
- Skilled Craftsmen

However, it should be emphasized that progress has been made in terms of employment of females and members of the minority group as percentages of the total non-academic workgroup. The following categories showed a slight increase in 1970 over statistics furnished in 1969 in employment of the groups in question:

- Officials and Managers (Females only)
- Professionals (Females only)
- Office and Clerical (Gain in both groups)
- Craftsmen - skilled (Gain in minority group, male)

Other categories showed decline. Further study should question the causes of under-utilization of females and members of minority groups in these categories and should state affirmative actions to correct these deficiencies. However, to place females or members from minority groups in these categories for the primary purpose of racial mix or to keep a balanced ratio of minority applicants to minority applicant community, evades effective and responsible management concepts. A more practical and positive approach to arrest the problem of under-utilization should be considered.

- 5) Establishment of Company Goals and Objectives by Division, Department, Location, and Job Classification, including Target Completion Dates. Goals and objectives to be established to correct problems located in in-depth study of employment practices should be in keeping with guidelines noted under this heading; however, specific goals in terms of completely desegregating facilities by a certain date or by increasing minority employment in a particular category to a particular percentage of the total workforce in that category by a particular date appears to be unrealistic and unattainable.
- 6) Development and Execution of Action Oriented Programs Designed to Eliminate Problems and Further Designed to Attain Established Goals and Objectives. Less attention should be paid to guidelines set forth in this section. Position Descriptions are received from campus departments and are reviewed by the Division of Personnel Services to insure that position functions of the respective class are accurately reflected and that they are consistent from one location to another. A further review along the same line is performed by the central personnel agency for the state. Class specifications are written and distributed from the central personnel agency and are designed to be consistent for the same job classification in all locations and are free from bias as regards age, sex, race, except where age or sex can be shown to be occupational qualification.

In the total selection process, no problem exists so far as testing is concerned since no tests are used at present time to determine an applicant's suitability for employment in a given position.

Item E under ingredient 6 appears to be impractical since it imposes an arbitrary number of minority group members to recruit for in a given situation. A concentrated effort to recruit applicants based on qualifications possessed to perform a given job should be basis for selection rather than to meet a quota set for hiring minority group members.

- 7) Design and Implement Internal Audit and Reporting Systems to Measure Effectiveness of Total Program. Some degree of monitoring of records of referrals, placements, transfers, promotions, and terminations, is currently being carried out, but not to the point of monitoring primarily to insure that non-discriminatory policy is carried out. The current restructuring of Placement Office will provide for close monitoring of referrals, placements, etc., to aid employment of minority groups.

III. Analysis of our Practices and Patterns

EPA PERSONNEL

We shall proceed to an analysis of our current employment practices and patterns and use the analysis as the basis for a plan of action. Analysis of our current faculty and professional personnel shows that we need considerably more minority members of the faculty and a slightly larger segment of females. Although we acknowledge that we must make efforts to correct these conditions, we believe that four factors help explain the present situation. These factors are our programs, our past history as an all male institution, our prestige as an university, and the preferences of potential faculty for certain geographic areas.

The major programs of North Carolina State are described by our 8 Schools: Agriculture and Life Sciences, Design, Education, Engineering, Forest Resources, Liberal Arts, Physical and Mathematical Sciences, and Textiles. Our program in education is limited to the following fields: adult education, agricultural education, guidance and personnel services, mathematics and science education, and industrial technical education. In addition we prepare secondary school teachers in various academic fields, but we do not offer elementary education or educational administration. Except for the liberal arts, our majors are professional, technological, or scientific. Many of our programs attract few women and it also appears that blacks are not especially interested in agriculture, engineering, or the physical sciences. A check of institutional data for BS degrees awarded in 1968-69 (OE-54013-69 Part B) reveals that such fields as engineering, design, forestry, textiles, chemistry, and physics had relatively few baccalaureate graduates from predominantly black institutions. Since few students receive bachelor's degrees in these fields, the number of potential minority graduate students is limited and thus it follows that the number of potential faculty, i.e. recipients of doctorates, would be significantly less. Our experience in recruitment efforts has confirmed this problem. One department head observed, "I know of only two or three black foresters in the entire country." Another department head noted, "I have yet to meet a graduate black geologist, meteorologist, or physical oceanographer; thus, I am not hopeful that there would be any large number of black applicants."

The situation described above constitutes one of our basic difficulties in hiring additional minority faculty--such individuals are scarce in many of the programs we offer. For this reason we have concluded that our energies can be most profitably directed towards the recruitment of additional black graduate students.

The situation for females parallels that for minorities except that we have more accurate data. Assuming the doctorate is the basic qualification for faculty membership in most instances, we can determine the percentage of females receiving doctorates in 1968-69, the last year for which complete data is available. These women would represent the pool of potential new faculty, but one should recognize

that the size of the pool is increasing each year and that in the past the availability of female Phd's was not as good as it is today. The table below lists the percentage of female doctorate recipients for the programs offered by North Carolina State.

<u>Discipline</u>	<u>Percentage Women Phd's 1968-69</u>
Agronomy, Field Crops	less than 1%
Animal Science	3%
Wildlife Management	less than 1%
Food Science	4%
Horticulture	2%
Poultry Science	12%
Soil Science	less than 1%
Botany	13%
Zoology	16%
Biochemistry	18%
Entomology	4%
Genetics	14%
Plant Pathology	4%
Microbiology	22%
Physiology	14%
Agriculture Economics	less than 1%
Architecture (M.A. degree)	6%
Recreation	0
Agricultural Education	0
Industrial Arts (2 fields)	1%
Adult Education	14%
Counseling & Guidance	18%
Psychology	23%
Agricultural Engineering	2%
Chemical Engineering	1%
Civil Engineering	0
Electrical Engineering	less than 1%
Engineering Mechanics	0
Industrial Engineering	0
Mechanical Engineering	0
Metallurgical Engineering	less than 1%
Nuclear Engineering	0
English & Speech	28%
Foreign Languages-Total	34%
Philosophy & Religion	9%
Economics	7%
History	13%
Political Science	10%
Physical Education	21%
Sociology & Anthropology	21%

<u>Discipline</u>	<u>Percentage Women PhD's 1968-69</u>
Math	6%
Statistics	6%
Chemistry	8%
Computer Science	5%
Physics	2%
Geology	6%

This evidence suggests the number of women faculty at North Carolina State could be expected to be significantly less than the number at a different type of university. For this reason we do not conclude that we have a need for a large addition of females to our faculty. We do, however, recognize some need for additional women faculty in particular fields.

The past history of North Carolina State is a factor which accounts for the small number of women in the upper ranks of the faculty. More specifically, until the middle 50's North Carolina State was almost exclusively a male institution. Only since the late 60's has the female enrollment been above 10% as the data below illustrate:

<u>YEAR</u>	<u>TOTAL ENROLLMENT</u>	<u>WOMEN</u>	<u>PERCENTAGE WOMEN</u>
1957-58	5766	109	2%
1960-61	6510	186	3%
1963-64	7451	308	4%
1966-67	11203	1009	9%
1970-71	13340	2417	18%

Since the number of women in the student body has been growing rapidly only during the past 5 years; it is only natural to expect the faculty composition to begin to reflect an awareness of the possibilities for and need of additional women teachers only during the past few years. As a result more women are in lower ranks because they have not been here long enough to earn tenure. We do not plan to match our percentage of female students with our percentage of female faculty. We probably could not achieve such an aim because of our program emphases. However we do recognize the need to insure the rights of women to advance into the tenured ranks of faculty. It is our judgment that considerably more women will be given tenure during the next 5 years. By that time many will have been here long enough to be considered for promotion, provided, of course, that our budgetary situation allows us the flexibility of promoting anyone.

The third factor which influences our success in adding minority and female faculty and professional staff is the prestige of North Carolina State. Although in many fields there is a surplus of potential faculty, the surplus does not extend to minorities such as blacks. No matter what the field, the black with a PhD is in high demand and can often demand higher salary. In such a competitive situation prestige of the institution plays a more important role than salary as Caplow and McGee have documented in The Academic Marketplace. Thus, for example, MIT, or Cal Tech, or Purdue have an advantage over us when competing for engineers. With a limited number of candidates, the lower prestige campuses often get no one, no matter what salary is

offered. It is unlikely that the prestige of North Carolina State will increase dramatically over the next few years. For this additional reason we believe the solution lies in expanding the supply of faculty by increasing minority enrollment in graduate programs.

The prestige factor also influences the employment of women in a somewhat similar way. There are more women doctorates available but the most prestigious institutions employ the best qualified ones. In the prevailing conditions of abundance of white male candidates, lower prestige universities are thus often faced with a choice of several well qualified men and one fairly well qualified woman. All institutions naturally want the best faculty possible and on the basis of good faith assessment of personal merit would be likely to select one of the men. Although the selection appears to be discriminatory, it is not in fact. On the other hand, selection of the female would be discrimination in favor of sex, something which no one has yet shown to be a legitimate aim of public policy.

Prestige may also operate against us in another way in the future. As we attract more minority and female faculty, we may find that once they begin to establish themselves in their field, they can be lured away by more prestigious institutions. Thus, institutions like North Carolina State may end up with a constant turnover and few minorities and females who remain long enough to earn tenure. Until the supply of potential faculty increases, this kind of rapid change may be a problem.

The fourth factor to be considered is the preference of individuals for certain geographic areas. As a southern institution North Carolina State may not be appealing to minorities because of conditions outside the campus. As has been noted numerous times recently, the university cannot or has not solved society's problems. This university supports improvement of relations and the end of discrimination but the task is not complete. The choice of the place to begin both a career and generally an adult life is largely personal. We cannot measure the effect of our southern location and we cannot change our location either. We merely suggest that our location is a factor in our ability to attract minority faculty and professional personnel.

IV. A Plan for Postive Action

EPA PERSONNEL

To insure equal employment opportunity for faculty and professional employees North Carolina State University proposes a three part plan of affirmative action. The first part concerns the creation of a new position and the responsibilities of that position. The second part of the plan is an expanded program of cooperative relationships with predominantly black institutions. The third part is a list of other actions that will be taken to insure equal employment opportunity.

Beginning with the first semester of academic year 1971-72 North Carolina State University proposes to create the position, Assistant to the Provost for Equal Employment Opportunity. For the first year the position will be half time. The individual will be either a black or a female. The responsibilities of this Assistant to the Provost will be as follows:

- 1) Review university policies and provide guidance on formulation of new policies related to discrimination and equal opportunity;
- 2) Identify prospective minority graduate students and faculty members and work with department heads in identifying new sources for recruitment;
- 3) Chair a committee of faculty from North Carolina State University and neighboring black institutions that will be charged with identifying areas for improved cooperation and sharing of resources among the institutions;
- 4) Serve on the Good Neighbor Council;
- 5) Develop a system of reports that will insure periodic review of progress and patterns in providing equal opportunity at North Carolina State.

It is our judgment that an effective individual in this position can do more to insure equal opportunity among faculty and professional employees than a more detailed, elaborate plan. Our reasons for this conclusion are as follows: First, the Provost interviews all prospective faculty who visit the campus and reviews every academic appointment before it is approved. Thus, trends or imbalances or missed opportunities can be spotted immediately. Second, the Provost has the responsibility for allocation of positions and of salary increase funds, thus he is in a good position to correct inequities. Third, the Provost reviews salary increases and promotions, thus potential problems can be resolved before they materialize. Fourth, assignment to the staff of the Provost is clear indication to the university community that we are concerned about providing equal

opportunity. Fifth, with the limited responsibilities mentioned above the Assistant to the Provost for Equal Employment Opportunity will be able to make impact at the most significant points according to our own analysis of our needs--more minority faculty and additional minority and female graduate students in our programs. Sixth, through service with the Provost, the Assistant to the Provost will be able to have a top level input into the revision of current policy and formulation of new policy affecting equal employment opportunity.

We include cooperative efforts with predominantly black institutions as the second part of our plan because we consider such efforts to be consistent with the intent of positive action designed to insure equal employment opportunities. Through cooperative action we intend to do the following: 1) increase the opportunities for black faculty to engage in extension and research activities which might not otherwise be available; 2) increase the opportunities for faculty at North Carolina State to teach black students and identify students with potential for careers in the sciences and engineering; 3) increase the curricular options for all students through cooperative programs; 4) increase effective use of limited resources by pooling resources to offer programs of limited appeal; 5) increase the contributions that the universities may make in dealing with local society's problems by concentrating on problems selected by all cooperating institutions; and 6) increase the intellectual fertilization of all institutions through the use of adjunct appointments of faculty. Our plans call for continuing and further developing our cooperative relationships with Shaw and St. Augustine's in Raleigh, with Fayetteville State University in Fayetteville and N. C. A & T in Greensboro. Specific steps being planned include cooperative degree programs in engineering, forestry, the physical sciences and agriculture, and the transfer of responsibility for undergraduate programs at the Fort Bragg Branch of North Carolina State to Fayetteville State. Through the efforts of the committee chaired by the Assistant to the Provost for Equal Employment Opportunity, additional areas of cooperation that will enhance the equal employment opportunities for minority faculty in North Carolina.

The third part of our plan concerns specific actions in addition to those listed above. First, and most important of all, if budgetary conditions permit, the Provost has agreed to identify new faculty positions next year to be filled only with minorities. Such positions will be assigned to the departments that hire minority faculty. These minority positions will be added to whatever positions might normally be allocated to departments. The Provost also will continue his efforts to insure that equal employment opportunities will be provided in the hiring of all faculty and professional personnel so that special positions would represent a special effort. If the procedure proves successful the first year, it will be repeated as financial conditions permit, to designate a number of graduate teaching assistantships each year for minorities and females. This allocation would be supportive of and in addition to the efforts

Second, the Provost has agreed

of the Assitant to the Provost for Equal Employment Opportunity to identify potential minority graduate students.

Third, at each General Faculty Meeting the Chancellor will review our situation, describe our progress and make appropriate suggestions concerning insuring equal employment opportunity.

Fourth, the Provost will include a statement about North Carolina State University's equal employment opportunity policy in the next edition of the Faculty Handbook which is scheduled for the fall of 1971.

Fifth, School Deans will be asked to insure that all departments discuss their equal employment situation each semester. The Assistant to the Provost for Equal Employment Opportunity may provide documentation and background for such discussions.

Sixth, Department Heads will be responsible for determining that the university's employment policy is stated in letters concerning prospective faculty and in all notices of vacancies.

Seventh, statements about the university's equal employment policy will be included in future editions of catalogues. The Director of Information Services will be responsible for this provision of the plan.

Eighth, the Provost will work with the Faculty Senate to insure that faculty and professional personnel are aware of the faculty grievance procedure and to insure that grievances are handled justly and with dispatch.

Ninth, the role of the Good Neighbor Council will be clarified so that its part in reviewing equal employment opportunities on this campus will be understood by the university community.

SPA PERSONNEL

A positive program for increasing employment and upgrading promotional chances of minority group members within the University structure should be an immediate goal. A task force on equal employment opportunity should be formed and charged with this responsibility. Included in its recommendations, undoubtedly, would be some of the following statements:

- a. Announcement of a clear policy statement concerning equal employment opportunity and clear support by University top management.
- b. Communication of that policy throughout the organization to the lowest level of employment.
- c. Identify and establish both long and short term goals.

- d. Delegation of responsibility and organization of resources to meet established goals.
- e. Identify and state clearly obstacles and problems encountered.
- f. Establish a control and feedback element.
- g. Periodic review and re-evaluation of progress; re-direct efforts wherever necessary.

Commitment and redirected resources will improve equal employment opportunity. A positive program designed to infiltrate target areas of employment where there is greater expectancy of success can build confidence among supervisors and administrators in other sections who may be skeptical toward the idea. Any program of this type should be geared to such basic management techniques as 1) expanding recruitment base, 2) establishing or further developing built-in training programs for clerical, technical, mechanical, and custodial employees, 3) identifying job classifications which have few, if any, minority group members, 4) and providing on-the-job training for entry level positions.

SPA PLAN

The Equal Employment Opportunity Report (EEO-1) for 1970 indicates possible under-utilization of minority group members and females in SPA ranks in the following categories:

Officials and Managers
 Professionals
 Technicians
 Sales Workers
 Office and Clerical
 Skilled Craftsmen

However, 1970 percentage figures show a slight increase over 1969 figures in the number of females employed in the categories of Officials and Managers, Professionals, and Office and Clerical. Office and Clerical category showed a slight percentage increase in both groups; skilled craftsmen showed increase in minority group male members.

To materially increase the utilization of minorities at all levels and in all segments of the SPA workforce, the following specific and individual result oriented efforts will be concentrated upon:

1. Recruit and refer to all campus vacancies without regard to race, creed, color, national origin, sex or age; except where sex or age is a bonafide occupational qualification.
2. Base decisions on employment solely upon an individual's qualifications for the position being filled.
3. Make promotion decisions only on the individual's qualifications as related to the requirements of the position for which he is being considered.

4. Insure that all other personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, University sponsored training, education, tuition assistance, social and recreation programs, will be administered without regard to race, creed, color, national origin, sex or age, except where sex or age is a bona fide occupational qualification.
5. Periodic audit of hiring and promotion patterns to insure goals and objectives of equal employment opportunity are met.
6. Evaluate total selection process to insure freedom from bias and attainment of goals and objectives. Personnel involved in the recruiting, screening, selection, promotion, disciplinary and related processes will be carefully selected and trained to insure elimination of bias in all personnel actions.
7. Active recruiting programs will be carried out at Community Colleges, other Colleges and Universities with minority enrollments.
8. Monitor records of referrals, placements, transfers, promotions, and terminations of all levels to insure non-discriminatory policy is carried out.
9. Establish and identify an employee service function in the personnel office to promote personal career aspirations.
10. Stimulate sensitivity on the part of supervisors to the needs of minority employees.
11. Update training programs for the maintenance trades in order to permit upgrading of service or custodial workers.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

ASSISTANT TO THE CHANCELLOR

August 2, 1971

Mr. Richard H. Robinson
Assistant to the President
General Administration
Raleigh Road
Campus

Dear Mr. Robinson:

This is in further response to your memorandum of July 12 concerning Equal Employment Opportunity: Development of Affirmative Action Program. Chancellor Sitterson has previously informed you that I will serve as the UNC-CH representative to meet with you and those from other University campuses on this matter; and that the UNC-CH Committee for this purpose will consist of Mr. Jack Gunnells, University Personnel Director; Mr. Marion Hubbard, North Carolina Memorial Hospital Personnel Director; Dr. J. Charles Morrow, Provost; Dr. Harvey Smith, Assistant to the Vice Chancellor for Health Sciences (Planning); and myself.

Our response at this time to the items numbered 1-4 (pages 3-4) in your July 12, 1971, memorandum is as follows:

1. Herewith are supplied six copies of an analysis, review, and commentary prepared by Mr. Gunnells to provide an item-by-item response to the Plans for Progress' "Guidelines for Affirmative Action," items I through VII, a copy of which was attached to your July 12 memorandum. In the back of each of the six binders is a three-page supplementary report prepared by Mr. Hubbard for North Carolina Memorial Hospital. Both reports deal only with University employees who are subject to the provisions of the State Personnel Act.
2. Enclosed herewith are six copies of our grievance procedure for SPA employees. Comments on periodic evaluation and training programs, both of which need to be (but have not yet been) adequately developed, will be found in Mr. Gunnells' report. Our response to the matter of "quota hiring" and "time schedules" will be found in 3. below.

August 2, 1971

3. Analysis of computer print-out "employment profiles" for SPA employees is included in Mr. Gunnells' report. Dr. Morrow and Dr. Smith have had no opportunity to perform this kind of analysis for EPA employees as yet.

It is our strong conviction that we cannot respond to HEW-identified "problems" by accepting even implicitly the assumption that it is appropriate for HEW to prescribe racial or other quotas for University employment; that we have no reason to acknowledge the probability that discrimination, systematic or otherwise, plays a part in our employment policies, practices, or procedures; and that we should not, unless compelled to do so, agree to any need to effect changes in our employment profile, whether by "other concentration techniques" or by "quota hiring."

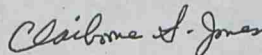
Instead, we feel deeply that, absent conclusive evidence of systematic discrimination, our only honest position must be one of determination to maintain and improve our already effective non-discriminatory policies and practices, with firm resolve not to practice or permit discriminations by "quota hiring" or otherwise.

4. Many details of our efforts to meet equal employment opportunity obligations will be found in the reports prepared by Mr. Gunnells and Mr. Hubbard. With respect to "matters which have been the subject of formal treatment" at policy-making levels, I enclose six copies of each of the following:

- a. Chancellor's statements of EEO policy and Grievance Procedure for SPA employees, as referred in 2. above;
- b. Grievance procedure for graduate assistants, teaching assistants, and teaching fellows;
- c. Due process procedures for full-time faculty.

As suggested in your July 12 memorandum, I am holding August 10 for a meeting of the general committees and will await notification of a time and place.

Yours sincerely,



Claiborne S. Jones

Enclosures

cc: Mr. Jack Gunnells
Mr. Marion Hubbard
Dr. J. Charles Morrow
Dr. Harvey Smith



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

J. CARLYLE SITTERSON, *Chancellor*

To: All Employees, University of North Carolina at Chapel Hill
From: J. Carlyle Sitterson
Subject: University Grievance and Appeal Procedures - June 1, 1970

To conform with policy recently adopted by the State Personnel Board, certain modifications have been made in University grievance procedures which have been operative since March 1, 1968. As of this date, the grievance and appeal procedures set forth below will therefore supersede those previously adopted and will henceforth be in effect for all University employees subject to the provisions of the State Personnel Act.

1. In the continuing effort to provide and maintain the best possible conditions of work for all its employees and to preserve and improve cooperative and harmonious relationships among all its staff, the University encourages the prompt, fair settlement of problems and differences through an orderly grievance and appeal procedure. Every employee shall have the right to present his problem or grievance in accordance with these procedures, with or without a representative of his own choosing, free from interference, coercion, restraint, discrimination, penalty, or reprisal. Every employee will be allowed such time off from his regular duties as may be necessary and reasonable for the processing of a grievance under these procedures without loss of pay, of vacation, or of other time credits.
2. The objectives of this grievance procedure include the following:
 - (a) To assure employees of a means to get their problems or complaints considered rapidly, fairly, and without fear of reprisal.
 - (b) To encourage employees to express themselves about how their conditions of work affect them as employees.
 - (c) To provide better understanding of policies, practices, and procedures which affect employees.
 - (d) To provide supervisors with greater opportunity both to exercise proper responsibility in dealing with employees and to improve their effectiveness in carrying out established policies.
 - (e) To improve opportunities for all staff members to perform their duties with effectiveness and satisfaction.
3. The University is deeply committed to the principle of equal opportunity for all employees and applicants for employment without any discrimination for or against any employee or applicant because of race, creed, color, or national origin. This policy of non-discrimination applies to recruitment of employees

and to treatment during employment (including rates of pay, selection for training, upgrading, promotion, demotion, transfer, suspension, and dismissal). The University is equally determined to make every effort to see to it that no employee is subjected to unfair treatment by the University for whatever reason.

To encourage clear understanding and to reduce fears or false impressions of unfair treatment, the University's personnel policies include the following provisions:

(a) Employees and their supervisors are urged to communicate freely with one another concerning conditions of employment, such as job requirements, hours of work, vacation and leave allowances, promotions, rates of pay, and the like. Supervisors should keep themselves well informed on University personnel policies and practices, making use of the Personnel Office as often as necessary for this purpose.

(b) No action involving demotion, suspension, or dismissal is to be taken against any employee for disciplinary reasons until such disciplinary action has been recommended to and approved by the Director of Personnel, except when, in the judgment of the employee's supervisor, immediate suspension is necessary to protect the safety of persons or property.

4. The grievance and appeal procedure shall consist of the following steps:

STEP 1 - DISCUSSIONS BETWEEN EMPLOYEE AND IMMEDIATE SUPERVISOR

The employee who has a problem or grievance will discuss it first with his immediate supervisor within a reasonable time after the employee has acquired knowledge of the problem or grievance. The supervisor may consult with higher level supervisors to seek any needed advice or counsel from his administrative superiors before giving an answer.

The employee shall receive an answer within five working days, or be advised as to the conditions which prevent an answer within five working days and informed as to when an answer may be expected.

STEP 2 - DISCUSSIONS BETWEEN EMPLOYEE AND PERSONNEL DIRECTOR

If the decision is not sufficiently satisfactory to the employee in Step 1, or if he fails to receive an answer within the designated period provided in Step 1, he may request the Personnel Director to consider the matter. The request may be presented either in person or in writing but must be presented within five working days after receipt of the Step 1 decision. Depending on the nature of the appeal, the Personnel Director will determine to what extent facts will be required in writing. The supervisor and employee shall provide all pertinent information to the Personnel Director who will review the facts and hold whatever discussions he deems desirable or the employee or supervisor may request.

If the nature of the appeal is such as would involve formulation of policy or modification of existing policy, the Personnel Director shall forward all pertinent information and his recommendation to the Chancellor, who may then refer the problem to the University Personnel Council for advice before reaching his decision.

If the nature of the appeal is not such as to involve formulation or modification of policy, the Personnel Director shall either (a) provide a recommendation to the proper administrators or superiors within five working days after all necessary discussions are held, at the same time advising the employee of his recommended course of action, and in the absence of objection or appeal by the employee, the Chancellor will expect the recommendation of the Personnel Director to be carried out within a reasonable period of time; or (b) refer the matter directly to the University Grievance Committee for handling as provided in Step 3.

STEP 3 - APPEAL TO THE UNIVERSITY GRIEVANCE COMMITTEE

If the Personnel Director's recommendation to the employee and the proper administrative superiors in Step 2 is not satisfactory to the employee, the matter may be referred by the employee to the University Grievance Committee. Any such request for review shall be submitted within five working days after the Personnel Director has presented his recommendation. The party requesting the referral shall provide a written summary of the specific facts of the complaint, copies of which shall be provided at the same time to all other parties concerned. If the employee so desires, he may ask the Personnel Director or some other person of his choice for help in preparing the request and the written summary of facts of the appeal. A request from the employee for a hearing shall be made to the Personnel Director who shall transmit the request to the Grievance Committee. At the conclusion of hearings, it will be the responsibility of the Chairman of the Grievance Committee to inform the Chancellor of the details of the problem, the reasons why it was not resolved at lower levels, and the recommendations of the Committee. The Chancellor will make the decision for the University within five working days, and his decision will be announced immediately to all parties concerned.

STEP 4 - APPEAL TO STATE PERSONNEL BOARD

As provided under policy adopted by the State Personnel Board, "if the employee is not satisfied with the decision of the Chancellor, he may request, within five working days of the receipt of the Chancellor's decision, a public hearing by the State Personnel Board. His request may be filed through the Personnel Director or the Chancellor. If the employee so desires, he may ask the University for help in submitting his appeal in writing. The date and time for the employee's meeting with the Board will be determined by the State Personnel Director. The date will be set as early as possible after the request is received from the employee. The State Personnel Director will determine the parties deemed necessary for the hearing and request their presence. The State Personnel Board, within five working days after the hearing, shall make its recommendation to the Chancellor. After considering the Board's recommendation, the Chancellor shall make a decision and shall notify the employee in writing of the decision."



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

J. CARLYLE SITTERSON, *Chancellor*

April 19, 1971

To: Deans, Directors, Department Heads
From: J. Carlyle Sitterson
Subject: Equal Opportunity Officers

As I have stated on other occasions, the University of North Carolina at Chapel Hill is committed to the principle of Equal Opportunity and to taking affirmative actions in all phases of employment.

To give additional meaning and support to the policy, I herewith make the following designations of Staff Equal Opportunity officers:

<u>Name</u>	<u>Present Appointment</u>	<u>Additional Appointment</u>
Mr. Jack H. Gunnells	University Personnel Director and Lecturer, School of Business Administration	University Director - Staff Equal Opportunity
Mrs. Jean Hunt Gaulden	Assistant Personnel Director - Staff Relations (University Personnel Department)	Assistant University Director - Staff Equal Opportunity
Mr. Marion C. Hubbard	Director of Personnel - N.C. Memorial Hospital	NCMH Director - Staff Equal Opportunity

Mr. Gunnells, as University Director - Staff Equal Opportunity, is responsible for the management control, review, and evaluation essential to full compliance with the University's Equal Opportunity policy and with all laws enacted at every level of government as these apply to Staff employment in the University.

Mrs. Gaulden, as Assistant Director - Staff Equal Opportunity, reports to the University Director - Staff Equal Opportunity and shares the responsibility for all the areas delegated to her including - but not limited to - planning and guiding program and policy implementation in the University.

Mr. Hubbard, as NCMH Director - Staff Equal Opportunity, is responsible for the management control, review, and evaluation essential to North Carolina Memorial Hospital's compliance with the University's Equal Opportunity policy and with all laws enacted at every level of government as these apply to Staff employment at the Hospital.

Developing equal opportunity is a dynamic ongoing process requiring the continuing attention of everyone in a University management or supervisory position. Thus, the University needs your personal cooperation with these Equal Opportunity officers, and your full support of the policy, as stated in Staff Personnel Administration Guide 2, "Equal Opportunity", effective January 15, 1971.

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THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

J. CARLYLE SITTERSON, *Chancellor*

August 1, 1970

To: All Employees, University of North Carolina at Chapel Hill
From: J. Carlyle Sitterson, Chancellor
Subject: University Grievance and Appeal Procedure - June 1, 1970

In my memorandum on this subject distributed with paychecks issued a month ago there was an inadvertent omission which should be corrected in your copy of the memorandum.

Paragraph 3. of that memorandum states the University's commitment not to discriminate for or against any employee or applicant for employment "because of race, creed, color, or national origin." This language was quoted from President Johnson's Executive Order 11246, "Equal Employment Opportunity," which made no mention of sex.

The University is equally committed, of course, not to discriminate for or against any employee because of sex, as will be clear on examination of University Administrative Procedures Manual -- Personnel, paragraph 1.170.

Therefore, please add the word "sex" in paragraph 3. of my June 1, 1970, memorandum so that the pertinent passage will read "race, creed, color, sex, or national origin."

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APPENDIX B

STATUS OF GRADUATE STUDENTS INVOLVED IN THE
INSTRUCTIONAL PROGRAM

(Adopted by the Council January 10, 1969)

A. Graduate student teaching appointees shall receive original letters of appointment and subsequent annual letters of appointment containing the terms of the contract with respect to time, nature of service and remuneration, clearly stating that such appointments are contingent on satisfactory academic work as graduate students, and reserving the assignment of duties, including reassignment and termination, to the judgment of the department. The letters shall contain provisions for supervision and review of the performance of the appointees.

B. Effective September 1, 1969, the University shall adopt an official set of titles for graduate students involved in the instructional program. The official titles to be used in all catalog listings and on personnel action forms shall be:

Graduate Assistant - for graduate students whose duties do not involve direct instruction of students.

Teaching Assistant - for graduate students who actually meet classes and laboratories.

• Teaching Fellow - for special recognition of outstanding performance.

C. The University shall establish formal grievance procedures for graduate assistants, teaching assistants, and teaching fellows:

Each instructional unit (Department or School) should establish a Grievance Committee with representation from the Graduate Assistants, Teaching Assistants or Teaching Fellows to review grievances arising in connection with a graduate student's teaching responsibilities. Such a committee should hear the student after it has been established that the grievance could not be settled between the appointee and the Departmental Chairman. Requests for a hearing must be received in writing prior to the hearing.

An appeal beyond this committee may be made to an Appeals Committee, appointed for each case by the Graduate Dean, consisting of a member of the Graduate School Administration, as chairman of the committee, two members of the Administrative Board of the Graduate School and two graduate students holding appointments. No member of the Appeals Committee should be from the department involved.

ment, the provisions of paragraphs (1), (2), (3), and (4) are inapplicable.

(6) Nothing in these regulations shall be construed to preclude the promotion of a faculty member at any time.

(7) A faculty member who decides to terminate his employment has the obligation, through appropriate channels, to give prompt written notice of his intention to the Chancellor.

(c) The terms and conditions of every faculty appointment shall be in writing. A copy thereof, signed by the Chancellor, shall be delivered to the faculty member and a copy shall be retained by the Chancellor. Full information on the tenure policy of the University and on his own employment status shall be readily available to the faculty member at all times.

SECTION 4-3. SUSPENSION AND DISCHARGE OF FACULTY MEMBERS

(a) A faculty member who has tenure may be suspended or discharged only by the Chancellor, acting with the approval of the President, or by direction of the Board of Trustees, and then only in accordance with the provisions of this Code. Permissible grounds for suspension or discharge are misconduct of such a nature as to indicate that the faculty member is unfit to continue as a member of the faculty, incompetence, and neglect of duty. For purposes of these provisions: (1) a faculty member serving a stated term shall be regarded as having tenure until the end of that term; and (2) if a faculty member has been offered and has accepted a new contract to begin at a future time, his status shall be the same as if he had already begun service under such contract.

(b) The Chancellor, in his discretion, may: (1) give the faculty member written notice of intention to discharge; or (2) give the faculty member written notice that information concerning the faculty member is being referred to the faculty committee [identified in paragraph

(c), below] for its recommendation. The notice shall indicate the reasons for the intended discharge or the substance of the information being referred, shall state that the President approves the Chancellor's action, shall advise the faculty member of his right to a hearing, and shall call attention to these provisions of this Code. Within one week after receipt of notice, the faculty member may request a hearing by written notice to the Chancellor and the chairman of the faculty committee. If no request is filed within that time, the Chancellor may proceed to discharge, when notice of such intent has been given, or the faculty committee may proceed to the making of its recommendation without a hearing.

(c) When a hearing is duly requested by the faculty member, it shall be accorded before a standing committee of the institution's faculty, composed of five faculty members who have permanent tenure elected by those members of the faculty who, under legislation of the institution's faculty, are regarded as voting members. The hearing shall be upon written charges or a written summary of information submitted by the Chancellor. The hearing committee shall accord the faculty member a reasonable time within which to prepare his defense. The faculty member shall have the right to counsel; the right to present the testimony of witnesses and other evidence; the right to confront and cross-examine adverse witnesses; the right to examine all documents and demonstrative evidence adverse to him; and the right, upon request, made prior to the hearing, to a transcript of the proceedings furnished at the expense of the University, subject, however, to the approval of the President. The Chancellor, or his delegate or counsel, may participate in the hearing, present evidence, and cross-examine witnesses.

(d) In reaching its decision in cases in which a hearing is held, the faculty committee shall consider only the evidence presented at the hearing and such oral or written arguments as the committee, in its discretion, may allow. Evidence regarding the general competence and profes-

sional and moral fitness of the faculty member shall always be considered relevant. Should the committee find that the faculty member is guilty of misconduct, incompetence, or neglect of duty, it shall then decide whether its findings in that respect, considered in the light of the faculty member's general competence and fitness, justify a finding that the faculty member is unfit to continue as a member of the faculty. It shall make its written recommendation accordingly, and shall transmit the recommendation to the faculty member and to the Chancellor; and the Chancellor shall forward it to the President. Publication of such recommendation may be authorized only by the Chancellor, with the approval of the President. The two immediately preceding sentences of this paragraph shall apply whether or not a hearing has been held.

(e) If the President concurs, a recommendation of the committee, whether favorable or unfavorable to the faculty member, shall be final. If the committee's recommendation is other than for unconditional retention of the faculty member (indefinitely if on permanent tenure, otherwise to the end of the stated term), the President, in lieu of concurrence, may: (1) with the consent of the faculty member, take any action more favorable to the faculty member than the committee's written recommendation, which action shall be final; or (2) authorize the faculty member to appeal to the trustees. If the committee recommendation is for unconditional retention, the President shall take no action contrary to it except that, upon recommendation of the Chancellor, he may request that the trustees review the case and take final action.

(f) The Chancellor shall, in every case, advise the President as to whether the Chancellor concurs in the committee's recommendation. He shall state his reasons in writing and a copy shall be furnished to the faculty member.

(g) In any case brought before the trustees, a hearing shall be accorded by the Executive Committee, which may proceed through a subcommittee. The hearing shall

be conducted in the same manner as the hearing before the faculty committee; the faculty member shall have the same rights; and the decision of the hearing committee shall be reached solely upon the evidence adduced at the hearing and such argument, oral or written, as the hearing committee may allow. The charges or summary of information shall be the same as those before the faculty committee, unless modified in favor of the faculty member by the President; and the hearing committee shall, in the same manner as the faculty committee, consider general fitness as well as the specific offenses. If the hearing committee is a subcommittee, it shall report to the Executive Committee. The Executive Committee shall direct the action, if any, to be taken by the Chancellor.

(h) The Chancellor has authority, with the approval of the President, to suspend a faculty member at any time after giving notice of intention to discharge, and to continue such suspension until final decision has been reached by the procedures herein prescribed. The Chancellor's power to suspend shall not be exercised unless the charges are of such nature that, if assumed to be true, they demonstrate moral turpitude, neglect of duty, or incompetence of a character clearly indicating that the accused is unfit to continue as a member of the faculty. Suspension shall always be with pay.

(i) Once he has requested a hearing, the faculty member shall not be discharged, without his consent, until final decision is reached (and then only in accordance with such decision), provided that the faculty member may at any time withdraw his request for hearing and consent to the discharge, or he may be discharged upon a finding by the faculty committee that, at any stage of the proceedings before the faculty committee or the trustees' committee, the faculty member, after requesting a hearing, has, without adequate cause, failed to appear.

(j) In cases in which a faculty member is charged with violating Section 5-1 of these Bylaws, the provisions of Section 4-3 shall be subordinate to the provisions of Sections 5-2 through 5-5.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

University Personnel Department

Zip Code 27514

7-23-71

DR. CLAIBORNE S. JONES:

THIS REPORT IS IN RESPONSE TO MR. ROBINSON'S
MEMO OF 7-12-71.

NOTE THE "CONTENTS" PAGE. PAGES 1-8
RESPOND TO MR. ROBINSON'S ITEMS 1
AND 2 (PAGE 3 OF HIS MEMO). PAGES 1-8
COVER JUST STAFF EMPLOYEES, EXCEPT
NCMH.

PAGES 9-20 RESPOND TO MR. ROBINSON'S
ITEM 3. THESE ANALYSES COVER
BOTH THE UNIVERSITY AND NCMH.

NOTE: ITEM 1 (PAGES 1-5) - A RESPONSE
OF "INCLUDED" MEANS I BELIEVE
WE ARE IN COMPLIANCE WITH THE
CHECKLIST MR. ROBINSON'S PROVIDED.

I HAVE NO ITEM 4. COMMENTS ASKED
FOR IN MR. ROBINSON'S "4" ARE
INCLUDED IN MY ITEM 2.



7-23-71

Finally, I did not include
(Contrary to Mr. Robinson's request
any description in Item 2
of my reactions to "quotas"
and "target dates" since
that seems a proper subject
for an overall University
response.

Jack H. Gunnells

Copies:

Mrs. JEAN HUNT GARLON
Mr. JACK H. GUNNELLS
Mr. MARION C. HUBBARD
Dr. CLAUDE S. JONES (7)
Dr. J. Charles Morrow
Dr. HARVEY L. SMITH

July 23, 1971

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* EQUAL OPPORTUNITY
REPORT

<u>SUBJECT</u>	<u>PAGE</u>
Mr. Robinson's Item 1	1-5
Mr. Robinson's Item 2	6-8
Population DATA	9
Total by RACE	10

**** EO Analysis:**

All Categories	11
Officials and Managers	12
Professionals	13
Technicians	14
Sales Workers	15
Office and Clerical	16
Craftsmen	17
Operatives (Semi-skilled).	18
Laborers (Unskilled).	19
Service Workers	20

* Per Mr. R. H. Robinson's memo, July 12, 1971.

** From HEW data, 4-29-71, by categories used in Federal EEO-1 Report.

1. Traditional Affirmative Action Items (Per Attachment 7-12-71)

I. University Policy

1. Included
2. Included (will be strengthened)
3. Included (will be strengthened)
4. Included

II. Dissemination of University Policy

A. Internal

1. Included
2. Communicated internally (No "Formal" magazine or the like.)
3. Included. (None recent).
4. Included (Recent ones in individual areas).
5. Included (Since 3-71)
6. Not applicable. No union.
7. Not applicable, No union.
- *8. No University "publication", per se.
9. No bulletin boards.
10. No such advertising done.

*Included in letters to administrators (alone), to all employees, in policy issues, paycheck bulletins on a continuing basis since 1965. Several major communications in 1971.

B. External

1. Included (2-14-71 et al)
2. Unknown. Not reviewed.
3. Included (5-31-71)
4. Included
5. No such advertising done.

III. Appointment and Responsibilities

A. Appointment (Included)

1. Included
2. Included. Limited Accomplishment.
3. Included
4. Needed. Not accomplished.
5. Included
6. Included

B. Responsibilities (Included)

1. Needed, Not accomplished.
2. Included
3. Included. Limited accomplishment.
4. Included. Limited accomplishment.
5. Needed. Not accomplished.
6. Questionable. Should be available to all; it is not.
7. Audit:
 - a. Included (More needed)
 - b. Included
 - c. Included
8. Needed, Not accomplished.

IV. Identification

A. In-Depth Analysis (not accomplished "in-depth")

1. Included.
2. Included (Early 1971). Suspended, inadequate Staff (6-14-71)
3. Needed, Not accomplished in Full
 - Position description: Recent ones better than older ones.
 - Position Specifications: These are done by the State Personnel Department for all State agencies and, it is suspected, do not reflect actual qualifications needed, in many cases, for successful performance.
 - Application Forms: Included. (Added "Equal Opportunity Employer" tag 12-70; provided for 18-month retention of completed forms 6-16-71).
 - Interview procedure: Included. Trained Personnel interviewers in sensitivity to minority applicants, Fall, 1970 with more needed. Personnel follows-up on complaints by applicants
 - Test administration: Included, but not in full compliance. (Discontinued, by 5-25-71, all tests except typing, shorthand, and spelling for secretarial positions and these have not been validated on this campus. Discontinued testing, except by Personnel, 4-29-71).
 - Test validation: Not included, as noted immediately above.
 - Referral procedure: Included.
 - Final selection process: Included.

4. Included. Need more work.
5. Included.
6. Not applicable. No union. No formal seniority system otherwise.
7. Included to extent these exist. Limited.
8. Included
9. Included. Still working on it.
10. Included.

B. Special Items

1. Exists
2. Exists
3. Analysis incomplete
4. Analysis
5. Included
6. Exists. (See IV.A.3.)
7. Exists. (See IV.A.3.) ("Man" inappropriate).
8. Exists. (See IV.A.3.)
9. Analysis incomplete.
10. Included.
11. Included.
12. Analysis incomplete (doubtful)
13. Included, generally. Some exists.
14. Included
15. Needed, Not accomplished.
16. Analysis incomplete
17. No labor unions. Subcontractors included.
18. Included.
19. Included. (Need more, held up by slowness of process and staffing/workload problems. Twenty-seven on display with that many more planned).

V. Goals

- A. Not accomplished. (Staffing problems)
- B. Not accomplished. (Staffing problems)
- C. Not accomplished (Staffing problems)
- D. Not accomplished. (Staffing problems)

VI. Execution

- A. Not accomplished. (Complicated by State involvement as to whether they accurately reflect position functions. They are consistent.)

- B. Not accomplished. Prohibitive to "validate", in terms of staff and other costs.
- C. Not accomplished. Questionable value so long as there is a central Personnel function. Would resist this as impractical and "make work".

D. Evaluate

1. Included.

2. Validate:

- Included, except as noted in IV.A.3.
- Not included.
- Not included.
- Not included
- Included.
- Included.
- Not Included.
- Not Included.

3. Included.

E. Applicant Flow

- 1. Included
- 2. Included.
- 3. Included on limited basis.
- 4. Included.
- 5. Not included on a formal basis.
- 6. Not applicable.
- 7. Included. Limited.
- 8. Included. Limited
- 9. Included.
- 10. Needed. Not accomplished.

F. Promotion

- 1. Needed. Not accomplished.
- 2. Needed. Not accomplished.
- 3. Needed. Not accomplished.
- 4. Not accomplished. Prohibitive
- 5. Not knowingly permitted. Written justification therefore not needed.
- 6. Needed. Not accomplished.
- 7. Not applicable. No union.

G. Included.

VII. Audit

- A. Analysis incomplete.
- B. Not accomplished.
- C. Not accomplished.
- D. Not accomplished.

VIII. Support

- A. Included.
- B. Not accomplished.
- C. Included. Limited.
- D. Not accomplished.
- E. Not accomplished.
- F. Not accomplished.

2. Additional Affirmative Action Items (Per Attachment 7-12-71).

- (1) University Grievance Procedure issued June 1, 1970. Emphasizes the University's "deep" commitment to Equal Opportunity and to handling complaints and grievances arising out of any alleged discrimination against the covered classes.

A revised Grievance Procedure is under review (as of 6-9-71) which includes an "Equal Opportunity Provision" whereby "any employee who feels or believes he or she is being discriminated against because of his or her race, color, religion, sex, age, or national origin is encouraged to enter the grievance at Step 2, thus by-passing Step 1."

- (2) Formal evaluation system was adopted on a piecemeal basis several years ago but was suspended in late 1970 as unsatisfactory. Some individual departments maintain these.
- (3) No formal training programs to sensitize supervisors to discrimination have been offered. They are needed.
- ✓ (4) EO (Equal Opportunity) Bulletin program begun May, 1971. This is a planned program of bulletins and subjects, monthly, to Deans, Directors, Department Heads, Managers on timely subjects such as content of the Executive Orders, Testing, Developments in Federal compliance and the like.
- (5) New Employee Orientation Program and Checklist for each new employee's file, effective April 5, 1971. The checklist ensures that each new employee received an explanation of the Equal Opportunity policy as well as the Grievance Procedure and others.
- (6) Developed a Plan for completing certain fundamental Affirmative Actions, with documentation of actions completed and target dates (12-16-70). Accomplished the following among others:

- Re-structured the University Personnel Department to provide for a position to deal with equal opportunity matters, along with other duties.
- Recruited a female professional to fill the above position.
- Assigned responsibility for "Equal Pay for Equal Work" to a management-level position.
- Established a policy requiring that all applicants for Staff positions be referred through Personnel.
- Prohibited any offer of employment without advance approval by Personnel.
- Revised nepotism policy in several meaningful respects.
- Formulated an age policy.
- Formulated a maternity leave policy.
- Gathered current data on make-up of the community
- Developed an equal opportunity records system and files, for reference and documentation of actions taken.
- Survey a sample of other University equal opportunity programs, with emphasis on those with previous HEW compliance reviews.
- Initiated efforts to achieve responsive data processing. (Still unsatisfactory).
- Incorporated items on "race" and "women" in the Opinion Survey for feedback on employee attitudes about the way they see the University's equal opportunity effects.
- followed through on the State's salary grade improvements for "maids" and "janitors" with reluctant departments.

- (7) Established that individual departments cannot change minimum position specifications when considering individual applicants or otherwise.

- (8) Confirmed that the Housing office requires an anti-discrimination statement and recommended it be updated.
- (9) Recommended that the Placement Service discontinue the use of photographs on its resume form. It complied.
- (10) Implemented a quarterly position vacancy listing for key Community recruitment sources. Includes a brief position description and salary levels.
- (11) Instituted a Staff Relations Audit, by department, to communicate in group meetings the Equal Opportunity policy, Grievance Procedure and others while encouraging the airing of group and individual complaints in group and individual sessions. (Temporarily postponed for a broad Opinion Survey program).
- (12) Communicated, widely, the availability of general counselling in the University Personnel Department.
- (13) Undertook a program of aggressive, creative handling of grievances, with several significant reinstatements of improperly discharged women and minority people.
- (14) Appointed female and black members to the University Grievance Committee (Step 3).
- (15) Several upgrading training programs for technical skills have been conducted by the School of Medicine for former maids, janitors and food service employees, followed by intensive, successful placement efforts.

July 23, 1971

POPULATION DATA*

Chapel Hill

<u>Group</u>	<u>Number</u>	<u>Percent</u>
White Male	12,417	48.62
Black Male	1,166	40.32 4.56
White Female	10,298	4.56 40.32
Black Female	1,403	5.49
Other Male Minority	191	.74
Other Female Minority	<u>52</u>	<u>.20</u>
Total	25,537	99.93

Orange County

<u>Group</u>	<u>Number</u>	<u>Percent</u>
White Male	24,500	42.45
Black Male	4,915	8.51
White Female	22,344	38.71
Black Female	5,256	9.10
Other Male Minority	529	.91
Other Female Minority	<u>163</u>	<u>.28</u>
Total	57,707	99.96

*Taken from 1970 United States Census

UNIVERSITY OF NORTH CAROLINA
AND
NORTH CAROLINA MEMORIAL HOSPITAL

CHAPEL HILL

JULY 23, 1971

*EQUAL OPPORTUNITY ANALYSIS

TOTAL BY RACE

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
Total White	3,374	68.92	88.94	81.17	21,715,700	6,436
Total Black	1,484	30.31	10.05	17.62	7,030,400	4,737
Total Other Minority	37	.75	.95	1.19	228,000	6,162
TOTAL	4,895	99.98	99.94	99.98	28,974,100	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

JULY 23, 1971

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: All Categories

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	1049	21.43	48.64	42.45	7,706,300	7,346
Black Male	699	14.27	4.56	8.51	3,256,700	4,659
White Female	2325	47.49	40.32	38.71	14,009,400	6,026
Black Female	785	16.03	5.49	9.10	3,773,700	4,807
Other Minority Male	4	.08	.74	.91	23,500	5,875
Other Minority Female	33	.67	.20	.28	204,500	6,197
TOTAL	4895	99.97	99.93	99.96	28,974,100	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

JULY 23, 1971

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: OFFICIALS AND MANAGERS

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	25	100.0	48.64	42.45	337,100	13,484
Black Male			4.56	8.51		
White Female			40.32	38.71		
Black Female			5.49	9.10		
Other Minority Male			.74	.91		
Other Minority Female			.20	.28		
TOTAL	25	100.0	99.93	99.96	337,100	13,484

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

JULY 23, 1971

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: PROFESSIONALS

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	131	29.57	48.64	42.45	1,209,200	9,231
Black Male	6	1.35	4.56	8.51	45,100	7,517
White Female	260	58.69	40.32	38.71	2,186,900	8,411
Black Female	31	6.99	5.49	9.10	220,100	7,100
Other Minority Male			.74	.91		
Other Minority Female	15	3.38	.20	.28	103,100	6,873
TOTAL	443	99.98	99.93	99.96	\$3,764,400	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: TECHNICIANS

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	225	27.30	48.64	42.45	1,710,600	7,603
Black Male	72	8.73	4.56	8.51	432,200	6,003
White Female	375	45.50	40.32	38.71	2,729,100	7,278
Black Female	143	17.35	5.49	9.10	857,500	5,997
Other Minority Male	2	.24	.74	.91	13,600	6,800
Other Minority Female	7	.84	.20	.28	49,400	7,057
TOTAL	824	99.96	99.93	99.96	5,792,400	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: SALES WORKERS

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	10	30.30	48.64	42.45	56,500	5,650
Black Male			4.56	8.51		
White Female	13	39.39	40.32	38.71	58,600	4,508
Black Female	10	30.30	5.49	9.10	42,800	4,280
Other Minority Male			.74	.91		
Other Minority Female			.20	.28		
TOTAL	33	99.99	99.93	99.96	157,900	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: OFFICE AND CLERICAL

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	190	9.52	48.64	42.45	1,180,700	6,214
Black Male	76	3.81	4.56	8.51	352,400	4,637
White Female	1,541	77.28	40.32	38.71	8,399,900	5,451
Black Female	175	8.77	5.49	9.10	818,600	4,678
Other Minority Male	1	.05	.74	.91	5,200	5,200
Other Minority Female	11	.55	.20	.28	52,000	4,727
TOTAL	1,994	99.98	99.93	99.96	10,808,800	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

JULY 23, 1971

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: CRAFTSMEN (Skilled)

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	323	91.24	48.64	42.45	2,382,700	7,377
Black Male	29	8.19	4.56	8.51	171,300	5,907
White Female	1	.28	40.32	38.71	7,500	7,500
Black Female	1	.28	5.49	9.10	6,000	6,000
Other Minority Male			.74	.91		
Other Minority Female			.20	.28		
TOTAL	354	99.99	99.93	99.96	2,567,500	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

JULY 23, 1971

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: OPERATIVES (Semi-skilled)

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	66	43.13	48.64	42.45	366,400	5,551
Black Male	37	24.18	4.56	8.51	164,900	4,457
White Female	45	29.41	40.32	38.71	227,300	5,051
Black Female	4	2.61	5.49	9.10	19,100	4,775
Other Minority Male	1	.65	.74	.91	4,700	4,700
Other Minority Female			.20	.28		
TOTAL	153	99.98	99.93	99.96	782,400	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

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JULY 23, 1971

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: LABORERS (Unskilled)

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	13	13.97	48.64	42.45	83,100	6,392
Black Male	75	80.64	4.56	8.51	339,300	4,524
White Female	2	2.15	40.32	38.71	8,500	4,250
Black Female	3	3.22	5.49	9.10	13,800	4,600
Other Minority Male			.74	.91		
Other Minority Female			.20	.28		
TOTAL	93	99.98	99.93	99.96	444,700	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

JULY 23, 1971

*EQUAL OPPORTUNITY ANALYSIS

CATEGORY: SERVICE WORKERS

Group	Number	% of Total	% of Population Chapel Hill	% of Population Orange County	Annual Payroll** (\$)	Average Annual Salary (\$)
White Male	66	6.76	48.64	42.45	380,000	5,758
Black Male	404	41.39	4.56	8.51	1,751,500	4,335
White Female	88	9.01	40.32	38.71	391,600	4,450
Black Female	418	42.82	5.49	9.10	1,795,800	4,296
Other Minority Male			.74	.91		
Other Minority Female			.20	.28		
TOTAL	976	99.98	99.93	99.96	4,318,900	

*Based on Data submitted to the Atlanta Office of HEW, April 29, 1971.

** In calculating annual payroll all salaries were rounded to nearest \$100.

July 22, 1971

NCMH EQUAL OPPORTUNITY PROGRAM

A program of Equal Employment Opportunity has long been in practice at North Carolina Memorial Hospital. To the best of our ability we insure that each applicant and employee, without regard to color, sex, race, or national origin, is treated equally in all aspects of employment. The Director of Personnel serves as the Hospital Equal Opportunity Officer. Our program includes but is not limited to the following specific affirmative activities and procedures.

RECRUITMENT AND PLACEMENT:

1. Personnel staff well trained in all provisions of equal opportunity law with the assigned responsibility of insuring that the spirit of the law and of hospital policy is accomplished.
2. Appropriate Equal Opportunity posters are posted.
3. The statement "Equal Opportunity Employer" appears on all recruitment advertisement and on the employment application form.
4. A current listing of all position vacancies is posted at appropriate locations for public and employee utilization. The basic minimum state qualifications appear on the notice for each position along with other pertinent information i.e., salary range, work hours, etc.
5. Each person who actually inquires at our reception desk is registered along with brief information as to the disposition of the inquiry.
6. Each formal applicant completes an index card containing desired information pertinent to the total employment program. The index acts as quick references as to the status of the applicant and are invaluable as sources of statistics for studies of distribution of minority groups in new employees.
7. A completely non-discriminatory referral system of qualified applicants to operating departments is and has been our practice.
8. Departments that do not select any qualified applicant and specifically a minority group applicant must show in writing a justifiable reason for rejection.
9. Hospital administrative personnel has extended many efforts to recruit qualified applicants through local minority church and civic organizations.
10. Applications are maintained for 18 months and are continuously reviewed for recruitment possibilities.

EMPLOYEE RELATIONS AND TRAINING:

1. All new employees attend an orientation program designed to inform new employees of all rights and benefits as well as assuring all new employees receive equal orientation literature and information.
2. The Personnel Department continuously counsels with department heads and supervisors relative to employee problems and employee matters.
3. The Personnel Department insures that a formal employee grievance procedure is operative and meaningful to management and employees.
4. A formal Employee Relations Committee has been established for several years and functions as a sounding board for all levels of employees regarding many employment matters and hospital policy and procedures. The Committee is comprised of elected representatives from all Hospital Departments. A fine communication has been established between employees, departments, management and many innovative plans and procedures have been adopted as a result of this committee.
5. Terminating employees are given an exit interview by the Personnel Department as an affirmative plan to identify problem areas and as a definite aid to future selection and placement.
6. Educational training programs are continuously conducted by the Hospital including specific programs that provide technical training and educational training for all levels of employees. Desired qualification requirements are met through many of these programs for employees who otherwise would not have an adequate employee career ladder providing promotional opportunities. Federally funded programs (i.e., New Careers) have provided much assistance toward these goals.
7. New innovative position classifications are requested of the State Personnel Department to provide inservice promotional opportunities for employees who through experience and training qualify for more responsible positions.

STATISTICS:

1. North Carolina Memorial Hospital maintains an approximate ratio of 42.5% minority race employees of the total permanent 1560 personnel compliment.
2. 16% minority race employees normally occupy positions with compensations of \$5184 or more.
3. 27% minority race employees normally occupy Professional, Official-managers, and Technical positions.
4. 25% minority race employees normally occupy office and clerical positions.

5. 68% minority race employees normally occupy craftsmen, operative, laborer and service worker positions.
6. North Carolina Memorial Hospital maintains an approximate ratio of 77% female employees of the total permanent 1560 personnel compliment.
7. 82% female employees normally occupy professional, official-managers, and technical positions.
8. 87.8% female employees normally occupy office and clerical positions.
9. 60.3% female employees normally occupy craftsmen, operative, laborer and service worker positions.

Prepared by
Marion C. Hubbard
Personnel Director
N.C. Memorial Hospital

UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE



THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

ASHEVILLE, NORTH CAROLINA 28801

Office of the Chancellor

July 21, 1971

Mr. Richard H. Robinson, Jr.
Assistant to the President
The University of North Carolina
P. O. Box 309
Chapel Hill, North Carolina 27514

Dear Mr. Robinson:

I am writing to you in reference to your memorandum of July 12, 1971, concerning Equal Employment Opportunity: Development of Affirmative Action Program.

Before going into the substance of the problem I would like to inform you that we have appointed Dr. Roy A. Riggs, Vice-Chancellor for Academic Affairs, as our general committee delegate representing this campus. The local campus subcommittee will be composed of Dr. Riggs; Mr. William H. Pott, Vice-Chancellor for Finance; Mr. Paul Thomas Deason, Director of Student Services; and Mrs. Alice Wutschel, Dean of Women.

In examining the situation in reference to the Asheville campus I think it is extremely important for all concerned to realize that there is an extremely small black population outside of the City of Asheville. The counties in the mountainous and western area of the state, outside the City of Asheville, will have a black population of probably less than five per cent. The black population in the City of Asheville is about 10,000. Also, it should be pointed out that the nearest black institution of higher education is Johnson C. Smith University in Charlotte, which is 120 miles away. Also, there is no historic pattern of black people moving into the City of Asheville. Quite on the contrary, the historic pattern is for blacks to leave Asheville and go elsewhere. The point which I wish to make in this is there is an extremely small pool of black people in this area from which to draw applicants for the various positions

which we have. The second point I wish to make is that I would be very much opposed to establishing a system or posture which requires our accepting people with inferior or unacceptable qualifications for the purpose of establishing a quota, based upon either sex or race. Also, we would object to establishing some type of timetable which would require that certain accomplishments be made by a certain point in time. To do so would be to discriminate against qualified applicants who also would want to work here.

I would also like to mention that at this small institution we do not have a personnel office or a director of personnel or a full-time personnel officer or clerk. All of the functions normally performed by such an office or officer are performed at our institution by the Vice-Chancellor for Finance and his secretary. Other offices on the campus help handle some of the excess paper work but we do not have a well-defined function to supervise this type of work. Obviously, the amount of time available to examine this for a Vice-Chancellor for Finance would be very small. I would hope that by the 1973-75 biennium we could have a personnel officer and a secretary. It is my judgment that many of the requirements for careful supervision of personnel, on the basis of discrimination as well as other matters, will not be properly handled until such an office has been established. At the present time our employment picture is as follows:

	<u>White</u>	<u>Black</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Administration	13	-0-	13	11	2	12
Faculty	58	-0-	58	53	5	58
Staff	<u>62</u>	<u>12</u>	<u>74</u>	<u>39</u>	<u>35</u>	<u>74</u>
Total	133	12	145	103	42	145

We will have a black woman on our campus this summer to teach a course in Black Studies. This will be aimed primarily at teachers in the city and county school systems. We have offered her a full-time position on our faculty but she turned it down. The principal reason for her refusal of the contract when offered was that we were unable to find a suitable position for her husband. We are still working on that. I would like to say that we have for over a year sent notices of all faculty openings to the black institutions with graduate schools and we have made it clear in correspondence that black applicants would be welcome. The woman mentioned above is the only actual applicant that we have received until the present time and she was offered a position. It is also correct that we do not have any blacks in the administration of the institution and we have only two females. The two females are in positions which frequently are held by females, Dean of Women and Registrar. Once again, we have not received applications from females, black or white, for such positions as normally are classified as administrative.

We have five females on the faculty and I believe that we will be increasing that some in the future. It is obviously too low and we will make special efforts to recruit women on our faculty. Here, once again, we are confronted with recruiting people on national markets and requiring the doctorate in most of our faculty appointments. It is a well-known fact that the percentage of women receiving doctorates in academic subjects is much, much smaller than the percentage of women entering college as freshmen. Therefore, the national pool is extremely small.

I think that it would be correct to say that in the past several years this institution has been reasonably open to applicants for positions. I think it would be also correct to say that we have not been particularly aggressive in pursuing black applicants. We have notified employment agencies that we are interested in black candidates. All academic department heads have been put on notice that all correspondence concerning new faculty positions will note that black applicants will be welcome. So far, this is as far as we have gone. We have placed the Equal Opportunity Posters in conspicuous places on the campus. We have inserted the Equal Opportunity Statement in all publications and purchase orders. We have no facilities on our campus that are segregated on the basis of color and only the lavatories and bedrooms are segregated on the basis of sex. Since our visiting rules are not the most stringent in the world, I have been told from time to time the bedrooms are not always kept strictly segregated on the basis of sex. We have had conversations with leaders of the black community concerning our need for qualified black applicants. We have a position in our new budget for the admissions office for a person to recruit students. We have insisted that this position be filled by a qualified black person, preferably female. Although it may work out that way, it is not the intention that this person will have responsibilities exclusively for recruiting students of a minority race.

I would like to state at this time that there is no question but there has been a historic pattern of discrimination on the basis of race at this institution. It is a part of the culture in which we live. I also realize that the only way this can be broken will be by developing a posture in which we intelligently and specifically pursue the goal of eliminating discrimination in purpose and practice. I would like also to repeat my earlier statement and that is that I do not approve at all of the idea of establishing quotas on the basis of either race or sex. To do so would be to insist that inferior qualifications be accepted in order to achieve a pre-determined statistical position. That is discrimination in reverse. I have examined the material concerning the Traditional Elements of Affirmative Action Programs which was a part of the material which you forwarded. I don't know if you want from our campus a specific reply to each of the long lists of suggestions. Most of them I think that we can do without any particular difficulty and many of them we are trying to do at the present time. It would be no problem at all for us to provide internal dissemination of our posture. I think that is already well understood anyway. I am not persuaded of the desirability of establishing a grievance procedure internally on the basis of sex or race. We have grievance procedures and it strikes me that these would be as responsive to this matter as to any others. I really would be opposed to setting up any type of internal grievance procedure which is addressed only to matters pertaining to discrimination. It seems to me that this would

be saying that we cannot create a reasonably effective procedure on this matter without making it separate from our regular practices. I would not want to admit to that.

I look forward to the receipt of further information from your office concerning this matter and I am sure that you will find Dr. Riggs to be a helpful and constructive member of the committee working with you on this.

With very best regards, I am

Sincerely yours,

William E. Highsmith
William E. Highsmith
Chancellor

WEH:cf

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE



The University
of North Carolina
at Charlotte

UNCC Station
Charlotte, N.C.
28213

704/596-5970

Vice Chancellor for
Business Affairs

August 5, 1971

Mr. Richard H. Robinson, Jr.
Assistant to the President
The University of North Carolina
Post Office Box 309
Chapel Hill, North Carolina 27514

Dear Mr. Robinson:

I am enclosing our response to the Affirmative Action Guidelines Prepared by the Plans for Progress. Included are comments as to what we are now doing toward equal employment.

Sincerely yours,

A handwritten signature in cursive script that reads "Silas M. Vaughn".

Silas M. Vaughn

SMV:cs

cc: Dr. D. W. Colvard
Dr. W. Hugh McEniry
Miss Bonnie Cone
Dr. R. H. Gibson
Mrs. Lois Liles

Attachment

I. Responses to Traditional Elements of Affirmative Action Plans

In each case, a one-word response is given to the suggested element. The response is suggested as our (UNCC's) view of each element as a possible part of the affirmative action plan to be developed by the Consolidated University. The element state itself is not repeated, but is designated by its outline identification in the original document, a copy of which is attached. More detailed comments are added as necessary at the end of the following list.

<u>Outline Identification</u>	<u>Response</u>
I. 1.	Acceptable
2.	Acceptable
3.	Acceptable
4.	Acceptable
II. A. 1.	Desirable
2.	Desirable
3.	Desirable
4.	Desirable
5.	Desirable
6.	Inapplicable
7.	Inapplicable
8.	Desirable
9.	Desirable
10.	Desirable
B. 1.	Desirable
2.	Desirable
3.	Acceptable
4.	Desirable
5.	Acceptable
III. A.	Acceptable (see comments)
1 - 6	Acceptable
B. 1 - 4	Acceptable
5.	Acceptable
6.	Impractical
7 & 8	Acceptable
IV. A. 1.	Desirable
2.	Impractical
3.	Acceptable
4.	Acceptable

Draft
Page 2

Outline IdentificationResponse

IV (continued)

5.	Acceptable
6.	Inapplicable
7.	Inapplicable
8.	Acceptable
9.	Impractical
10.	Desirable
B. 1 - 3	Objectionable
4.	Desirable
5.	Desirable
6.	Acceptable
7.	Acceptable
8.	Acceptable
9.	Desirable
10.	Desirable
11.	Desirable
12.	Inapplicable
13 - 15	Desirable
16.	Impractical
17 - 18	Desirable
V. A.	Desirable
B.	Desirable
C.	Desirable
D.	Objectionable
VI. A - C	Desirable
D. 1.	Desirable
D. 2., 3.	Acceptable (see comments)
E	Objectionable/desirable (see comments)
F., G.	Acceptable (see comments)
VII. A.	Desirable
B.	Objectionable
C.	Desirable
D.	Desirable
VIII. A - F	Acceptable

Comments

1. Sections I. 2, I. 3: By committing itself to these points, the University may be promising to abandon certain intangible, yet traditional, evaluative techniques of employment and promotion. If possible, such promises should be avoided.
2. Section II: All applicable techniques of internal and external dissemination should be adopted, particularly those dealing with recruitment of faculty.
3. Section III: The responsibility for overseeing equal opportunity matters should be assigned as each campus sees fit. While the University plan should include each campus's version, there is no need for each campus to be identical. At UNCC, for example, the assignment of this work to an individual as his sole responsibility would be highly impractical in light of our resources.
4. Section IV: It is extremely difficult, particularly in filling EPA positions, to determine the racial mix of applicant flow, given the complex problems of faculty recruitment. Racial mix of interviewees could be determined, but this is the last stage of the process and much rejection has already occurred. The small number of interviewees would likely produce inaccurate pictures of the racial mix of the total process.

Section IV. B. 1 - 3: is simplistic. Many complex reasons, quite apart from discrimination, explain the absence of minorities and women, or their presence in low ratios, in specific work classifications, departments, and areas. To commit ourselves to special corrective action in these cases is tantamount to agreeing to quota hiring.

Section IV. B. 6, 7 are inappropriate for EPA classifications.

Section IV. B. 16 cannot be solved by the University. While available housing patterns may well be a restrictive influence on hiring minorities, the University is hardly able to undertake special corrective action.

5. Section V. A - C appear reasonable. If examination of current personnel profiles and employment patterns shows evidence of discrimination, even in those areas where valid explanations for such patterns exist, then goal-setting is a reasonable commitment. For instance, if the UNCC percentage of women and blacks with Ph. D. 's in EPA positions is lower than the national percentage of women and blacks holding doctorates, then we have reason to question ourselves. While very valid reasons for this situation certainly exist, it is proper to work toward its elimination. The setting of a time limit, a "target completion date", for

attaining such goals is, however, quite impractical. Successful attainment of the goals depends more upon such complex facts as, for example, the market availability of black Ph.D.'s, than upon our good intentions. The University should resist the setting of time limits.

6. Section VI. D. 2 is acceptable only if traditional non-quantitative evaluative techniques can be retained.

The opening statement of Section VI. E is objectionable. As its inclusion into an affirmative action plan would imply its acceptance, it should be rejected. The identical reasoning contained in the comments concerning Section IV. B. 1 - 3 is applicable here. The techniques suggested for increasing the flow of minority applicants are acceptable (Section VI. E, points 1 - 10).

Section VI. F. 2 may be impractical, given our limited resources.

7. Section VII. B. is objectionable only because it assumes the existence of a time schedule. The process described is acceptable.

II. Possible Additional Inclusion in Affirmative Action Plan

- A. For local resolution of conflicts, the establishment of an official grievance procedure should be initiated. The actual procedure should (may) be left to each campus to determine; however, the procedure should be described in detail and included in the final action plan. Particular attention should be given to due process, as a problem presented in the attached article [Science, 173, 214-216, (1971)]. It is probable that separate procedures will need to be developed for SPA and EPA classifications, as their populations differ markedly in the types of conflicts generated.
- B. Department chairmen and deans should be reminded that effective record-keeping is necessary in order to assure proper evaluation of their academic staffs. Supervisors of SPA personnel have a similar responsibility. These statements should be formalized and included in the final affirmative action plan.
- C. Formal programs, through which all supervisors will be made aware of the affirmative action plan and its practical implications, will be established. These programs will include deans, department chairmen, and SPA supervisors. An aim here is to detect and deal with discriminatory attitudes, conscious or unconscious, on the part of supervisors.
- D. Deans and department chairmen will be instructed to identify in writing the sources of potential women and black faculty members. This amounts to determining those institutions with Ph. D. programs that are predominantly black or female. The chief academic officer of each campus will periodically remind deans and chairmen that recruitment of women and blacks is a high-priority aim. Similar procedures will be developed for SPA supervisors.
- E. Periodic self-examinations and reports will be requested of all academic and non-academic supervisors. Such reports will be used to identify problem areas and maintain gains previously made. Possible solutions to problems do not include quota hiring and time schedules. Such priorities defeat the aim for which they are intended and cannot be effected in a realistic fashion given the complex and unpredictable nature of University resources and manpower availability. Every academic area surveyed at UNCC has evidenced its awareness of the need to recruit blacks and its desire to do so. Most areas have been unsuccessful because of the scarcity of black Ph. D. 's and the aggressiveness of their market situation. This condition, even in a period of Ph. D. surplus, is not apt

to improve at an early date. Quota hiring, then, would be an exercise in futility at best, and produce a decline in faculty quality at worst.

- F. No statement should be included in the affirmative action plan which would infer a commitment on the part of the University to give up traditional, non-quantitative evaluation techniques, particularly of academic employees. Such commitments may, in the long run, be inevitable, but their adoption should be delayed as long as possible.

III. Analysis of Current and Past Personnel Profiles

Information is now being gathered as a part of our local study. Deans, department chairmen, and SPA personnel supervisors have been instructed to maintain recruitment records and to report the results of recruitment campaigns. The study is not yet complete and, therefore, is not included here. It should be noted that such studies require much effort and any deadline should be realistically established.

IV. Campus Efforts to Improve Equal Opportunity Employment

A description of our efforts during the past year will be a part of the study described in III (above). Our understanding is that III and IV are objectives that can be pursued on local campuses simultaneously with the development by the University general committee of an affirmative action plan. We can report now, however, that all academic areas, through their deans, were instructed to seek black candidates for every faculty vacancy. Their searches have produced a few interviews and (to date) four acceptances by blacks. The recruitment process is still in operation and a few offers are out, but a large degree of success cannot be reported. Market conditions for black Ph.D. 's are considerably better than for whites, and recruitment attempts for blacks are extremely frustrating in the intensely competitive market.

The Personnel Office has been very diligently seeking people on a non-discriminatory basis to fill non-teaching positions. The number of qualified applicants from minority groups has been small.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



Office of the Chancellor

July 26, 1971

Mr. Richard Robinson
General Administration
The University of North Carolina
Chapel Hill, North Carolina 27514

Dear Mr. Robinson:

I submit herewith the response of this campus to your memorandum of July 12 requesting that we review certain issues relating to equal employment opportunity. In accord with the procedure suggested in your memorandum, I asked Mr. Stanley Jones, Vice Chancellor for Academic Affairs, to coordinate the preparation of this response and appointed a campus committee (Committee of Equal Employment Opportunity and Intergroup Relations) to advise us in this task. The recommendations which I present were prepared in great part by the committee in consultation with various members of the administration.

The central corpus of our response is to be found in the attached "Draft Proposal for an Affirmative Action Statement." The final preparation of this document came in a joint meeting of the Committee of Equal Opportunity and Intergroup Relations and the Council of Deans, the latter being a permanent organization advisory to me and the Vice Chancellor for Academic Affairs. Subsequent to the agreement reached there on the attached draft proposal, one member of the Advisory Committee of Equal Opportunity, Dr. Warren Ashby, who missed the joint meeting because of illness, submitted a memorandum supporting the use of a quota system to achieve equality for minority employees. In a sense his memorandum becomes a minority report. Because of the way in which it was generated and because it is a strongly reasoned and persuasive presentation of arguments favoring a quota system, I forward it along with the Committee's draft proposal.

GREENSBORO, NORTH CAROLINA / 27412

July 26, 1971

There is essentially nothing further to be said regarding our stand on quotas beyond what you find in the draft statement. The seriousness of our intent to redress any imbalances in the employment of ethnic minorities and women we wish to convey in our commitment to a policy of halting further employment until minority or female candidates have been identified when it becomes evident that critical inequities exist. This, of course, must be evaluated in conjunction with our determination to search for and eliminate every policy and practice which discriminates against equal employment opportunity.

The analysis of our employee lists requested in your memorandum is being pursued but is incomplete. Many of our analyses lead us to a reminder of our unique history as a women's college, and we are uncertain as to how to relate this to the main thrust of the inquiries regarding equal employment opportunity. When we have reached conclusions we judge to be meaningful, I shall forward the results to you.

You request that I describe the efforts made to date at our campus to improve our response to the equal employment opportunity obligation. We have attempted to ensure that the statement of the University's policy on equal employment opportunity is posted conspicuously about the campus and that it appears prominently in all University publications. We have established and are working to make fully operative a grievance procedure for non-academic employees, which works primarily through a grievance committee. Steps are now being taken also to establish a Consulting Committee on Compliance for Non-Academic Personnel to advise the administration in the implementation of the policy of equal employment opportunity.

During 1969-70 the Vice Chancellor for Academic Affairs inaugurated a procedure of requesting annual reports from the Deans of Colleges and Schools summarizing their efforts to locate and establish the candidacy of scholars belonging to ethnic minority groups. Repeated discussions of this matter in the Deans' Council served to reinforce the administration's desire to investigate all possible channels for identifying and recruiting such scholars. The reports which have been submitted are on file in the office of the Vice Chancellor for Academic Affairs. Though the results have not been as productive as we would have desired, there has been a notable accretion of scholars from ethnic minority groups in our academic ranks.

Mr. Richard Robinson

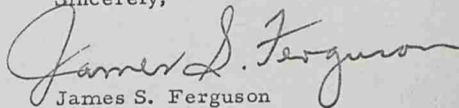
Page 3

July 26, 1971

The Committee of Equal Opportunity and Intergroup Relations which has developed during our efforts to respond to your memorandum has proved to be very useful in providing review and in projecting policies for the general University community. It will be my policy to expand its membership and to establish it as a permanent instrument of the University's program for equal employment opportunity.

Please let me know if you wish further information concerning this subject.

Sincerely,

A handwritten signature in cursive script that reads "James S. Ferguson". The signature is written in dark ink and is positioned above the printed name and title.

James S. Ferguson
Chancellor

bb
Enclosures

cc: Vice Chancellor Stanley L. Jones

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Draft Proposal for an
Affirmative Action Statement

July 23, 1971

Intent

Because it is committed to making available the best possible education the University is also committed to a staff of diverse persons, thus to a staff with full minority representations. While rejecting the implementation of a quota system to achieve this desired mix because of its inconsistency with the policy to recruit, hire and promote for all job classifications without regard to race, creed, color, national origin, sex or age, a goal-setting and monitoring committee described below is proposed. The University's goal is to achieve within all areas of employment a diverse, multi-racial faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total University community. In seeking to fill openings, every effort will be made to recruit in such a way that women and individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions. It is the policy of the University that appointments will be made to faculty or staff positions only after minority groups and women candidates have been sought and, if qualified, are encouraged to apply.

Responsibility

While recognizing that the ultimate responsibility for assuring the continuing success of affirmative action rests with each member of the University community, the establishment of a Committee of Equal Opportunity and Intergroup Relations is proposed. This committee will serve in an advisory capacity to the Chancellor and include among its members representatives from the faculty, academic and non-academic staffs, students, and leaders from the Greensboro community. The Committee will include minority representation. Specific duties and responsibilities of the committee are outlined in Section III below.

- I. University Policy on Non-discrimination in all Personnel Actions.
 - A. The University is committed to a policy to recruit, hire and promote for all job classifications without regard to race, creed, color, national origin, sex or age as is consistent with achieving a staff of diverse and competent persons.

- B. Such personnel actions as compensation, benefits, transfers, training and education programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreation programs, will be administered without regard to race, creed, color, national origin, sex or age.

II. Formal Internal and External Dissemination of University Policy.

A. Internal Dissemination:

1. Written policy statements or preferably office manuals will originate from the offices of the Vice Chancellors for Academic Affairs, Graduate Studies, and Business Affairs, to include statements regarding affirmative action being taken by the University.
2. Attention will be given to affirmative action being taken by the University in the campus newspaper, Chancellor's annual reports, and other media. The campus News Bureau will be informed of action being taken for consideration of internal and external release.
3. Steps will be initiated to discuss policy with all segments of the University community.
4. University policy will be posted on bulletin boards throughout the campus.

B. External Dissemination:

1. All recruiting sources will be informed verbally and in writing of University policy and encouraged to actively recruit and refer minorities and women for all applicable positions listed.
2. The University will notify minority organizations, community agencies, community leaders, secondary schools and colleges of its equal opportunity policies both in writing and through direct contact.

3. An equal opportunity statement will be placed conspicuously in all University publications.

III. Duties and Responsibilities of the Committee of Equal Opportunity and Intergroup Relations.

1. The committee will assist in establishing overall university goals and be responsible for recommending specific objectives consistent with these goals.
2. The committee will be responsible for enlarging and updating policy statements, affirmative action programs, internal and external communication techniques.
3. The committee will assist in the identification of problem areas and formulating solutions to include maintaining and increasing a diverse mix of applicant flow to all categories of positions.
4. The committee will supervise the design and implementation of audit and reporting systems that will:
 - a. Measure and document the effectiveness of University policy.
 - b. Indicate need for remedial action.
 - c. Determine the degree to which University goals and objectives are being attained.
5. The committee will advise the University administration in establishing statistical reports designed to provide a flow of accurate information about recruiting and employment in general and of minorities and women in particular. The committee will play a central role in interpreting these reports to the University community.

From time to time, in order to assure this constant and significant progress, the University may put a limit on the filling of some positions until minority persons and women are added to the work force.

IV. Programs to Eliminate Problems and Attain Established Goals and Objectives.

1. Programs will be developed, and, where already in existence, continued, to ensure the following:
 - a. Uniformity of position descriptions in related areas free from bias with regard to race, sex, or age except where sex or age can be proven to be a bona fide occupational qualification.
 - b. Focusing of attention on academic, experience and skill requirements to insure that the job descriptions in themselves do not constitute inadvertent discrimination.
 - c. Position descriptions being made available to all members of the University involved in the recruiting, screening, selection and promotion process, and to all potential sources of applicants.

V. Programs to Evaluate Total Selection Process and Increase Rate of Minority and Female Applicants.

1. Programs will be developed, and where already in existence continued, to reach all personnel involved in the recruiting, screening, selection, promotion, disciplinary and related processes to ensure their actions are consistent with University policies and goals.
2. Continuing attention will be given to enlarging areas of recruiting for all positions. In doing this the University will be reaching out to include sources of applicants with high minority participation.
3. Wherever possible, formal briefing sessions at the University will be held with representatives from the above recruiting sources. Formal arrangements will be made for referral of applicants, follow-up with sources, and feedback on disposition of applicants.

4. Minority employees, using procedures similar to 3 above, will be actively encouraged to refer applicants.
5. Special employment programs will be undertaken and continued to include cooperative programs with the predominantly Negro colleges, and the development of exchange programs for faculty members and students with these institutions.
6. Help-wanted advertising will be expanded to include the minority news media on a continuing basis.
7. A survey of current minority employees will be made to determine the skills and experience level of individual employees. An inventory will be maintained and utilized as a source for filling advanced positions.
8. Attention will be given to minority persons and women who are graduated from this University. In individual cases some of these persons will be encouraged to enter graduate school with the intention of returning to the University for employment.

Summary

The major positions included in this statement are:

1. Adoption of a quota system is rejected but the results that might be expected from adopting a quota system are intended as indicated from the statement, "It is the policy of the University that appointments will be made to faculty or staff positions only after minority groups and women candidates have been sought and, if qualified, are encouraged to apply".
2. University policy in admission and hiring practices is to be free of discrimination and this information is to be publicized.

3. The formation of an advisory Committee of Equal Opportunity and Intergroup Relations reporting to the Chancellor is recommended. This committee will be charged with monitoring and documenting the University's progress toward achieving equal opportunity for minorities and women, and will be authorized to recommend application of the statement "From time to time, in order to assure this constant and significant progress, the University may put a limit on the filling of some positions until minority persons and women are added to the work force".
4. The University will engage in practices to significantly increase the rate of minority applicants. The Greensboro area must be utilized to produce the majority of applicants for the non-academic positions while the search for minority applicants for academic positions can be expected to extend beyond the borders of North Carolina.
5. Consideration will be given to the possibilities available to the University as a result of having several neighboring schools with predominantly Negro enrollments. In addition to cooperative programs already in existence, the University will explore other possibilities such as one-year faculty and student exchange programs.

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

University of North Carolina

at Wilmington

Office of the Chancellor

July 23, 1971


Mr. Richard H. Robinson, Jr.
Assistant to the President
The University of North Carolina
Post Office Box 309
Chapel Hill, North Carolina 27514

Dear Dick:

I am enclosing a copy of our reply to your memorandum of July 12, 1971. I am designating Charles Cahill, Vice Chancellor for Academic Affairs (elect) as our representative on The University of North Carolina Equal Employment Opportunity Committee. Please feel free to correspond or call Doctor Cahill for any additional information you need.

With best wishes, I am

Sincerely yours,



William H. Wagoner
Chancellor

WHW:mbp
cc: Vice Chancellor (elect)
Charles L. Cahill
1 enclosure

RESPONSE TO POINT ONE OF THE MEMORANDUM ON EQUAL EMPLOYMENT OPPORTUNITY

EQUAL EMPLOYMENT OPPORTUNITY PROGRAM
AFFIRMATIVE ACTION PLAN
THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

I. Equal Employment Opportunity Policy

- A. The University shall provide equal employment opportunity to all employees and applicants for employment without regard to race, color, creed, sex, age, or national origin, as required by Federal, State, and local laws pertaining to fair employment practices. This policy shall be followed in recruiting, hiring, promotions, compensation, benefits, University sponsored training programs, education, tuition assistance, transfers, lay-offs, return from lay-off, demotions, terminations, social and recreation programs, use of University facilities, and treatment as individuals. The University adheres to this policy not solely because of legal requirements, but beyond that feels any other policy would be morally indefensible and inconsistent with the pursuit of institutional excellence.
- B. Employment decisions shall be based solely upon an individual's qualifications for the position being filled.
- C. Promotion decisions shall be based only on the individual's qualifications as related to the requirements of the position for which he is being considered.
- D. All employees will be treated by University managers and supervisors with respect due to them as individuals and as valued members of the University community. No employee shall be excluded from participation in any University sponsored activity or denied the benefits of any University facility on the grounds of race, color, creed, sex, age, or

national origin. Evaluation of supervisors' and managers' work performance will include a review of their equal employment efforts and results, as well as other criteria. Any person associated with the University who imposes any detriment on a University employee or prospective employee through failure or refusal to subscribe to the policy shall be subject to internal disciplinary proceedings.

- E. All administrative and supervisory employees of the University shall be advised of this policy in writing and in appropriate meetings, and shall be reminded of the existence of this policy at least once per year, and a record shall be made of such reminder. Employee handbooks and other employee communications shall contain this policy and shall provide evidence of the affirmative actions by the University in support of this policy.
- F. All advertisements of University recruitment will comply with Federal, State, and local regulations pertaining to equal employment opportunity. All such advertisements shall state that the University is an Equal Opportunity Employer. Copies of all advertisements placed shall be kept on file.
- G. Employment agencies utilized by the University recruiters shall be informed of this Policy, and the University's intent to seek out qualified applicants without regard to race, color, creed, sex, age, or national origin. Files of such correspondence shall be maintained.
- H. Reports required by Federal, State, and local laws as to Equal Employment and all files of reminders, advertisements, correspondence, and other reports shall be made available for examination by the Equal Employment Opportunity Committee.

I. In keeping with the Policy, the University, through its Equal Employment Opportunity Committee, will annually conduct analyses of all personnel actions to insure equal opportunity at all levels of the organization.

J. In evidence of the intent of this policy the University has developed an Affirmative Action Plan. It shall be the responsibility of all administrative and supervisory personnel to assure that the actions outlined in the Plan are carried out in good faith at all levels of the University with every effort possible.

II. Dissemination of Equal Employment Opportunity Policy

A. Internal Dissemination.

1. The University policy shall be included in the faculty handbook, in the staff employment manual and shall be publicized in all internal University communications media. The Vice Chancellor for Academic Affairs and the Personnel Director share the responsibility for implementing this action.
2. The Chancellor will conduct special meetings with administrative and supervisory personnel to explain the intent of the policy and identify individual responsibility for effective implementation.
3. Special meetings will be conducted with employees (other than administrators and supervisors) to fully explain the policy and individual employee responsibilities. Supervisory personnel and departmental chairmen are responsible for conducting this type of meeting at least once annually. Minutes of such meetings will be kept on file.
4. All new employees shall be fully informed of the policy at appropriate orientation meetings. The Vice Chancellor for Academic Affairs

and the Personnel Director share this responsibility.

5. The policy shall be posted on all University bulletin boards. The Personnel Director shall have the responsibility of periodic checks to insure posting of the policy.
6. Both minority and non-minority groups shall be pictured in all publications issued by the University that use photographs. The Director of Information Services is responsible for this activity.
7. Minority promotions and EEO progress shall be publicized in all University publications. The Director of Information Services is responsible for this activity.

B. External Dissemination.

1. All recruiting agencies shall be advised of this policy both verbally and in writing. The Vice Chancellor for Academic Affairs and the Personnel Director are responsible for implementing this action.
2. The Equal Employment Opportunity clause shall be incorporated in all purchase orders, leases, and contracts and written notification of the University policy shall be sent to all sub-contractors, vendors, and suppliers. The responsibility for these activities resides in the office of the Vice Chancellor for Business Affairs.
3. Minority organizations and agencies in the community and community leaders shall be informed, in writing, of this policy. The Director of Information Services is responsible for this particular activity.
4. Secondary schools and colleges shall be advised, in writing, of the policy. The Vice Chancellor for Academic Affairs is responsible for this activity.
5. Both minority and non-minority employees shall be pictured in all

recruiting brochures. Responsibility for this activity resides in the Personnel Director.

6. Achievements of minority employees shall be publicized in local and minority news media. The Director of Information Services is responsible for this particular activity.

III. Responsibility For Implementation.

A. Administrative Officers of the University

Each administrative officer of the University shall be responsible to see that all levels of management in his area are familiar with the policy and that its intent is carried out in all segments of his area of responsibility.

B. Department Heads and Supervisors

Each department head and supervisor shall have the responsibility to see that all requirements of the policy are carried out.

C. Director, Equal Employment Opportunity Program

The Director of the Equal Employment Opportunity Program shall have the overall responsibility for implementation of the Affirmative Action Plan. He will be appointed by the Chancellor and will work closely with the Equal Employment Opportunity Committee. Specific responsibilities of the Director shall be to:

1. Develop the policy statement and appropriate affirmative action programs and provide assistance to all levels of management of the University in carrying out provisions of the Plan.
2. Assist in identification of problem areas and develop appropriate solutions.

3. Design and implement audit and reporting systems that will:
 - a. Continually evaluate the effectiveness of the University Affirmative Action Plan.
 - b. Indicate needs for remedial action.
 - c. Determine the degree to which the University goals and objectives have been obtained.
 4. Serve as liaison between the University and enforcement agencies, minority organizations, and community action groups.
 5. Keep the University Equal Employment Opportunity Committee and management informed of the latest developments in the equal opportunity area.
 6. Periodically inspect University facilities to insure that all locations are in compliance with regard to:
 - a. Display of policy statements, posters, etc.
 - b. Desegregated use of all facilities.
 - c. Minority employee participation in all University sponsored educational, training, recreational, and social activities.
- D. Equal Employment Opportunity Committee

The Equal Employment Opportunity Committee shall be composed of administrators, supervisors, faculty, and staff and will represent as broadly as possible all areas of the University. Members shall be appointed to rotating terms by the Chancellor. Specific responsibilities of the committee shall be to:

1. Periodically review the University Affirmative Action Plan with appropriate recommendations for change as necessary.

2. Monitor implementation of the Plan to assure that equal opportunities are being maintained for all employees and qualified applicants. Such monitoring will include requiring and auditing of reports from appropriate administrative and supervisory personnel.
3. Interpret the Equal Employment Opportunity Program and the Affirmative Action Plan to management, employees, and the community.
4. Conduct regular discussions with department heads, supervisors, and employees to be certain that provisions of the Plan are being carried out.
5. Review of the qualifications of all employees as related to job specifications and develop a system for periodic evaluation of all employees in regard to their work performance.
6. Analyze make-up of work force, applicant flow, total selection process and promotion practices to assure freedom from bias and discrimination in these areas.
7. Institute training programs for members of the supervisory staff at all levels. These programs will involve external resources, as appropriate, and will be designed to alert members of the supervisory staff to the problems of discrimination and effective ways to handle such problems.

RESPONSE TO POINT TWO OF THE MEMORANDUM ON EQUAL EMPLOYMENT OPPORTUNITY

I. Internal Grievance Procedures

Internal grievance procedures designed especially for the in-house resolution of employee complaints based on allegations of improper discrimination are handled through the action of two independent committees on the Wilmington campus. One of these committees is entitled the Professional Relations Committee and functions in regard to academic personnel. The other functions in the area of non-academic personnel. We are including as response to this particular point descriptions of these committees as taken from the faculty handbook and the employee handbook respectively.

A. Procedure for Academic Personnel

1. There shall be a Committee on Professional Relations consisting of five members elected by the Faculty for terms of two years each. Faculty members having emeritus status and administrators teaching less than half-time shall not be eligible for membership. No individual may serve two consecutive terms.
2. The Committee shall elect a Secretary from its membership annually after the election of new members.
3. The purpose of the Committee on Professional Relations shall be to enhance the general welfare of the Faculty and to promote cooperation and harmony within the academic community.
4. The Committee on Professional Relations shall hold open meetings at regular intervals to receive ideas and opinions from the Faculty.
5. The Committee on Professional Relations shall inform itself on current developments of any sort which may affect the welfare of the Faculty, review and assess these, and bring them to the attention of the Chancellor, the Vice Chancellor, the Faculty, and committees

of the Faculty, as may be appropriate, together with its recommendations for further study or action.

6. The Committee on Professional Relations shall be the designated agent of the Faculty to represent the Faculty at meetings of the Committee on Faculty Welfare of the consolidated University of North Carolina.
7. The Committee on Professional Relations shall hear specific problems presented by individuals or groups, shall explore and study these problems, and shall offer suggestions to the individuals concerned.
8. The Committee on Professional Relations shall appoint temporary committees from the Faculty to assist in the study of specific matters related to committee responsibilities.
9. The Committee on Professional Relations shall maintain and distribute periodically a list of the members of the voting Faculty as defined in Article I of these Bylaws.

B. Procedure for Non-Academic Personnel

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

these procedures without loss of pay, of vacation, or of other time credits.

The objectives of this grievance procedure include the following:

1. To assure employees of a means to get their problems or complaints considered rapidly, fairly, and without fear of reprisal.
2. To encourage employees to express themselves about how their conditions of work affect them as employees.
3. To provide better understanding of policies, practices, and procedures which affect employees.
4. To provide supervisors with greater opportunity both to exercise proper responsibilities in dealing with employees and to improve their effectiveness in carrying out established policies.
5. To improve opportunities for all staff members to perform their duties with effectiveness and satisfaction.

EMPLOYEE GRIEVANCES CONCERNING THE INTERPRETATION OR APPLICATION OF UNIVERSITY PERSONNEL POLICIES

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

- Failure to pay salary appropriate to job classification;
- Failure to pay correct amount due for work performed;
- Failure to grant employee benefits required by law or personnel policy;
- Failure to observe established work schedules;
- Failure to provide necessary tools, equipment or supplies required for work;
- Failure to follow established disciplinary procedures;

Failure to observe the University policy of equal employment opportunity without regard for race.

The grievance and appeals procedure for resolution of these or similar employee complaints shall consist of the following steps:
STEP 1 - DISCUSSIONS BETWEEN EMPLOYEE AND IMMEDIATE SUPERVISOR

The employee who has a problem or grievance will discuss it first with his immediate supervisor within a reasonable time after the employee has acquired knowledge of the problem or grievance. The supervisor may consult with higher level supervisors to seek any needed advice or counsel from his administrative superiors before giving an answer.

The employee shall receive an answer within five working days, or be advised as to the conditions which prevent an answer within five working days and informed as to when an answer may be expected.
STEP 2 - DISCUSSIONS BETWEEN EMPLOYEE AND PERSONNEL DIRECTOR

If the decision is not sufficiently satisfactory to the employee in Step 1, or if he fails to receive an answer within the designated period provided in Step 1, he may request the Personnel Director to consider the matter. The request may be presented either in person or in writing, but must be presented within five working days after receipt of the Step 1 decision. Depending on the nature of the appeal, the Personnel Director will determine to what extent facts will be required in writing. After being notified by the grievant of the appeal from Step 2, it shall be the responsibility of the Personnel Director to ascertain all pertinent information, by consulting with each level of supervision which has jurisdiction over the grievant and by holding such discussions with the grievant as may be deemed

necessary. The Personnel Director will then review the facts and shall either (a) communicate his decision to the proper administrators or superiors within five working days after all necessary discussions are held, at the same time advising the employee of his decision and, in the absence of objection or appeal by the employee, the Chancellor will expect the recommendation of the Personnel Director to be carried out within a reasonable period of time; or (b) refer the matter directly to the Appeals Committee for handling as provided in Step 3.

STEP 3 - APPEAL TO THE UNIVERSITY APPEALS COMMITTEE

If the Personnel Director's decision in Step 2 is not satisfactory to the employee, the matter may be referred by the employee to the University Appeals Committee. Any such request for review shall be submitted within five working days after the Personnel Director has presented his recommendation. The party requesting the referral shall provide a written summary of the specific facts of the complaint, copies of which shall be provided at the same time to all parties concerned. If the employee so desires, he may ask the Personnel Director or some other person of his choice for help in preparing the request and the written summary of facts of the appeal. A request from the employee for a hearing shall be made to the Personnel Director who shall transmit the request to the Appeals Committee. At the conclusion of hearings, it will be the responsibility of the Appeals Committee to inform the Chancellor of the details of the problem, the reasons why it was not resolved at lower levels, and the recommendations of the Committee. The Chancellor will make the decision for the University within five working days and his decision

will be announced immediately to all parties concerned.

The University Appeals Committee shall be appointed by the Chancellor and shall consist of a panel of 10 persons selected by the Chancellor in consultation with representative employees in each category listed below. For a given hearing the overall chairman will designate from the panel a committee of five, one from each category from outside the administrative unit from which the grievance arises. The composition is as follows: 2 faculty, 2 administration, 2 technical (SPA), 2 clerical, and 2 maintenance.

STEP 4 - APPEAL TO STATE PERSONNEL BOARD

As provided under policy adopted by the State Personnel Board, "if the employee is not satisfied with the decision of the Chancellor, he may request, within five working days of the receipt of the Chancellor's decision, a public hearing by the State Personnel Board. His request may be filed through the Personnel Director or the Chancellor. If the employee so desires, he may ask the University for help in submitting his appeal in writing. The date and time for the employee's meeting with the Board will be determined by the State Personnel Director. The date will be set as early as possible after the request is received from the employee. The State Personnel Director will determine the parties deemed necessary for the hearing and request their presence. The State Personnel Board, within five working days after the hearing, shall make its recommendation to the Chancellor. After considering the Board's recommendation, the Chancellor shall make a decision and shall notify the employee in writing of the decision."

EMPLOYEE GRIEVANCES CONCERNING THE FORMULATION OR MODIFICATION OF
UNIVERSITY PERSONNEL POLICIES

A grievance, for purposes of this section, is defined as being any employee complaint about personal or group disadvantage in pay, benefits or working conditions resulting from the existence or absence of specific personnel policies. For resolution of such an employee grievance, involving adoption, abandonment or modification of a University personnel policy, the grievance and appeals procedure shall consist of the following steps:

STEP 1 - SUBMISSION OF THE COMPLAINT TO THE PERSONNEL DIRECTOR

The employee, or group of employees, who has a problem or grievance of the type defined herein will discuss it first with the Personnel Director. (If the Personnel Director determines that the grievance in fact is of the type defined in Section A hereof, he may direct the aggrieved employee(s) to initiate the grievance with his immediate Supervisor.) Depending on the nature of the grievance, the Personnel Director shall determine to what extent pertinent facts and a statement of position must be submitted in writing, by the aggrieved employee(s). The Personnel Director shall ascertain all pertinent information by consulting with all affected levels of supervision and by holding such discussions with the aggrieved employee(s) as he may deem necessary and appropriate. Within ten days of receipt of the grievance, the Personnel Director shall submit to the Chancellor a written report including a statement of all pertinent information and a recommendation concerning the proper disposition of the complaint. A copy of the report shall be furnished to the aggrieved employee(s) at the time of its transmission

to the Chancellor.

STEP 2 - DISPOSITION OF THE GRIEVANCE BY THE CHANCELLOR

Upon receipt of the report and recommendation of the Personnel Director, the Chancellor shall determine initially whether the grievance involves a question over which the University has jurisdiction and which it is authorized to resolve.

If the question is one which must be resolved under State law by another agency or official of the State of North Carolina, the Chancellor shall evaluate the complaint and forward his recommendation to such other appropriate State agency or official, with proper notice to the aggrieved employee(s) of his action.

If the question is one which the University is authorized to resolve independently, the Chancellor, with the advice of such administrative officials and other persons as he shall designate, shall resolve the question presented and notify all affected persons of this decision. There shall be no appeal from the decision of the Chancellor.

II. Employee Evaluations

We are currently developing appropriate evaluation and record keeping techniques which we hope will be useful for all employees in regard to their work performance as related to the overall Equal Employment Opportunity Program.

III. Training Programs

We have included this particular point in our Affirmative Action Plan. Training programs are a specific responsibility of the Equal Employment Opportunity Committee, and the plans reflect the following:

The Equal Employment Opportunity Committee shall institute training programs for members of the supervisory staff at all levels. These programs will involve external resources, as appropriate, and will be designed to alert members of the supervisory staff to the problems of discrimination and effective ways to handle such problems.

IV. Quota Hiring and Time Schedules

In our opinion, the University should not subscribe to the policy of specific quota hiring and time schedules. This policy is not workable within the University setting and by its very nature is inconsistent with the pursuit of institutional excellence.

It is the policy of the University that no discrimination on the grounds of race, color, religion, sex, age, or national origin will exist in any area of the University. The University must obviously give complete subscription to this non-discriminatory policy and implement an appropriate affirmative action plan. The particular design and implementation of this plan and its implicit goals can be used to produce desired results without subscribing to the policy of quota hiring.

In this regard we must be most critical in evaluating the University's total recruitment, selection, and promotion procedures. These procedures must be designed to insure the absence of bias and discrimination thereby providing equal opportunity with respect to women and minority peoples at all levels and in all segments of the University's work force.

RESPONSE TO POINT THREE OF THE MEMORANDUM ON EQUAL EMPLOYMENT OPPORTUNITY

An analysis of our employment profile, based on presumed HEW analytical assumptions, indicates "underutilization" of racial minorities and females in most, if not all, employment areas.

At this point in time we acknowledge the probability that discrimination, either conscious or unconscious, has contributed to the imbalance of our employment profile. We are making every effort to modify this imbalance and will continue to work in this direction until positive results are obtained.

Specific efforts in this regard include:

1. Actively seeking out qualified minority employees as vacancies occur.
2. Advising all recruiting sources of our desire to employ minority persons within each category as vacancies occur.
3. Encouraging employees in each job category to refer qualified applicants from minorities.

RESPONSE TO POINT FOUR OF THE MEMORANDUM ON EQUAL EMPLOYMENT OPPORTUNITY

Efforts Made to Date on the Wilmington Campus to Improve Equal Employment Opportunity Obligation.

I. Recruitment of Minority Group Faculty

- A. The Vice Chancellor for Academic Affairs has requested that all departmental chairmen actively recruit from the minority segment when faculty positions become available. In this regard, the Vice Chancellor has personally visited placement offices and universities and also has notified the same in writing of available positions and of our desire to fill such positions with minority group individuals. These recruiting efforts have resulted in addition of the following minority individuals.
1. Miss LaRue Cunningham will join our history faculty in January of 1972 upon completion of her M. A. degree.
 2. Mr. Derick Davis will join our physical education faculty in September of 1971.
 3. Mrs. Eunice Boykin teaches Spanish in our summer sessions. She is a regular member of the New Hanover County School faculty and is available for our programs only in the summer sessions.
 4. Mr. Johnny Batts joined our physics faculty in the spring of 1971. However, he has since resigned his position to continue his graduate studies.
- B. Three individuals from minority groups were offered positions on our faculty and subsequently rejected these offers.
- C. The Vice Chancellor for Academic Affairs has worked closely with the Dean of Fayetteville State University developing a faculty exchange

program. However, this program is still in the developmental stage and not yet operative.

II. Recruitment of Black Students

- A. An admissions officer, who is black, was employed in July of 1971. This individual will give particular attention to the recruiting and counseling of black students.
- B. Our recruiting schedule this past year was expanded to include all College Day Programs in the State. This significantly increased our recruiting capability in regard to black students.

III. Recruitment of Non-Academic Personnel

- A. In an attempt to comply with equal employment obligations we have hired a black secretary, a black switchboard operator, and a black security guard. Currently we are working, through the Employment Security Commission and referrals from present black employees, in an attempt to employ two black secretaries and a black keypunch operator.
- B. The Equal Employment Opportunity clause is now included in the employee handbook as published by the State Personnel Department and is followed in practice at the University. In addition, a letter stating this policy was mailed to all employees of the University by the Chancellor on June 11, 1971.

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Elsie
file
W

June 14, 1973

MEMORANDUM

TO: Chancellor Caldwell and Provost Kelly ✓

FROM: Clauston Jenkins *CJ*

RE: Discussion of new version of desegregation plan by Board of Governors, *AM*
June 7, 1973

- 1) The first 18 pages are unchanged from the May 11 version.
- 2) The plan, based on drafts originally developed by the Board of Higher Education, has been edited by Dr. King to ensure that we do not plan what we cannot deliver.
- 3) The concept of "centers of excellence" has been replaced with the concept of "stronger academic programs." (page 34) The entire section 4 (pp 34-36) has been revised.
- 4) Specific attention is called to our affirmative action plans and their relation to this plan. (page 31)
- 5) Within the Board the greatest amount of disagreement appears to be over the question of how programs at black institutions can be attractive if such programs are offered at other institutions as well.
- 6) In general this is an improved version, but I do not think President Friday's staff thinks HEW will find it acceptable. HEW will probably sue and the matter may well drag on in the courts for some time. They do not anticipate that HEW will cut off our funds.

CLJ:vg

A STATE PROGRAM TO ENLARGE EDUCATIONAL
OPPORTUNITY IN NORTH CAROLINA

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6/8/73

SUMMARY OF ACTIONS PROPOSED FOR IMPLEMENTATION
OF STATE PROGRAM

I. Action by the General Assembly

1. Provide additional resources that may be required for the purposes outlined in the State Program (pp. 20-21).

II. Action by the Board of Governors

1. Develop or revise State level policies designed to insure that public institutions of higher education are open to all qualified students without regard to race, color, national origins or sex (p. 21).
2. Seek to improve the minority representation on administrative staffs (p. 31).
3. Encourage greater minority representation on institutional boards of trustees (p. 31).
4. Give high priority to the development of a state plan which emphasizes cooperative endeavors, eliminates unnecessary duplication, and enhances the quality of institutional programs, all of which will address the problem of racial duality (p. 34).
5. As of September 1 each year for three years, report for the preceding year on progress being made by the constituent institutions (p. 37 ff.).

Such procedure will replace the institutional reports required previously by HEW; reports will include:

(1) Students

(a) Name of each high school visited by each institutional recruiter; number of visits to each high school.

(b) Name, race, and number of visits by recruiting representative visiting the high school.

(c) Number of minority-race or integrated groups invited to visit campus.

(d) Sources used in obtaining names and addresses of prospective students.

(e) Student enrollment, by race, for each academic term; show separately data for graduate students and undergraduate students and data for full-time and part-time students.

(f) Total number and total amount of financial aid awards and the number, amount and percent of financial aid awards by race, in the following categories: (i) to entering freshmen; (ii) to first-year graduate students; and (iii) athletic grants-in-aid and number, amount and percentage of the total awarded to minority students.

(2) Faculty

(a) Number of minority (white or black) faculty candidates contacted; number of minority and majority faculty candidates offered employment (full or part-time); number of minority and majority faculty candidates accepting employment; and for minority candidates not offered positions, a summary of reasons.

(b) Faculty composition by race for all instructional personnel, including graduate assistants, by faculty rank, (full-time and part-time faculty).

(3) Special Academic Programs

Name of each special program for disadvantaged students, including

(a) date of program initiation

(b) source of funds

(c) major activities of the program

(d) total number of students involved, number of minority-group students involved

(e) plans for expansion, changes or modification in the light of experience

(4) Interinstitutional Cooperation

(a) Report of efforts to consolidate degree offerings and develop complementary strengths in academic programs, libraries, faculty staffing, related matters involving institutions of a predominantly different race, and expansions or modifications in the light of experience;

(b) Name of formal cooperative arrangements between black and white institutions; date of initiation; objective of the arrangement; number of students or faculty served (by race); source of funds; and expansions or modifications in the light of experience.

(c) Report on student and faculty exchanges by race; number of students and faculty involved by race (pp. 36-39).

6. List other implementation activities, e.g. workshops, conferences, planning sessions between institutions (p. 40).
7. Report on studies undertaken by institutions (individually or collectively) and other program developments to enhance the objectives of the State Program (p. 40).

III. Action by the President of The University of North Carolina

1. Exercise responsibility for implementation of the State Program (p. 21).
2. Delegate specific and appropriate responsibility to the executive heads of each institution for individual institutional compliance (p. 21).
3. Require institutional reports at stated intervals designed to evaluate and insure compliance (pp. 21, 31).
4. Report to the Board of Governors annually on progress and further action required (p. 21).
5. Initiate, continue, or enlarge compensatory and remedial programs for disadvantaged students where their chances of success are realistic (p. 22).
6. Develop or expand student exchange programs with institutions in proximity where the range of educational opportunities would be increased (p. 23).
7. Arrange conferences of appropriate officers and staff personnel from each constituent institution at which means of carrying out actions listed will be reviewed (pp. 24, 40).
8. Arrange meetings for financial aid officers of The University of North Carolina to review problems, assess progress, and to propose more specific actions to achieve the related objectives (pp. 28-29).
9. Assign staff to visit campuses in efforts to identify problems associated with recruiting minority faculty, analyze difficulties, and disseminate information regarding measures found successful (p. 30).
10. Plan conference for appropriate university administrators which will emphasize the sharing of information and will provide assistance. Such assistance will be available to admissions officers, recruiters, and financial aid officers (p. 30).
11. Increase ways of continuing and expanding interinstitutional cooperation where the goal of equal educational opportunity will be served, e.g. in student and faculty exchanges and in academic programs (p. 32).
12. Review program offerings and opportunities for further interinstitutional cooperation, as well as the elimination of unjustified duplication that is an inefficient use of the state's resources (p. 33).

13. Give high priority to the development of the long-range plan which will define for each constituent institution its role and the scope of its programs in higher education (pp. 34-35).
14. Determine funds needed to implement the State Program in 1973-74 and request the necessary additional funds from the appropriate state sources (p. 37).
15. Request additional resources required in 1974-75 from General Assembly in 1974 session (p. 37).
16. On or before September 1, 1976, evaluate reporting procedures with representatives of the Office for Civil Rights, Department of Health, Education, and Welfare to ascertain justification for discontinuing or modifying annual reports on progress under this State Program (p. 37).

IV. By the Boards of Trustees of each constituent institution of The University

1. Establish admission standards (p. 22).
2. Make a major commitment to achieve the purposes of the State Program (p. 20).

V. Action by Constituent Institutions through their Chief Executives

1. Make a major commitment to achieve the purposes of the State Program (p. 20).
2. Review admissions policies and practices to insure no discrimination (pp. 22, 25).
3. Broaden recruiting efforts among minority groups and disseminate information about higher education (including available financial aid) without regard to race (p. 22).
4. Conduct studies on retention of students as related to race (p. 24).
5. Enunciate clearly State and institutional policies in the areas of housing, social organizations and of equal educational opportunity without regard to race in all pertinent publications for distribution to prospective students (pp. 24, 26).
6. Plan recruitment of minority students so as to overcome the effects of past discrimination (p. 25).
7. Bring high school minority and integrated groups to campus (p. 25).
8. Increase cooperation and communication with high school counselors being sure to inform minority students of financial aid and special preparatory programs (p. 25).
9. Take steps to insure that outside employers recruiting students on campus have announced policy of employment without discrimination on the basis of race, color, or national origin (p. 25).

10. Determine whether landlords whose housing facilities are listed with the institution observe their commitment to rent without regard to race, color, or national origin (p. 25).
11. Require that all institutionally-sanctioned student organizations file a nondiscriminatory policy statement as reflected in the constitution of the local chapter and the national sponsoring association (pp. 25-26).
12. Investigate charges of discrimination by approved social organizations and, take appropriate action where such charges are found to be correct (p. 26).
13. Plan recruitment of minority athletes (white or black) so as to overcome effects of past discrimination; include in intercollegiate competition institutions attended traditionally by another race where there is a reasonable level of competitive comparability (p. 26).
14. Initiate, continue or expand special programs for disadvantaged students who encounter academic difficulties, consistent with the allocated function of each constituent institution (p. 26).
15. Seek student exchanges with institutions of a different racial majority through seminars, workshops, and cultural events and other formal exchanges relating to the academic program (p. 26).
16. Seek additional student financial aid funds (a) to expand financial assistance for disadvantaged students; and (b) to assure that financial aid is available to students without regard to race, sex, color, or national origin (p. 28).
17. Intensify efforts to increase number of minority faculty through recruitment, visiting appointments and exchanges (p. 30).
18. Develop administrative staffs which include greater minority representation (p. 31).
19. Prepare regular reports on progress under the State Program (p. 31).
20. Increase ways of continuing and expanding interinstitutional cooperation with institutions in reasonable proximity so as to expedite movement toward a unitary system (p. 32).
21. North Carolina Agricultural and Technical State University and North Carolina State University will examine and recommend ways of eliminating racially-based duplication in schools of agriculture and engineering (p. 34).
22. UNC-Chapel Hill and North Carolina Central University, UNC-Greensboro and North Carolina Agricultural and Technical State University, and Elizabeth City State University and College of the Albemarle and other

public community colleges, technical institutes and universities located in the same communities will plan to examine possible program duplication (p. 34).

23. Develop programs designed to meet the academic and public service needs of the broader community which each institution serves (p. 36).
24. Develop programs to prepare black citizens for those professional and vocational areas where they are now underrepresented (p. 36).
25. Where program duplication exists between predominantly black and white pairs of institutions, they will submit an outline of the steps suggested for further cooperation and elimination of unwarranted duplication to the appropriate boards (p. 40).

A STATE PROGRAM TO ENLARGE EDUCATIONAL
OPPORTUNITY IN NORTH CAROLINA

I. Introduction

The Civil Rights Act of 1964 (Public Law 88-352) provides in Title VI, Section 601, that

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The remainder of Title VI (Sec. 602-605) relates to the implementation and means of enforcing the provision quoted. Section 602 states, in part, that

Each Federal department and agency which is empowered to extend Federal financial assistance to any program or activity, by way of grant, loan, or contract other than a contract of insurance or guaranty, is authorized and directed to effectuate the provisions of Section 601 with respect to such program or activity by issuing rules, regulations, or orders of general applicability which shall be consistent with achievement of the objectives of the statute authorizing the financial assistance in connection with which the action is taken. No such rule, regulation, or order shall become effective unless and until approved by the President. . . .

The Office for Civil Rights of the U. S. Department of Health, Education, and Welfare has the responsibility of ascertaining compliance with Title VI of the Civil Rights Act by all institutions of higher education receiving Federal financial assistance. Compliance reports are required of all such institutions, and based on these reports, particular colleges are visited to determine their compliance with the Act.

Governor Robert Scott, as Governor and as chairman of the North Carolina Board of Higher Education and of the Board of Trustees of The University of North Carolina, and Mr. Dallas Herring, chairman of the State Board of

Education, on February 19, 1970, received a letter (dated February 16, 1970) from the HEW Office for Civil Rights (Leon E. Panetta,* Director) with reference to compliance with the Act by the public institutions of higher education in North Carolina (see Appendix A). The letter stated that several visits to North Carolina's public colleges and universities, as well as the compliance reports that have been received from institutions, "indicate that the State of North Carolina is operating a system of higher education in which certain institutions are clearly identifiable as serving students on the basis of race," thus manifesting "the State's racially dual system of higher education."

The letter also noted that

To fulfill the purposes and intent of the Civil Rights Act of 1964, it is not sufficient that an institution maintain a nondiscriminatory admissions policy if the student population continues to reflect the formerly de jure racial identification of that institution.

This appears to be the situation at nearly all of the State institutions in North Carolina; therefore, these institutions must discharge their affirmative duty by adopting measures that will result in desegregation as soon as administratively possible.

We are aware that the scope of authority of each individual institution is not broad enough to effect the necessary changes and achieve the desired objective. However, this legal disability does not relieve responsible State officials of the duty to make whatever cooperative arrangements are needed to continue the eligibility of the institutions for Federal financial assistance. Accordingly, I am directing to you the request that a desegregation plan for the public institutions of higher education in North Carolina which are under State control be submitted for comment to this office in outline form . . . and that a final desegregation plan be submitted for our approval no later than 90 days after you have received comments on the outline of the plan.

The request did not set forth specific guidelines for a "State Plan" nor stipulate the form it should take, but several suggestions were included: "a system-wide plan of cooperation between institutions involving consolidation

*Note: Subsequently replaced by Stanley Pottinger.

of degree offerings, faculty exchange, student exchange and general institutional sharing of resources would seem to offer a constructive approach."

Substantial legal questions exist as to the extent of the requirements imposed upon public institutions of higher education under Title VI of the Civil Rights Act of 1964 and under the "equal protection" clause of the Fourteenth Amendment.⁽¹⁾ Nevertheless, the program set forth in Part IV herein has been prepared and promulgated to implement further North Carolina's commitment to enlarge educational opportunities for all its people without regard to race.⁽²⁾

(1) Compare the provisions of Subsections (c) and (d) of Section 80.4 of Title 45 (Subtitle A) of the Code of Federal Regulations. Compare, also, Alabama State Teachers Ass'n. v. Alabama Pub. Sch. & Col. Auth., 289 F. Supp. 784 (D.C. M.D. Ala. 1968), aff'd per curiam, 393 U.S. 400 (1969), and Sanders v. Ellington, 288 F. Supp. 937 (D.C. M.D. Tenn. 1968); Norris v. State Council of Higher Education for Virginia, 327 F. Supp. 1368 (E.D. Va. 1971); Lee v. Macon County Board of Education, 453 F. 2d 524 (5th Cir. 1971); Geier v. Dunn, 337 F. Supp. 573 (M.D. Tenn. 1972); see case note at 82 Harvard L. Rev. 1757 (1969).

(2) Concurrent with the development of this plan, The University and each of the constituent 16 campuses is in the process of developing at the direction of HEW an affirmative action plan to insure employment without regard to race, color, religion, national origin or sex.

II. Review of Policies Concerning Admission Without
Discrimination as to Race and Open Access
to a System of Higher Education

A. Governor's Commission on Education Beyond the High School.

The Constitution of North Carolina declares that "The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right."⁽³⁾ The Governor's Commission on Education Beyond the High School in its 1962 Report noted that "in pursuance of this duty, the State must make appropriate post-high school educational opportunities available to all of its citizens who have the ability and the ambition to benefit from them."⁽⁴⁾ The Commission, with respect to admissions policies of public institutions, stated that:

. . . racial discrimination in admissions to our public educational institutions is no longer legally permissible, and the policies of those institutions have been adjusted to that fact. . . . We believe that, consistent with established law, students should be admitted to all post-high school educational institutions without discrimination as to race.⁽⁵⁾

Further, with reference to its recommendation that North Carolina establish a state system of comprehensive community colleges, the 1962 Governor's Commission concluded with this observation:

A comprehensive community college system such as that recommended in this report, open to all qualified students without regard to race, will do much to democratize educational

(3) Constitution of North Carolina, Article I, Section 15.

(4) The Report of the Governor's Commission on Education Beyond the High School. (Raleigh, N. C., 1962) p. 14.

(5) Ibid., p. 17.

opportunity in North Carolina, and will be of vital assistance to existing institutions, public and private, in meeting the post-high school educational demands of the future.⁽⁶⁾

B. The University of North Carolina.

Each of the tax-supported universities in North Carolina was in existence long before a single governing board was established for all 16 public senior institutions. However, from the beginning the State, in planning and promoting "the development of a sound, vigorous, progressive, and coordinated system of higher education in the State,"⁽⁷⁾ has assisted all of its public senior institutions in their efforts to adjust to new roles and to meet the demands of a rapidly changing society.

Created over a span of many years, the constituent institutions of the University of North Carolina differ widely at the present time in purposes, goals and programs, although many were concerned primarily in earlier years with the preparation of public school teachers.

The University of North Carolina, authorized in the state Constitution of 1776 and chartered in 1789, served the state as a single campus at Chapel Hill until 1931. In 1931 the Consolidated University of North Carolina was formed comprising three campuses--the Woman's College at Greensboro founded in 1891 as a State Normal and Industrial College until 1919 when it became

(6) Ibid., p. 76.

(7) As stated by the purpose of the N. C. State Board of Higher Education (1955-1972).

the North Carolina College for Women; N. C. State College of Agriculture and Engineering at Raleigh founded in 1887 as a land-grant institution; and the University of North Carolina at Chapel Hill--to provide a broad range of instruction, research, and public service programs at all levels. These three campuses now provide the only doctoral level instruction in the public sector.*

Established first in 1946 as a branch of the University of North Carolina, a two-year institution in 1949, Charlotte College was added to the Community College System in 1958. It became a four-year campus in 1963, being added as the University's fourth campus in 1965. As the University of North Carolina at Charlotte, it attempts to respond to the needs of a rapidly urbanizing society in which it is located and emphasizes excellence in undergraduate programs. In addition, it currently offers limited graduate programs at the master's level.

In 1969 the University added fifth and sixth campuses in the growing metropolitan centers at Wilmington** (formerly Wilmington College) and at Asheville** (formerly Asheville-Biltmore College) which offer undergraduate instruction in the liberal arts and sciences and in teacher preparation.

Appalachian State University (1899), East Carolina University (1907) and Western Carolina University (1889), coeducational institutions organized initially to prepare teachers, have broadened their curricula since World War II to assume larger responsibilities and services to meet the needs of their constituencies.

North Carolina Central University (1910) has evolved from a private institution, later purchased by the North Carolina General Assembly and designated

*North Carolina Central University Law School is authorized to offer the J. D. (Juris Doctor) degree.

**Had similar historical evolutions to that of UNC-Charlotte.

Durham State Normal School and North Carolina College for Negroes. It has emerged from a liberal arts college for Negroes to an integrated regional university offering broad curricula in the arts and sciences and the professions.

N. C. Agricultural and Technical State University (1891) was created as the Negro land-grant college in North Carolina. Through the years North Carolina Agricultural and Technical State University has expanded its curricula to assume larger responsibilities and services to meet the needs of its constituency.

Pembroke State University (1887), founded as a coeducational state school for the Indians of Robeson County, has been redesignated a regional university and now provides undergraduate instruction in the liberal arts and sciences and in teacher preparation.

Elizabeth City State University (1891); Fayetteville State University (1877); and Winston-Salem State University (1892), all initially established to meet the State's need for Negro elementary school teachers, are developing as general purpose undergraduate institutions.

North Carolina School of the Arts in Winston-Salem, the youngest of the public senior institutions, was established in 1963 by the North Carolina General Assembly as a special purpose school to provide coeducational professional training and instruction in the performing arts from the secondary level through the baccalaureate degree level.

By action of the 1971 General Assembly, merger of the nine regional universities, the School of the Arts and the six branches of The University into The University of North Carolina became effective on July 1, 1972. The enlarged multi-campus university composed of 16 constituent institutions widely diverse in purpose and heterogeneous in student population now operates under a single Board of Governors with local boards of trustees for each campus.

The legislative purpose of The University of North Carolina was redefined by the 1971 General Assembly

In order to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits and to encourage an economical use of the State's resources, . . . (G.S. 116-1) (See Appendix B).

The statutes (G.S. 116-11(1)) further state that the Board of Governors of The University

shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, subject to the powers and responsibilities given in this Article to the boards of trustees of the institutions, and to this end it shall maintain close liaison with the State Board of Education, the Department of Community Colleges and the private colleges and universities of the State. The Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education . . .

Furthermore the Board of Governors shall:

- (1) . . . be responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions. (G.S. 116-11(2))
- (2) . . . determine the functions, educational activities, and academic programs of the constituent institutions. (G.S. 116-11(3))
- (3) . . . develop, prepare, and present to the Governor, the Advisory Budget Commission and the General Assembly a single, unified recommended budget for all of public senior higher education. (G.S. 116-11(9a))

Thus, for the first time there is a governance structure empowered to develop, facilitate, and discharge at both statewide and institutional levels state policy in higher education. The Board of Governors of The University of North Carolina with management and governance responsibility for 16 public senior institutions is in a position to implement both policy and statutory

determinations. In addition, the Board of Governors is charged to develop comprehensive plans for the total post-secondary field in cooperation with the Community College System and the private sector.

Since the establishment of the restructured and broadened University of North Carolina in July 1972, mechanisms have been established for the purpose of more effective management, coordination of activities, and communications within the University and its constituent institutions and externally with the larger higher education community. An Administrative Council composed of the President of the University, his senior staff, and the chancellors of the 16 constituent institutions serves as the highest administrative decision-making forum. From this group consensus and recommendations go to the President and through him to the Board of Governors. Supplementing the Administrative Council are a number of advisory groups to the President of the University. Among them are

- (1) A Faculty Assembly with representatives from each campus of the University;
- (2) An advisory committee of student body presidents of each campus of the University; and
- (3) An advisory committee of representative private college presidents.

III. Recent State Efforts to Improve Educational Opportunities in North Carolina

North Carolina has long been concerned with and dedicated to the continuous improvement of the State's total educational resources. Especially in the years since World War II, it has sought to strengthen all of its institutions of higher education in recognition of the fact that North Carolina's people must have access to education of quality if the State is to make steady and lasting progress. Despite recent accomplishments, however, many of the institutions of higher education in the State must experience major improvements if they are to provide the quality of educational opportunity that the future demands.

A. Special Financial Assistance to Predominantly Black Institutions.

Significant efforts were initiated by the State, beginning for some institutions immediately following World War II and for all institutions since 1959, to broaden academic programs and to improve faculties and facilities.⁽⁸⁾ By 1967 the State had concluded that only by giving the historically black institutions special financial assistance could they be enabled to make their full contribution to the state's development.⁽⁹⁾

The 1967 Interim Report and Recommendations of the North Carolina Board of Higher Education indicated that the present system of higher education in the state

(8) See State-Supported Traditionally Negro Colleges in North Carolina. (Raleigh: N. C. Board of Higher Education, May 31, 1967), pp. 35-70, for a detailed history of these activities and involvements. See also the Board's Biennial Report, 1963-65, p. 15; Biennial Report, 1965-67, pp. 46-48; and Biennial Report, 1967-69, pp. 119-123.

(9) Interim Report and Recommendations. (Raleigh: N. C. Board of Higher Education, March 29, 1967), 39 pages.

includes private and public colleges, consisting of two-year, senior and university level institutions. It is state policy that every student have equal access to the system; access to particular institutions depends on the ability and preparation of the student.

It was also noted that

The state must provide educational programs and facilities, in both quantity and quality, appropriate to the diverse needs of the people in order that every individual may have the opportunity to develop to the maximum, commensurate with his abilities and motivation. . . . The institutions have a right to require that students enrolled have an educational background sufficient to permit a prediction of reasonable success in programs undertaken . . . (10)

That Report included a detailed discussion of the admissions standards of senior residential institutions, (11) the open-door policy of community colleges, and with reference to the predominantly Negro universities recommended that their

admissions standards . . . be raised . . . that this transition be carefully coordinated with the expansion of the community college system; and that the necessary strengthening of the faculty, curricula, and facilities in the predominantly Negro institutions be provided by special financial assistance through appropriations by this and succeeding General Assemblies. (12)

As the result of careful study of the institutions and many consultations, the General Assembly appropriated \$1 million for the 1967-1969 biennium for use as "special assistance" funds by the five predominantly black institutions, \$350,000 for Fiscal 1968 and \$650,000 for Fiscal 1969. These funds, which were in addition to regular appropriations to these institutions for current operations and capital improvements (which for the five totaled \$18,934,000 and \$3,290,000, respectively), were for improvements in four areas of special

(10) Interim Report . . . , p. 1.

(11) Ibid., pp. 13-18.

(12) Ibid., p. 24. See also State-Supported Traditionally Negro Colleges in North Carolina, pp. 71-80.

need: student services, faculty improvement, special programs for inadequately prepared students, and library enrichment.

The 1969 General Assembly continued the work of the 1967 General Assembly in attempting to strengthen the traditionally Negro institutions. The sum of \$1,300,000 (\$650,000 for each year of the 1969-71 biennium) was appropriated to continue the "special assistance" program, providing funds for faculty study grants, recruitment of students, counseling of students, special compensatory programs, and related purposes.

In addition, the 1969 General Assembly appropriated funds for a number of expanded activities which have proved to be of significant benefit to the traditionally black institutions, namely:

(1) \$4,000,000 to improve academic libraries. While this extra appropriation made possible a 56 percent increase in library support for the public universities at large, it made possible an increase averaging 72 percent for the traditionally Negro institutions.

(2) \$500,000 to strengthen administrative staffing at the state colleges and universities. Although the traditionally Negro institutions enrolled only 14 percent of the students, these five institutions were allotted 58 percent of these funds.

(3) \$750,000 to help equalize salaries at institutions having programs of comparable range and level. Of these funds, 86 percent went to the traditionally black institutions, with the result that average faculty salaries at the four-year black institutions compared favorably with average faculty salaries at the four-year white institutions, and with the further result that the difference in average salaries between the white five-year institutions and the black five-year institutions was substantially reduced.

B. Planning for Higher Education in North Carolina.

North Carolina's long-range planning study, published in November 1968, (13) dealt in a variety of ways with equality of educational opportunity, academic programming, interinstitutional cooperation, and the traditionally Negro institutions.

Eleven goals of higher education were postulated, among them (1) to help the individual achieve self-fulfillment; (2) to provide opportunity for education beyond the high school for all who can benefit, barring no one because of poverty, race, or place of residence; (3) to cultivate diversity within the system of higher education; and (4) to develop an efficient state system of higher education. (14)

It was noted in this study that

Statistics demonstrate clearly that large numbers of high school graduates who have ability to continue their formal education are not doing so. The explanation is often lack of motivation or the inability of a student from a culturally deprived background to visualize himself in a college environment. . . . Sometimes the student has had such inadequate high school preparation that further formal education appears to him to be an insuperable obstacle. Whatever the reason, all of our institutions . . . have a responsibility actively to seek, recruit, and assist where necessary, all who can benefit from the post-high school opportunities that are available to them. (15)

In the long-range plan, the State and the predominantly black institutions were urged:

1. To provide funds to acquire additional talent in areas of instruction and administration and to make greater use of consultants and other outside resources;

(13) Planning for Higher Education in North Carolina.

(14) Ibid., pp. 9-18.

(15) Ibid., pp. 51-52.

2. To mount a drive for additional financial support from the General Assembly, foundations, alumni, and the Federal Government in order to close the gap in salaries between Negro and white institutions within the State and to make North Carolina salaries nationally competitive;
3. To mount an aggressive recruitment campaign for students and faculty;
4. To develop further imaginative teaching methods and curricula;
5. To reexamine academic programs to ascertain which could be eliminated as unnecessary duplication or as no longer relevant, which need to be continued and which need to be added or strengthened;
6. To develop or improve remedial or compensatory programs for entering students (pre-college programs, special programs for freshmen, ways to supplement faculty resources);
7. To raise admissions standards and to devise more meaningful criteria for admission than those used in the past;
8. To develop competent admissions staffs and recruitment programs aimed at securing capable students;
9. To identify areas of academic strength for the concentration of their efforts;
10. To hire adequate staff, including administrators, business officers, registrars, deans, counselors, and faculty; and
11. To develop more adequate remedial and compensatory education and special counseling programs.⁽¹⁶⁾

The plan also noted that for "the next few years at least, the predominantly Negro institutions must continue to serve a large number of students who are not adequately prepared for college." At the same time, the report continued,

these institutions must be upgraded so that they are producing graduates who are in every way able to compete with graduates of other institutions They will need . . . to set higher standards for admission, to engage in aggressive recruiting, and to provide intensive remedial and compensatory education for those who need it.⁽¹⁷⁾

(16) Ibid., pp. 201-221.

(17) Ibid., pp. 216-217.

While much of the above is directed to the strengthening and improvement of institutions that were established originally for Negro students and which are still attended predominantly by Negroes, in similar manner, the white institutions have been charged to broaden opportunities for minorities they have not traditionally served. (For representation of minorities at the senior institutions, Fall 1972, see Appendices C & D.) For example, the Commission on Higher Educational Opportunity in the South established by the Southern Regional Education Board, of which North Carolina is one of 14 member states, in August 1967 stated that

predominantly white institutions, not only in the South but nationwide, must share the responsibility for educating disadvantaged Negroes. There is a tendency now toward recruiting exceptionally talented Negro students for admission to many universities and colleges. While this effort is laudable, it is to be hoped that the same institutions will realize an obligation to participate in the education of students whose disadvantage has been more severe.

All institutions of higher learning--white and Negro, public and private, Northern and Southern--should adopt 'high risk' quotas which commit them to admitting disadvantaged students who do not meet normal admission requirements and providing them with the special training they need. The quotas should be limited by an honest assessment of the institution's capacity for serving the disadvantaged students effectively. (18)

Plans for higher education in North Carolina have recommended, in this connection,

that all institutions in the state actively recruit students, black and white, who have had educational disadvantages but who appear to have the ability to do college work, and that the institutions provide remedial and compensatory education and special counseling as needed While we believe every institution in North Carolina should undertake such a program, the community colleges and technical institutes, being inexpensive and accessible to commuting students, are particularly well fitted to help in a large way with this important task. (19)

(18) The Negro and Higher Education in the South, (Atlanta: Southern Regional Education Board, 1967), p. 26.

(19) Planning for Higher Education in North Carolina, pp. 217-218; see also pp. 51-53.

Examples of other activities recommended by North Carolina's long-range plan of 1968 were that the Law School of The University of North Carolina at Chapel Hill vigorously and systematically work at recruiting Negro law students, and that North Carolina Agricultural and Technical State University and North Carolina State University (the two land-grant institutions) review their program offerings in agriculture and engineering, seeking ways of further cooperation and of eliminating duplication. (20)

C. Implementation Activities.

1. Fayetteville State University - North Carolina State University

Fayetteville State University and North Carolina State University initiated action in 1970 to assure that the most efficient use is made of the educational resources in the Fayetteville area. These efforts have led to a broad range of cooperative endeavors between the two institutions. Both institutions conduct college-level work in the Fayetteville-Fort Bragg area including the operation of a degree-granting Center at Fort Bragg. Some Fayetteville State faculty members teach at the Fort Bragg Center and some of the Fort Bragg classes are conducted on the campus of Fayetteville State. As a tangible result of this cooperative process North Carolina State University has relinquished responsibility and direction of the undergraduate program at Fort Bragg to Fayetteville State University. North Carolina State University continues its responsibility for the graduate program.

2. Elizabeth City State University - College of the Albemarle

There are opportunities for widespread cooperation between Elizabeth City State University and the College of the Albemarle, a comprehensive public community college. These two institutions, in cooperation with staff members

(20) Ibid., see pp. 111-117 for discussion of agricultural, engineering, and legal education.

of The University of North Carolina and of the Department of Community Colleges, have initiated discussions to review their programs to the end that each may assist and complement the other in utilizing the State's resources more efficiently in that area.

3. Interinstitutional Cooperative Agreements

Other opportunities for cooperation between predominantly Negro institutions and predominantly white institutions exist e.g. Winston-Salem State University with the other institutions in that city; North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro with the other colleges in the Greensboro area; North Carolina Central University with Duke University, the University of North Carolina at Chapel Hill, and North Carolina State University; and Fayetteville State University with Fayetteville Technical Institute and Methodist College. There are, of course, other possibilities both within the state and beyond.

Many different kinds of benefits result from interinstitutional agreements, such as visiting lecturers, assistance in research projects, joint sponsorship of cultural programs, joint seminars, exchanges of students and faculty, and sharing of laboratory or library facilities. Over the past three years, each of the public institutions has reviewed its existing cooperative arrangements with other colleges and universities in an effort to expand mutually beneficial interinstitutional activities.

As of fall 1972, there were in North Carolina 65 formal interinstitutional cooperative arrangements in which predominantly black institutions were involved with other black institutions or with predominantly white institutions. Of the 65, 44 formal arrangements were between predominantly black and white institutions. The above data show that the black institutions tend to have more associations with white institutions than with other black institutions. (See Appendix E).

In this review of efforts to improve educational opportunities for all its citizens, attention has been given to statewide activities and interinstitutional activities. Significant actions have also been taken by individual campuses. During 1969-70 most of the public senior institutions (and a number of the community colleges) were visited by representatives of the Department of Health, Education, and Welfare. These institutions responded to the Department pointing out past achievements and giving plans for further actions to assure full compliance with Title VI of the Civil Rights Act. Institutional replies, attached as Appendix F, are representative of the actions and plans on the individual campuses.

While a substantial record of accomplishment has been achieved, as the foregoing review indicates, in equalizing educational opportunity in North Carolina and in opening the doors of public institutions of higher education to all races, much more needs to be done. (See also Appendices C, D and G for racial composition of students and faculties). North Carolina's Program for continuation and expansion of this effort follows.

IV. A State Program to Enlarge Educational Opportunity

Introduction

The State of North Carolina has created a comprehensive system of institutions that provide in the aggregate a wide range of educational opportunities: technical institutes, community colleges, and universities, with programs ranging from literacy and vocational training through the most advanced professional and research levels.

It is the declared policy of the State that each of the institutions is open to all qualified students without regard to race, color, or national origin. This is documented above through references to (1) the Report of the Governor's Commission on Education Beyond the High School, (2) the policies of the State Board of Education concerning the technical institutes and community colleges, as expressed in minutes of that Board and in publications of the State Department of Community Colleges,⁽²¹⁾ and (3) the policies of The University of North Carolina as stated in a number of studies and reports,⁽²²⁾ in catalogues of constituent institutions, and in The Code of The University.⁽²³⁾

Efforts in recent years in North Carolina to provide equal educational opportunities to all who can benefit, without regard to race, color, creed, sex or national origin, and to assure open access to all qualified students

(21) The public community colleges and technical institutes were established after the 1954 Supreme Court decision (legislation enacted by the 1957 and 1963 North Carolina General Assemblies), and have been non-discriminatory from their inception.

(22) With reference to studies and reports, see for example Interim Report and Recommendations (March 1967, 29 pages); State-Supported Traditionally Negro Colleges in North Carolina (May 1967, 80 pages); and Planning for Higher Education in North Carolina (November 1968, 497 pages), all published by North Carolina Board of Higher Education.

(23) The Code of The University of North Carolina, Section 103.

are also documented in the foregoing pages. On the basis of the record it is clear that much has been done to lay the groundwork for a unitary system⁽²⁴⁾ of public post-high school education in this State.

The aim of this State Program is to build upon past accomplishments, to adopt further measures to overcome the effects of past segregation, to establish a unitary system of higher education, and, through greater minority representation (whether black or white) among students and faculty members on each campus, to improve further the educational opportunities for all. It is the intention of the State and of the institutions to accomplish this aim at as early a date as is feasible.

The Program requires action at the State level and on the part of each institution, whether historically black or white. Policies and programs are addressed at the State level where the major responsibility resides with the Board of Governors of The University of North Carolina for coordination, governance and implementation, and they are addressed at the institutional level where the primary responsibility for implementation of such policies and programs rests with the constituent institution.

For the Program to be implemented fully, it is necessary for the State to provide the additional resources that may be required, supplemented by financial assistance from such other institutional, federal and private sources as may be available for the purposes outlined in this Program.

While the Board of Governors of The University of North Carolina is statutorially responsible, a major commitment on the part of each institution is also necessary for the achievement of the purposes of the State Program.

(24) The phrase "unitary system" is used herein in the sense in which it was used by Chief Justice Burger, concurring, in Northcross et al. v. Board of Education of the Memphis, Tenn., City Schools et al. 397 U.S. 232, 25 L. Ed. 2d 246, 90 S. Ct. 891 (1970), i.e. as one "within which no person is to be effectively excluded from any school because of race or color."

The President of The University of North Carolina for The University and its constituent institutions is responsible for the implementation of the State Program by the institutions under his jurisdiction. As the chief executive officer, he will delegate specific and appropriate responsibility to the executive heads of each institution for individual institutional compliance and require reporting at stated intervals designed to evaluate and to insure compliance. By this process, the cooperation between and among institutions where called for in achieving the purposes of the State Program will also be evaluated and insured. A report will be made each calendar year by the President of The University of North Carolina to the Board of Governors as a basis for (a) determination of progress and (b) consideration of further action needed.

The Board of Governors, insofar as the senior institutions are concerned, has responsibility for promoting the development of generally applicable policies at the State level, conducting conferences and workshops, and providing for exchange of information and State-level reporting. The General Assembly has responsibility for providing the additional state funds necessary to carry out the programs outlined in this plan. Delegated responsibility for implementing it also rests with the constituent institutions. The institutions have participated in the identification of, and concur in, the institutional activities designed to promote a unitary system of higher education in North Carolina as set forth herein.

The State Program focuses on (A) students (recruiting, admissions, retention, student exchange between and among institutions, student life, financial aid, and remedial and compensatory programs for disadvantaged students), (B) faculty (recruiting and exchange), and (C) academic programs and interinstitutional cooperation (elimination of unjustifiable and racially-oriented duplication, development of stronger academic programs, consortia, cooperative and complementary academic programs, and cooperative arrangements with public and private institutions in proximity).

The State Program follows.

A. Students

1. Recruiting, Admissions, Retention, Student Exchange, and Student Life

As indicated earlier, it is the policy of the State of North Carolina that each public institution of higher education is open to all qualified students without regard to race, color, creed, national origin or sex. The setting of admissions standards for public universities in North Carolina, however, is a delegated responsibility of the boards of trustees of the respective institutions.⁽²⁵⁾ Each institution recognizes an obligation (1) to review its admissions policies and practices to insure that there is no discrimination in their application; (2) to broaden its recruiting efforts among minority groups and in its recruiting to disseminate information about higher education (including financial assistance possibilities) to all high school students who have the potentiality for college success. Further, The University will investigate appropriate opportunities (1) to initiate, continue, or enlarge compensatory and remedial programs for disadvantaged

(25) See Resolution of the Board of Governors of The University of North Carolina, entitled "Adoption of The Code of The University of North Carolina and of Policies Concerning Delegations of Duty and Authority to Boards of Trustees," July 7, 1972.

students where their chances of success, with academic and financial assistance, are realistic and (2) to develop or expand student exchange programs with institutions in proximity where the range of educational opportunities available to students would thereby be increased.

The Board of Higher Education (merged into the reorganized University of North Carolina July 1, 1972), in cooperation with many of the institutions, beginning in the fall of 1969, engaged in a study of admissions policies and practices. Part I of this study evaluated the validity of admissions test scores and previous academic records in predicting the academic performance of minority students in the public universities. Results of this part of the study were disseminated to admissions officers and guidance counselors in 1971.

Part II of the study, under contract with the Educational Testing Service (Southeastern Office) sought to determine the factors that attract black students to historically white institutions, and white students to historically black institutions. A major purpose of Part II of the study was to improve guidance and recruiting practices in order to insure equal access without regard to race, color, or national origin. Another purpose was to determine the need for special programs for atypical students and to suggest how and under what conditions they should be provided. Part II of the study involved 20 public and private colleges and universities in the State, representing the broad range of higher educational opportunities in North Carolina. Students in the study (freshmen in the 1969-70 academic year) were interviewed by persons of the same racial background as themselves to ascertain the factors that influenced their college choice. This admissions study analyzed existing policies and practices and attempted to identify better and more equitable policies and practices. The results of the study have been used to guide in the further development of a unitary system.

A number of the constituent institutions are studying retention as related to race, among other factors. Further institutional studies in this area will be initiated.

It is University policy as established by the Board of Governors: (1) that institutional housing, or community housing that is listed with any constituent institution for rent to students, be available to students without regard to race, color, or national origin; (2) that social organizations approved by the institution be open to all students without regard to race, color, or national origin; and (3) that the policy of equal educational opportunity without regard to race be clearly stated in all pertinent publications prepared by the institution for distribution to prospective students.

Actions are set forth below through which the State and the institutions propose to implement these established policies more fully in the areas of recruitment, admissions, student life, and student exchanges. After this State Program is approved by the Department of Health, Education, and Welfare, the University of North Carolina will arrange conferences of appropriate university officials, including chancellors and other administrative officials, such as directors of admissions and student personnel staff, at which means of further carrying out the actions here listed will be reviewed.⁽²⁶⁾ To the extent that they have not already done so, all institutions will take the following actions designed to increase minority participation in all institutions:

(26) For procedures suggested for reporting to HEW on the actions enumerated here and elsewhere, as well as on the results of the various conferences that are to be held, see Section D, "Other State-Level Action."

(1) Admissions policies and practices will be continually reviewed and revised as necessary by each constituent institution to insure that there is no discrimination because of race.

(2) In the recruitment of minority (white or black) students, the activity of the institution will be planned so as to overcome the effects of past discriminatory traditions and laws.

(3) High school students, without regard to race, will be encouraged to attend appropriate university functions, and each institution will continue to bring minority and integrated groups to campus functions.

(4) Cooperation and communication with high school counselors will be increased so that minority students who are qualified for admission will be aware of financial assistance and special preparatory programs and will be encouraged to apply for admission.

(5) Each institution will assure, through written statements or other means, that all outside employers who interview students on campus or are permitted to use campus bulletin boards have an announced policy of employing persons without discriminating on the basis of race, color, or national origin. This includes interviews of students for part-time as well as full-time employment.

(6) Each institution will determine whether landlords of rooming-houses whose facilities are listed with the institution are observing their commitment to rent without regard to race, color, or national origin.

(7) Institutional authorities will require that any institutionally-sanctioned student organization (e.g., fraternity, sorority, or other organization) file with the institution a statement of the organization's non-discriminatory policy as reflected in the constitution of the local chapter

as well as in the constitution of any national sponsoring association. Moreover institutional authorities, in cooperation with student government, where appropriate, will investigate charges of discrimination by approved social organizations, take appropriate action where such charges are found to be correct.

(8) The policy of equal educational opportunity will be clearly stated in all pertinent publications prepared by any constituent institution for prospective students (e.g., in bulletins, catalogues, brochures, application forms, and where applicable, departmental publications). When pictures are used, this policy will be illustrated by photographs of integrated groups where feasible.

(9) In the recruitment of minority athletes (white or black), the activity of the institution will be planned so as to overcome the effects of past discriminatory traditions and laws. Except as restricted by existing schedules and conference commitments, intercollegiate competition will include, within convenient distances and where there is a reasonable comparability in level of competition, institutions attended traditionally by another race.

(10) Special programs for disadvantaged students who encounter academic difficulties will be initiated, continued, or expanded, consistent with the allocated function of each constituent institution. Encouragement and support will be given to student activities undertaken to promote such programs.*

(11) Each institution will continue to seek ways of exchanging students with institutions of a different racial majority enrollment. These exchanges may include participation in special seminars and workshops and in cultural

*May require additional funding for the fullest implementation.

events as well as other more formal exchanges of students relating to the academic programs*

2. Financial Aid.

Equal educational opportunity cannot be realized if students are barred from further education because of economic factors. The Carnegie Commission on Higher Education has urged that "all economic barriers to educational opportunity be eliminated, thus closing the present probability differentials for college access and completion, and graduate school access and completion, among groups of equal academic ability but unequal family income level."⁽²⁷⁾

Financial aid for North Carolina college students is available now under several Federal and State programs. Federal programs include educational opportunity grants, work-study programs, and guaranteed loans.**

Most of the State aid funds currently available are limited to students in special categories: prospective teachers of mentally retarded children, future teachers in the public schools of the State, children of deceased or disabled war veterans, the physically handicapped, and those who plan to enter medical and paramedical fields, and such fields as psychiatric social work, social work, and other occupations directly related to mental health.⁽²⁸⁾ Some of these programs are competitive or are not otherwise generally available on the basis of need. Administration of these programs is provided by five different State agencies.

In addition to these special category student aid programs, very limited State funds are available for general assistance. They come from two sources:

*May require additional funding for the fullest implementation.

(27) Carnegie Commission on Higher Education, A Chance to Learn; An Action Agenda for Equal Opportunity in Higher Education, (New York, McGraw Hill, March 1970) p. 27.

**Subject to modification.

(28) North Carolina Board of Higher Education, Biennial Report, 1967-69, pp. 67-73. See also Session Laws--1969, Chapter 1273.

from escheats and from appropriations to the constituent institutions in the University, ranging from \$5.50 to \$19 per full-time-equivalent resident student, to be used for non-service scholarships.

A comprehensive study of student financial aid management and resources in North Carolina was made in 1968 as part of the long-range plan.⁽²⁹⁾ The study indicated that in the fall 1968 there existed, for undergraduates alone, at least a \$13 million deficit between existing resources and a reasonable estimate of the needs of students then enrolled in public universities. Because of the substantial deficit in student aid resources identified in that study, a Legislative Study Commission was created to investigate the problem further and to bring its recommendations for the funding of a comprehensive student assistance program to the 1971 General Assembly.⁽³⁰⁾ This Commission made recommendations to the 1971 legislative session which resulted in an expansion of the loan program and authorized a broad grant program which has not been funded.

Each institution will continue to generate additional funds for student aid. More specifically, affirmative efforts will be made by each institution (1) to expand financial assistance programs for disadvantaged students,* and (2) to assure that financial aid is available to students without regard to race, sex, color, or national origin. The University of North Carolina, immediately after approval of this State Program, will arrange for meetings of those institutional officers most concerned with financial aid in order to

(29) A Study of Student Financial Aid in North Carolina, 1968, December 1968.

(30) North Carolina Board of Higher Education Biennial Report, 1967-69, pp. 75, 77. See also, Planning for Higher Education in North Carolina, pp. 286-287.

*May require additional funding for the fullest implementation.

review the problems faced, assess the progress being made, arrive at more specific actions designed to achieve the general objectives. (31)

B. Faculty.

It is state and University policy that faculty members be employed in institutions of higher education on the basis of their competence, not their race. North Carolina General Statutes Section 126-16 provides that "All State departments and agencies and all local political subdivisions of North Carolina shall give equal opportunity for employment, without regard to race, religion, color, creed, national origin or sex, to all persons otherwise qualified." Similarly, Section 103 of The Code of The University reads as follows:

Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

The initiation of the employment process for faculty is a responsibility of the faculty and administrative officials at each of the constituent institutions. All institutions are in the process of setting goals for minority faculty recruitment. The institutions have been directed to intensify their efforts to overcome the effects of past discriminatory practices and underutilization of minorities. Current constraints, however, must be recognized, including the availability of qualified minority faculty, especially in some fields, a leveling of growth rate in certain programs, and the extent of replacement needs.

The constituent institutions of The University of North Carolina will undertake a variety of approaches toward increasing the proportion of minority

(31) In addition, the board will require institutional reports concerning financial aid as specified in Section D, "Other State-Level Action."

faculty. Faculty exchanges and visiting appointments will be encouraged as means of increasing the involvement of minority faculty in the instruction process. Some of the institutions are already developing or utilizing these approaches. A detailed description of existing efforts will be given in the first of the reports provided for in Section D.

The University of North Carolina General Administration will assign staff members to the task of visiting the constituent institutions and conferring with administrators and faculty to determine the problems encountered in attempting to recruit minority faculty. These staff members will prepare an analysis of the difficulties faced and will disseminate information regarding specific measures or techniques that have been found successful in overcoming them.

Using this analysis and other information from over the nation, The University of North Carolina will, as soon as feasible following approval of this Program, hold for appropriate university officials one or more conferences which will emphasize the sharing of helpful information and will provide assistance. They will examine a wide range of problems and techniques related to recruiting minority faculty members. Among the topics that will be examined are the influence of housing on the prospective faculty member, the influence of community social life, the psychological aspects of recruiting a black faculty member for a white campus and vice versa, the advantages and disadvantages of using black faculty members for black studies, an analysis of the availability of black faculty members by academic fields, and the possible effectiveness of short-term appointments, visiting lectureships, faculty exchanges, increasing the proportion of minorities enrolled in graduate school and other alternative solutions.

In addition the Board of Governors will ask the institutions to report regularly on the progress they are making in recruiting minority faculty. (For the reporting requirements proposed for the institutions, see Section D, "Other State-Level Action.")

Not only will the institutions undertake a positive program to develop faculties that have substantially greater minority representation, they will also undertake to develop administrative staffs that have such representation. Moreover, The University of North Carolina will improve the minority representation on its general administration staff and will encourage greater minority representation on institutional boards of trustees.

Review

Detailed and specific affirmative efforts designed to insure realization of racially diverse staff complements, at both the faculty and administrative levels, are embodied in Equal Employment Opportunity Affirmative Action Programs being developed by each constituent institution pursuant to Executive Order 11246, under the supervision of the Office for Civil Rights, Department of Health, Education and Welfare. The commitments undertaken in this Program, with respect to analytical, advisory and reporting needs and interinstitutional cooperation, are designed to supplement and complement the affirmative action efforts of the individual constituent institutions.

C. Academic Programs and Interinstitutional Cooperation.

1. Introduction.

In this section the various problems associated with academic programs will be discussed. The reporting procedures proposed for all aspects of program development are outlined in Section D, "Other State-Level Action."

2. General Interinstitutional Cooperation.

Interinstitutional cooperation designed to minimize program duplication at all institutions, to provide greater efficiency and economy, and to make

maximum use of all available resources is state policy (G.S. 116-1). Inventories have been made of academic programs and cooperative interinstitutional arrangements in North Carolina.⁽³²⁾ As indicated earlier, in fall 1972 there were 65 formal cooperative arrangements among black institutions or black and white institutions in North Carolina.⁽³³⁾

Interinstitutional cooperation among institutions (black and white) in reasonable proximity will continue to be encouraged so as to expedite movement toward a unitary system. The University of North Carolina and the constituent institutions will increase ways of continuing and expanding interinstitutional cooperation, particularly in those instances where the goal of equal educational opportunity will be served, e.g., in student and faculty exchange and in development of academic programs.* For reporting requirements concerning interinstitutional cooperation see Section D, "Other State-Level Action.")

3. Specific Interinstitutional Cooperation.

There is program duplication in such fields as agriculture, engineering, home economics, law and nursing at institutions located in proximity and traditionally serving different races.⁽³⁴⁾ The institutions where programs

(32) Planning for Higher Education in North Carolina, pp. 87-117, 137-145.

(33) See Appendix E.

*May require additional funding for the fullest implementation.

(34) Planning for Higher Education in North Carolina, pp. 111-117, 218-220, et pacem.

exist because of historically racially-based duplication, at least to some extent, are these:**

UNC-Chapel Hill and N. C. Central University
UNC-Greensboro and N. C. A & T State University
NCSU and N. C. A & T State University
NCSU and Fayetteville State University***
Elizabeth City State University and College of the Albemarle.

In the past all of these institutions explored ways of achieving greater cooperation and of eliminating duplication, with some progress having been made. Much more, however, remains to be done. In connection with development of the long-range plan, The University of North Carolina (in cooperation with the State Board of Education, as appropriate,) is reviewing program offerings and opportunities for further interinstitutional cooperation, as well as the elimination of unjustified duplication that is an inefficient use of the state's resources. It is understood that in the process of elimination of historically racially-based duplication, merger of institutions will not be required. Decisions in each case will be made on the basis of equity and of meeting statewide needs. In some cases duplicative programs may be maintained but developed with different emphases.

As an example of one kind of cooperative endeavor, attention is called to the agreement between North Carolina State University and Fayetteville State University providing for extensive cooperation between the Fort Bragg Branch and the main campuses of the two institutions. These endeavors involve transferring to Fayetteville State University the primary responsibility for the undergraduate program, limited joint course offerings, exchange of faculty

**There may be other institutions with potential program overlap which may not be racially-based, such as PSU-FSU and WSSU-NCSA, but these also will be reviewed to determine the feasibility of cooperation and exchange.

***Beginning July 1, 1973, FSU will assume responsibility for undergraduate programs.

and students, cooperation in the use of physical facilities, joint faculty appointments, and possibly some joint degrees.* These plans, now being implemented by the two institutions, should materially increase the educational opportunities in the Fayetteville-Fort Bragg area and make them available on a nondiscriminatory basis.

North Carolina Agricultural and Technical State University and North Carolina State University will examine and make recommendations for eliminating racially-based duplication in their schools of agriculture and of engineering. Discussions regarding possible duplicative programs will be initiated between the University of North Carolina at Chapel Hill and North Carolina Central University, between the University of North Carolina at Greensboro and North Carolina Agricultural and Technical State University, between Elizabeth City State University and the College of the Albemarle and between other public universities and the community colleges or technical institutes located in the same community.

4. The Long-Range Plan and the Development of Stronger Academic Programs.

The efforts of the constituent institutions of The University to develop cooperative ventures and to eliminate unnecessary proliferation and duplication of academic programs will be greatly enhanced in the immediate future through the development, by the Board of Governors, of a long-range plan for a coordinated system of higher education, as mandated by existing state statutes. This development is induced by three principal considerations: the need for efficient and economic use of the state's limited resources; the need to insure effective educational opportunities and services to the total community to which each constituent institution relates; and the need to eliminate any racial

*Additional funding may be required for the fullest implementation.

duality in assigned mission which dates from a formerly de jure policy of segregation.

This plan will define for each of the constituent institutions its role and the scope of its programs in higher education. There will be developed a common basic core of quality programs in undergraduate education at each constituent institution. Within that generality, however, priorities will be established for the development of special strengths in particular major fields at the various institutions.

In professional education, especially at the post-baccalaureate level, and in graduate education at the level of the master's and the doctor's degree, assignments of responsibility and authorization of degree programs will be especially sensitive to the need to prevent unnecessary and wasteful proliferation and costly duplication of effort and the need to make institutions which currently have a particular racial predominance more attractive to members of other races. The Board of Governors, within the limits of resources made available to it, will be able to allocate funds at a level that insures the attainment of high qualitative standards in those programs which it authorizes.

For example, North Carolina Agricultural and Technical State University and North Carolina Central University represent two institutions now offering post-baccalaureate programs where the groundwork has been laid for the development of departments of great strength. Additional fields will be designated within the context of the State-wide plan, and the constituent institutions and the Board of Governors can then assign high priority to the development of outstanding competence in the designated fields.

In this connection it should also be noted that it is the policy of the Board of Governors of The University of North Carolina that each constituent institution shall serve the total population of its community, whether statewide or regional. Commensurate with its assigned and established role and functions, each institution--the traditionally white and the traditionally black--will develop programs that are designed to meet the academic and public service needs of the broader community which it serves. This will include the development of programs to prepare black citizens for those professional and vocational areas where they are now underrepresented. In this process, of course, resources may need to be reallocated from programs in which career opportunities are declining.

D. Other State-Level Action.

Many of the actions outlined in this Program require additional funding. Some of them, such as those calling for removal of financial barriers to higher education and those requiring major shifts in program emphasis, will require very substantial funding if they are to be fully implemented. At the very time when funds are needed for these purposes, however, Federal support of higher education has been curtailed. The level of Federal support is cited, not by way of disclaiming responsibility on the part of the State and its institutions, but because any plan that failed to recognize this factor would be unrealistic. If Federal funding in the critical areas covered by this Program can be restored or increased, the institutions and the State will be able to make much more rapid progress toward achievement of the goals.

To the extent that Federal funds are not available, the State will have to bear the burden of the added cost, using such appropriations as are made by the legislature for the purpose, as well as income from any other sources

that may be available to the State for that purpose. Where such funds are not now available to implement this State Program in 1973-74, The University of North Carolina will request the necessary additional funds from the appropriate state sources.

Funds necessary to implement this State Program further in 1974-75 will be requested from the 1973 General Assembly in its extended session scheduled for early 1974.

In order to identify and evaluate progress being made by the institutions in achieving the purposes of this State Program; The University of North Carolina will report, as of September 1 each year, information for the preceding academic year listed below on students, faculty, academic programs, and interinstitutional cooperation from each constituent institution. Insofar as the subjects listed are concerned, this uniform reporting procedure will replace the institutional reports required previously by the Department of Health, Education, and Welfare.

The annual reports shall continue for three years. On or before September 1, 1976, the reporting procedure shall be reviewed and evaluated by the Department of Health, Education, and Welfare, in cooperation with representatives of The University of North Carolina. It is anticipated that by that time sufficient progress will have been made toward achievement of the objectives of this Program to justify discontinuance or modification of the reports.

The information to be collected is as follows:

(1) Students

(a) The name of each high school visited by each institutional recruiter, the number of visits to each high school, and the name, race, and

frequency of visitation for each representative who visited the high school.

(b) The number of minority-race or integrated groups invited to visit the campus.

(c) The sources used in obtaining names and addresses of prospective students for the purpose of mailing recruitment literature.

(d) Student enrollment, by race, for all academic terms showing separately the figures for graduate students and undergraduate students and the figures for full-time and part-time students.

(e) The total number and the total amount of financial aid awards to entering freshmen and first-year graduate students, and the number, amount and percentage of the total awarded to minority students (white or black) in each category.

(f) The percentage of white freshmen with financial aid awards and the percentage of black freshmen with financial aid awards.

(g) The percentage of white first-year graduate students with financial aid awards and the percentage of black first-year graduate students with financial aid awards.

(h) The number and percentage of total athletic grants-in-aid awarded to minority students (white or black).

(2) Faculty

(a) The number of minority (white or black) faculty candidates contacted, the number of minority and majority faculty candidates offered employment (full or part-time), and the number of minority and majority faculty candidates accepting employment, and for candidates of a minority race who are not offered positions, a summary of the reasons.

(b) Faculty composition by race for all instructional personnel, including graduate assistants, for each academic term, by faculty rank and by number of full-time and part-time faculty for each rank.

(3) Special Academic Programs

Name of each special program for disadvantaged students, including the following information:

- (a) when the program was started;
- (b) how the program is funded;
- (c) the major activities of the program (e.g., counseling, special courses, etc.);
- (d) the total number of students involved and the number of minority-group students involved;
- (e) plans for expansion, changes or modification in the light of experience.

(4) Interinstitutional Cooperation

(a) A report of efforts to consolidate degree offerings or develop complementary strengths in academic programs, libraries, faculty staffing, and related matters involving institutions of a predominantly different race, and expansions or modifications in the light of experience;

(b) The name of formal cooperative arrangements involving black and white institutions, the date initiated, the objective of the arrangement, the number of students or faculty served (by race), the source of funds, and expansions or modifications in the light of experience;

(c) A report on student and faculty exchanges, number of students and faculty involved, by race, and expansions or modifications in the light of experience.

As has been indicated earlier, The University of North Carolina will convene, as soon as feasible following approval of the Program, conferences and workshops of administrative and academic leaders, including admissions officers, recruiters, and financial aid officers to develop procedures to implement further this State Program. In addition the various pairs of institutions, predominantly black and white, where program duplication exists will submit to the appropriate board an outline of steps suggested for further cooperation and elimination of unwarranted duplication. As has also been indicated, the Board of Governors will continue to make studies concerning the matters discussed in this State Program, and develop appropriate recommendations.

Following the approval of this Program the Board of Governors will transmit to the Department of Health, Education, and Welfare an annual report which will include the following items:

- (1) Information submitted annually by the constituent institutions covering the four subjects listed above;
- (2) Report on workshops and conferences held pursuant to the Program, (including decisions reached and objectives set);
- (3) Report on recommendations and actions by the pairs of institutions mentioned in Section III C 3 (Specific Interinstitutional Cooperation) to expand cooperation or eliminate unwarranted duplication;
- (4) Report on studies made by the Board of Governors or by constituent institutions pursuant to the Program;
- (5) Report concerning other program developments to enhance the objectives of this Program but not covered in items (1), (2), or (3) above (e.g., programs at predominantly black universities that are designed to serve the whole community and programs at predominantly white universities that are designed to meet educational interests of blacks).

RACIAL COMPOSITION OF TOTAL HEADCOUNT ENROLLMENT
IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1972

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of	Number	% of	Number	% of	Number	% of	Number	% of	
		Total		Total		Total		Total		Total	
Appalachian	33	0.4%	101	1.4%	13	0.2%	11	0.1%	7,195	97.9%	7,353
East Carolina	78	0.7	333	3.1	17	0.1	76	0.7	10,354	95.4	10,858
Elizabeth City	-	-	1,038	93.6	-	-	-	-	71	6.4	1,109
Fayetteville	6	0.4	1,588	96.6	-	-	-	-	49	3.0	1,643
N.C. A and T	1	(Z)	4,290	95.1	-	-	-	-	219	4.9	4,510
N.C. Central	5	0.1	3,521	93.7	3	0.1	-	-	231	6.1	3,760
N.C. School of the Arts	-	-	29	8.3	1	0.3	2	0.5	319	90.9	351
N.C. State University	21	0.2	222	1.6	32	0.2	29	0.2	13,505	97.8	13,809
Pembroke	304	15.4	55	2.8	-	-	-	-	1,611	81.8	1,970
UNC-Asheville	2	0.2	27	2.8	1	0.1	1	0.1	937	96.8	968
UNC-Chapel Hill	40	0.2	842	4.4	44	0.2	51	0.3	18,247	94.9	19,224
UNC-Charlotte	28	0.6	191	3.7	11	0.2	16	0.3	4,913	95.2	5,159
UNC-Greensboro	125	1.7	327	4.4	21	0.3	133	1.8	6,822	91.8	7,428
UNC-Wilmington	-	-	76	3.4	1	(Z)	-	-	2,156	96.6	2,233
Western Carolina	15	0.3	146	2.4	8	0.1	4	0.1	5,799	97.1	5,972
Winston-Salem	-	-	<u>1,654</u>	96.2	-	-	-	-	<u>66</u>	3.8	<u>1,720</u>
Total	658	0.7	14,440	16.4	152	0.2	323	0.4	72,494	82.3	88,067

(Z) represents percentage less than 0.05.

RACIAL COMPOSITION OF FULL-TIME AND PART-TIME UNDERGRADUATE
ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1972

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	Number	% of	Number	% of	Number	% of	Number	% of	Number	% of	
		Total		Total		Total		Total		Total	
Appalachian											
Full-Time	33	0.5%	69	1.1%	9	0.1%	11	0.2%	6,106	98.1%	6,228
Part-Time	-	-	1	0.4	-	-	-	-	256	99.6	257
East Carolina											
Full-Time	58	0.7	143	1.6	6	0.1	48	0.5	8,511	97.1	8,766
Part-Time	2	0.5	37	9.3	-	-	24	6.0	336	84.2	399
Elizabeth City											
Full-Time	-	-	981	93.6	-	-	-	-	67	6.4	1,048
Part-Time	-	-	57	93.4	-	-	-	-	4	6.6	61
Fayetteville											
Full-Time	6	0.4	1,549	97.0	-	-	-	-	42	2.6	1,597
Part-Time	-	-	39	84.8	-	-	-	-	7	15.2	46
N.C. A and T											
Full-Time*	1	(Z)	3,969	96.4	-	-	-	-	149	3.6	4,119
Part-Time	N/A		N/A		N/A		N/A		N/A		N/A
N.C. Central											
Full-Time	-	-	3,086	96.1	-	-	-	-	124	3.9	3,210
Part-Time	1	1.3	72	94.7	-	-	4	-	3	4.0	76
N.C. School of the Arts											
Full-Time	-	-	29	8.7	1	0.3	2	0.6	303	90.4	335
Part-Time	-	-	-	-	-	-	-	-	16	100.0	16
N.C. State University											
Full-Time	15	0.1	169	1.7	23	0.2	16	0.2	9,876	97.8	10,099
Part-Time	-	-	11	0.8	3	0.2	1	0.1	1,418	98.9	1,433
Pembroke											
Full-Time	279	15.1	53	2.9	-	-	-	-	1,517	82.0	1,849
Part-Time	25	20.7	2	1.6	-	-	-	-	94	77.7	121
UNC-Asheville											
Full-Time	2	0.2	27	2.8	1	0.1	1	0.1	937	96.8	968
Part-Time	-	-	-	-	-	-	-	-	-	-	-
UNC-Chapel Hill											
Full-Time	29	0.2	591	4.7	21	0.2	21	0.2	11,824	94.7	12,486
Part-Time	2	0.3	20	3.4	2	0.3	2	0.3	573	95.7	599
UNC-Charlotte											
Full-Time	19	0.5	124	3.1	9	0.2	10	0.3	3,786	95.9	3,948
Part-Time	6	1.0	21	3.4	1	0.2	4	0.6	586	94.8	618
UNC-Greensboro											
Full-Time	82	1.6	227	4.5	12	0.2	81	1.6	4,669	92.1	5,071
Part-Time	9	2.2	9	2.2	1	0.3	7	1.8	373	93.5	399
UNC-Wilmington											
Full-Time	-	-	58	3.1	1	0.1	-	-	1,771	96.8	1,830
Part-Time	-	-	18	4.5	-	-	-	-	385	95.5	403
Western Carolina											
Full-Time	13	0.3	103	2.1	4	0.1	3	0.1	4,698	97.4	4,821
Part-Time	1	0.2	33	5.7	1	0.2	-	-	545	93.9	580
Winston-Salem											
Full-Time	-	-	1,524	97.8	-	-	-	-	34	2.2	1,558
Part-Time	-	-	130	80.2	-	-	-	-	32	19.8	162
Total											
Full-Time**	537	0.8	12,702	18.7	87	0.1	193	0.3	54,414	80.1	67,933
Part-Time	46	0.9	450	8.7	8	0.2	38	0.7	4,628	89.5	5,170

* Includes part-time students.

** Includes part-time students at N. C. A and T State University.

Z Represents percentage less than 0.05%.

RACIAL COMPOSITION OF FULL-TIME AND PART-TIME FIRST PROFESSIONAL
ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1972

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	% of		% of		% of		% of		% of		
	Number	Total	Number	Total	Number	Total	Number	Total	Number	Total	
UNIVERSITY OF NORTH CAROLINA											
East Carolina											
Full-Time	-	-	-	-	-	-	-	-	20	100.0%	20
Part-Time	-	-	-	-	-	-	-	-	-	-	-
N. C. Central											
Full-Time	3	1.2%	172	67.7%	1	0.4%	-	-	78	30.7	254
Part-Time	1	9.1	9	81.8	-	-	-	-	1	9.1	11
UNC-Chapel Hill											
Full-Time	-	-	50	3.5	2	0.1	-	-	1,379	96.4	1,431
Part-Time	-	-	-	-	-	-	-	-	-	-	-
GRAND TOTAL											
Full-Time	3	0.2	222	13.0	3	0.2	-	-	1,477	86.6	1,705
Part-Time	1	9.1	9	81.8	-	-	-	-	1	9.1	11

RACIAL COMPOSITION OF FULL-TIME AND PART-TIME GRADUATE ENROLLMENT
IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1972

INSTITUTION	AMERICAN INDIAN		NEGRO		ORIENTAL		SPANISH SURNAMED AMERICAN		ALL OTHER		GRAND TOTAL
	% of		% of		% of		% of		% of		
	Number	Total	Number	Total	Number	Total	Number	Total	Number	Total	
UNIVERSITY OF NORTH CAROLINA											
Appalachian											
Full-Time	-	-	7	1.7%	2	0.5%	-	-	394	97.8%	403
Part-Time	-	-	24	5.2	2	0.4	-	-	439	94.4	465
East Carolina											
Full-Time	7	0.8%	34	3.8	4	0.4	4	0.4%	849	94.6	898
Part-Time	11	1.4	119	15.4	7	0.9	-	-	638	82.3	775
N.C. A and T											
Full-Time*	-	-	321	82.1	-	-	-	-	70	17.9	391
Part-Time	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A
N.C. Central											
Full-Time	-	-	97	85.8	2	1.8	-	-	14	12.4	113
Part-Time	-	-	85	88.5	-	-	-	-	11	11.5	96
N.C. State University											
Full-Time	1	0.1	12	1.5	2	0.2	7	0.9	784	97.3	806
Part-Time	5	0.3	30	2.1	4	0.3	5	0.3	1,427	97.0	1,471
UNC-Chapel Hill											
Full-Time	9	0.2	163	3.9	18	0.4	27	0.7	3,922	94.8	4,139
Part-Time	-	-	18	3.1	1	0.2	1	0.2	549	96.5	569
UNC-Charlotte											
Full-Time	1	1.1	7	7.7	1	1.1	-	-	82	90.1	91
Part-Time	2	0.4	39	7.8	-	-	2	0.4	459	91.4	502
UNC-Greensboro											
Full-Time	8	1.4	18	3.1	5	0.8	14	2.4	538	92.3	583
Part-Time	26	1.9	73	5.3	3	0.2	31	2.3	1,242	90.3	1,375
Western Carolina											
Full-Time	-	-	3	1.9	2	1.3	1	0.7	147	96.1	153
Part-Time	1	0.2	7	1.7	1	0.2	-	-	409	97.9	418
GRAND TOTAL											
Full-Time**	26	0.3	662	8.7	36	0.5	53	0.7	6,800	89.8	7,577
Part-Time	45	0.8	395	7.0	18	0.3	39	0.7	5,174	91.2	5,671

* Includes part-time students.

** Includes part-time students at N. C. A and T State University.

INTERINSTITUTIONAL COOPERATIVE ARRANGEMENTS

The 65 formal interinstitutional cooperative arrangements involving The University of North Carolina are detailed in Appendix E. Of the total, 44 arrangements are between predominantly black and white institutions.

The institutional reports provide 1) the title of each arrangement; 2) the type of participants--faculty, student, or other; and 3) the magnitude of the program. It should be noted that, where precise data are not available, estimates are given. Racial composition of participants in each program is not known. In addition, inconsistencies in the data may appear as a result of the individual institution reporting a) all formal arrangements active and inactive; b) currently operating arrangements; c) either a) or b) plus formal arrangements scheduled to begin at a future date.

RACIAL COMPOSITION OF FACULTIES IN THE UNIVERSITY OF NORTH CAROLINA
FALL 1972*

INSTITUTION	AMERICAN NEGRO		WHITE		ALL OTHER		GRAND TOTAL	
	No.	% of Total	No.	% of Total	No.	% of Total		
Appalachian	4	1	390	98	3	1	397	
East Carolina	2	1	593	96	19	3	614	
Elizabeth City	55	62	17	19	17	19	89	
Fayetteville - Main Campus	57	57	21	21	21	21	99	
Fayetteville - Fort Bragg Campus	2	11	16	89	-	-	18	
N. C. A and T	178	77	26	11	28	12	232	
N. C. Central	192	68.5	75	27	13	4.5	280	
N. C. School of the Arts	1	1	94	98	1	1	96	
N. C. State University	22	1.5	1,326	89.5	134	9	1,482	
Pembroke	0	-	96	88	13	12	109	
UNC-Asheville	0	-	61	100	0	-	61	
UNC-Chapel Hill	14	1	1,619	96.7	41	2	1,674**	
UNC-Charlotte	10	4	247	93	9	3	266	
UNC-Greensboro	7	1.5	437	96	10	2	456	
UNC-Wilmington	3	2.2	127	93.4	6	4.4	136	
Western Carolina	0	-	343	99.4	2	.6	345	
Winston-Salem		74	66	28	25	9	112	
Total		<u>621</u>	9.6	<u>5,516</u>	85.3	<u>327</u>	5.1	<u>6,464**</u>

* Source: Equal Employment Opportunity Committee data collection October 1972 includes all faculty on all staffs, all ranks, excluding personnel with student status (Teaching Assistants, Teaching Fellows).

** Does not include 28 faculty on leave for whom racial data was not immediately available.

**RACISM IN EMPLOYMENT AT NCSU--
PATTERNS AND PROSPECTS**

**A Report of the Committee on Institutional Racism
NCSU Good Neighbor Council
October 1971**

This report on racism in employment at NCSU is addressed to several questions. Among these are the following:

1. Do employment patterns at NCSU still reflect the traditional division of employment into "black jobs" and "white jobs"?
2. In what employment areas has progress toward the elimination of employment bifurcation on the basis of race been most rapid?
3. What are the current targets of opportunity for further advances?
4. What administrative or personnel practices might be altered to permit even greater opportunity for advancement in income and occupational status by blacks and by whites employed at NCSU?

Employment at NCSU falls into three categories:

- a. Persons and job categories covered by the State Personnel Act; hereafter called SPA,
- b. Persons and job categories specifically exempted from the SPA; hereafter called EPA, and
- c. Persons and job categories at the Student Supply Store and the Print Shop exempted by administrative fiat from the SPA.

Although primary emphasis in this report is given to the first category, categories 2 and 3 are considered at various points.

The report is divided into five (5) parts. Part I presents evidence on racial employment patterns at NCSU as submitted to the Federal government each year in accordance with the Civil Rights Act. Part II discusses the degree to which job titles among SPA personnel continue to be identified in practice as "black jobs" and "white jobs". Part II concludes by considering particular targets of opportunity for increased black participation in non-traditional job categories in the near future. Part III subdivides employment at NCSU into its various administrative divisions in order to determine what degree the various components lead or lag in their efforts to abolish job bifurcation by race. Part IV reports briefly on faculty integration. Finally, the summary presents the findings of the committee and presents suggestions for changes in administrative and personnel procedures so as to eliminate the vestiges of the old employment structure.

Part I

The Historic Record

The earliest inventory of black employment at NCSU obtained by the committee is dated July 25, 1963 and is reproduced in Table 1, below. At that time, most blacks were employed in Maintenance and Operations, chiefly in traditional Negro jobs such as janitors, laundry workers, laborers, and farmhands. In addition, 207 blacks were employed in the largely racially bifurcated extension service--chiefly in off-campus jobs. Note also that the report cited the unfortunate experience of the Psychology Department when the Department attempted to hire a Negro in a non-traditional (clerical) position. This was mentioned even though the incident occurred almost two years prior to the date of the report. In addition, the report alluded to the alleged irresponsibility of blacks by noting that Miss Taylor resigned while 6 1/2 days overdrawn. Thus, it would appear that his early report not only reflects the factual situation in 1963, but also the attitudes upon which institutional racism is built and through which it is maintained.

Table 2 summarizes the occupational status of whites, blacks and others at NCSU by main occupational groups since 1966. These data, taken from the EEO-1 reports required by the Civil Rights Act cover SPA and EPA personnel at NCSU, inclusive of bookstore and printing plant employees. The 1966, 1968, 1969, 1970, and 1971 can be compared, but no particular significance should be attached to the 1967 data. Misconceptions concerning reporting requirements at that time led to the submission of an inconsistent report.¹

These data indicate that Negroes have constituted 13-15% of employment at NCSU over the entire period, although no Negroes have been employed as officials and managers and as sales workers. Moreover, Negroes have declined as a proportion of the professional group at NCSU. The decline can be attributed to the merger of the formerly separate Negro and white personnel in the extension service and was large enough to offset the slight increase in Negro faculty (see IV, below). Among technicians, relative Negro employment remained roughly constant from 1966 through 1971.

Gains in relatively Negro occupational positions are found among office and clerical workers, craftsmen, and operatives. Throughout 1966 through 1970, these gains were relatively small. Even among clerical workers, the category considered by most university employees as the most important breakthrough area, the net gain in black employment from 1966 to 1971 equalled only 34 persons out of approximately 1000 positions. Similarly, the gain in black employment among skilled craftsmen was slow until 1971 when it rose over five (5) times (from 8 to 46 persons).

¹Although certain changes have occurred over time in the assignment of particular job titles to the various main occupational groups and in the addition of new job titles, the categories are largely consistent from 1966 through 1970. Some special problems in the 1971 EEOC report are considered below.

Similar gains were experienced in 1971 among operatives. The rapid growth of employment in this category, however, reduced the percentage of Negro operatives from 27 to 18 percent of the total. The problems of categorical shifts and the caveat which must be attached to these numbers are discussed in more detail below.

Finally, the two lowest skilled categories -- laborers and service workers -- are of interest. No substantial reduction in the "blackness" of the laborers category has occurred. Up to 1970, however, the service category was becoming increasing "white" despite the fact that Negro female employment was growing at a rapid rate. The reduction in the black proportion had its origins in the very rapid growth of white female employment in this category since 1966 and the decline in black male employment since 1968 (see Appendix A).

The 1971 EEO-1 data deserve particular comment. In the interval between the 1970 and 1971 report, NCSU added a total (net) of 256 employees of which 138 (53.9%) were black. The increased employment of black males (16.0% of the total) reversed the decline in the employment of black males experienced from 1966 through 1970. (see Appendix A) Most striking, however, is the vast increase in the number of Negro employees in the craftsmen, operative and service worker categories over the 1970 level. Note the following data:

	<u>1970 Employment</u>	<u>1971 Employment</u>
Craftsmen	8	46
Operatives	9	28
Laborers	127	106
Service Workers	242	333

If the figures for craftsmen and operatives are taken at face value, they imply a massive upgrading in the skill levels of blacks on the campus and/or a substantial number of new black employees hired in the skilled and semi-skilled categories.

It is clear that the data cannot be taken at face value. A change in personnel at the Office of Personnel, a new allocation of job titles to the various main occupation groups in accordance with EEOC guidelines, and some direct reclassification of individuals in accordance with SPA procedures resulted in a substantial difference in the coverage of each category in 1970 and 1971. Because of a personnel changeover and because of incomplete records concerning the way in which job titles were assigned to main occupation categories in 1970, Office of Personnel was unable to "match" the 1970 with the 1971 data and thereby identify the degree to which the upgrading in occupational positions was "real" and the degree to which it merely reflects administrative and categorical changes. Without such a matching one cannot say whether or not there was a real change during 1970-71 in the occupational employment position of blacks at NCSU.¹

Table 3 presents a useful way of understanding the degree to which black employment remains concentrated in the lowest skilled jobs on campus. Although approximately 6 out of every 10 persons one might meet on our campus are in the professional, technical, or managerial ranks, only 2 out of every 10 blacks are

¹One member of the subcommittee notes that a "real" increase in the number of black carpenters, plumbers, electricians, and other traditional craftsmen should be readily apparent around the campus if such a real increase actually occurred.

in these categories. Even this proportion is biased upward since the data include a relatively large number of off-campus (extension service) blacks. By contrast, only 12 out of every 100 persons one might meet on the campus would be laborers and service workers. However, almost 60 percent of all blacks on campus are employed in such jobs. Taking into account the inclusion of off-campus blacks in the total, this 60 percent figure is an underestimate of the campus proportion. Despite the fact that the EEO-1 data show meaningful and measurable gains in the middle skilled main occupational categories; clerical workers, craftsmen and operatives, the old pattern of blacks at the bottom of the occupational ladder and whites at the top still exists at NCSU. Investigation of black and white jobs among SPA categories, however, shows that there have been some important changes in the traditional black-white job hierarchy.

Part II

Black and White Jobs Among SPA Categories

As of January 1, 1970, SPA employees at NCSU were distributed among 256 job categories.¹ The size distribution among these job classifications (or titles) is as follows:

Number of job classifications (titles)	
with 1-2 employees per title	156
with 3-5 employees per title	36
with 6-10 employees per title	30
with 11 or more employees per title	34

Several of the classifications are very large. For example NCSU employed 252 Steno II's, 198 household assistants, and 90 Typist II's on January 1, 1971. By contrast, NCSU employed only 3 grounds foremen, 5 artist-illustrator I's, 1 computer systems analyst III, 1 consulting architect I, and one Physical Plant Director III. Because it is difficult to determine the degree to which the University continues to practice racial separateness with job classifications containing 1 or 2 individuals,² this analysis is restricted largely to classifications containing 3 or more persons.

It is useful to consider the three relevant size classes separately. Beginning with the class containing 11 or more employees per title, one may observe the number of titles which are white only, black only and mixed. These data are presented in Table 4. Where the title contains persons of more than one color, the degree of mixture is specified. The job titles are arranged generally in ascending order by salary rate. Table 5 shows the racial employment mix among the 30 classifications containing 6 through 10 employees. Finally, Table 6 shows the racial employment pattern for those classifications containing 3 through 5 employees.

¹These data were obtained from the personnel office printouts entitled "SPA EMPLOYEES, LISTING BY CLASSIFICATION--shows race, sex, and salary; effective date: January 1, 1971 (compiled for HEW report)."

²By definition, all one person job classifications are black, white, or other.

It is useful, first, to examine the data in Tables 4 and 5. In general, these data show a very limited number of black only jobs, and these are concentrated largely among the lower skill groups. More important, however, is the fact that the mixed employment categories also are concentrated among the lower portion of the job titles and that a substantial number of white only jobs still exist--disproportionately concentrated among the high skill groups. Where these higher paying classifications are tabulated as mixed, the mixture tends to be of a token nature--as with painters, plumbers, research technician III, agricultural research technician II, steno III, and library assistant II. Thus, it would appear that the old pattern of black and white jobs remains not too deeply below the surface. Notable exceptions are the newly established categories, research technicians I and II. By contrast another category--agricultural research trainees--which appears to be "a natural" for black advancement and training, is exclusively white. Continuing on to Table 6, one sees a further confirmation of the general pattern observed in Tables 4 and 5.

In general, these "job title" data attest (1) to the disappearance of the traditional "black only" jobs as whites--particularly white women--have increased their employment share (see Appendix A) and, (2) to gains among clerical workers, operatives, and craftsmen; gains first seen in the EEO-1 data. The "job title" data also suggest that blacks are now entering strongly into the lower ranks of technicians. The higher technical, clerical and administrative jobs continue to be exclusively or almost exclusively white.

Among the 156 categories containing 1 or 2 persons, as expected, most were all white or all black. The all black categories included:

- Light housekeeping assistant
- Messenger
- Hospital orderly
- Laundry workman
- Nurses aide
- Area foreman
- TV Production Assistant
- Baker I
- Sales Clerk II
- Dry Cleaner
- Cook II
- Laundry Routeman
- Janitor Foreman
- Floor Maintenance Foreman
- TV Production Assistant II
- Mechanic I
- Mail Center Supervisor I
- Housekeeping Supervisor I

Most of the single and dual person categories among whites were special technical, skilled craft, or supervisory titles.

In general, the pattern of racial employment mix shows a considerable widening of scope in contrast to the 1963 pattern (see Table I) despite the fact that total Negro employment has not grown substantially relative to total employment at the University from 1966 through 1971. Exclusively black jobs diminished are in number, particularly among the larger categories of employment. There remain, however, a large number of exclusively white job classifications.

Targets of Opportunity

In order to widen and deepen the potentialities for employment at the University of competent black men and women against the background presented above, it is useful to identify certain job classification (titles) in which one might expect to be able to make rapid gains. In addition, it is useful to delineate ways in which the employment opportunities and upward mobility may be increased for competent blacks and competent whites. We turn first to the delineation of targets of opportunity. The precise mechanisms by which to further reduce our bifurcated employment situation is left to Part V.

If one were to seek a rapid increase in black employment presence at the University in nontraditional SPA jobs in accordance with the oft-expressed wishes of the Chancellor, one might logically concentrate upon particular targets of opportunity. The targets (job titles) should be nontraditional jobs which are either large or have high turnover or both, but which are not so divorced from the present skill mix of the indigenous black population so as to make the attempt impossible of attainment. Although the precise mix of skills among our black population is not available, one can generalize from the rising educational levels of young blacks and from the job categories which have been successfully integrated, once we tried to do so. The following job classifications appear to represent reasonable and sizeable targets of opportunity for the near future. Some titles are included which are presently all-white but into which semi-skilled blacks and blacks presently acquiring experience in slightly lower job classifications might well aspire and qualify; given the opportunity to do so.

Targets of Opportunity

Clerical

Clerk I, II, III
Steno I, II, III
Typist I, II, III
Accounting Clerk I and II
Key Punch Operator I and II
Library Assistant I and II
Sales Workers

Technical

Agri. Research Trainee
Agri. Research Technician I & II
Research Technician I & II
Agri. Research Assistant
Agri. and Engineering Research
Assistants and Technicians

These categories largely nontraditional, relatively large and growing, are not too divorced from what appears to be the stock of available skills among local blacks. The list is not intended to be exclusive, nor is it intended to limit our search for qualified blacks in the smaller categories of employment; e.g., photographers, TV technicians, public information specialists, consulting engineers, nurses, and the like. It is intended to point up particular employment areas in which large gains might be obtained quickly. In addition, efforts should be devoted to continue and expedite the growth of nontraditional employment opportunities among the various semi-skilled and skilled craft ~~jobs~~ ~~from~~ ~~largely~~ ~~under~~ ~~the~~ control of the Physical Plant division. These job classifications represent opportunities for changes in the nontraditional occupational structure. The number of such openings are necessarily limited, however, since most of these categories contain fewer than 11 workers. Attention should, however, be given to the following:

Painter
Electrician I, II
Plumber
Maintenance Mechanics I-IV
Carpenter II

with particular emphasis on the recruitment and promotion of apprentices or helpers to journeymen's positions and from category I to higher levels upon acquisition of the requisite skills through experience (or training). Similar comments apply to small job classifications like duplicating equipment operators, data processors, computer operators, and research mechanics. The summary and recommendations presents a procedure by which such natural progression should become more rapid and more automatic even among small job categories.

Part III

Job Bifurcation by Administrative Division at NCSU

In order to obtain further insights into racial job patterns at NCSU, it is useful to subdivide University employment into its various administrative divisions and investigate the varying degrees of bifurcation in each division. Chart I presents these divisions as of January 1, 1970.

As of January 1, 1970, the School of Agriculture employed the largest number of SPA employees, followed by the Office of Business Affairs, and the Office of the Chancellor. Table 7 presents the racial composition of SPA employment by administrative subdivision on January 1, 1970. Appendix B presents the racial employment mix among the job titles within each administrative subdivision.

The following patterns emerge from Appendix B:

1. The University division is composed largely of one and two person job titles.
2. The Chancellor's office has 5 mixed categories out of 41, employing a total of 10 blacks. The remaining 7 blacks were in all black job categories. Of the job titles containing 10 or more persons; Steno II, Typist II, Library Asst. I, Library Asst. II, Steno III, three (3) are racially mixed.
3. The Provost's office contains only 3 blacks, all in mixed categories; computer operators and programmers. The Office contains no black clerks, stenos, typists, or key punch operators.
4. The Student Affairs office contains seven (7) all black job titles with 1-4 persons employed in each. Most blacks employed by the Student Affairs office are employed in racial mixed job categories. There are, however, 27 white only job categories including several very large job titles; Typist II, Clerk III, Steno III, and staff nurse.
5. The Business Affairs office employs the majority of black SPA employees on campus and includes 15 black only job categories. Among these black only jobs are two which are very large; housekeeping foreman and floor maintenance man. Most blacks in the Business Office are employed in mixed categories although the mixture is token in the largest of the job categories; for example, laborer and housekeeping assistants. Little racial mixture is found among the clerical, accounting, personnel and supervisory employees in the Business Office. It is obvious that considerable gains could be made among Clerk II, Steno II, Accounting Clerk I, II and III, Key Punch Operator, Clerk III, and Personnel Assistant. Given the experience of the University as a whole, one might expect that considerable gains might be made here in integrating some of these categories.

6. The School of Agriculture and Life Science, the largest single SPA employer on campus, contains only three small "black only" categories and 14 mixed racial categories including research technicians. Several large employment categories are still all white; providing room for further improvement. These are:

Clerk II	Agr. Research Trainee
Typist II	Admin. Secretary
KPO II	Agr. Research Technician II
Acct. Clerk II	Research Analyst I

7. The School of Design is all white among its very limited SPA jobs.

8. The School of Education has only one black among the 27 (largely clerical) employees. Some gains can be made here.

9. The School of Engineering shows a very limited amount of integration among its numerous job categories (Steno II and III). In contrast to the School of Agriculture and Life Sciences, the School of Engineering employs no blacks in its various technician's and research mechanics jobs. This represents an important area for gains in nontraditional categories.

10. The School of Forest Resources is similar in its racial employment characteristics to the School of Education. Some gains can be made in the clerical categories.

11. The School of Liberal Arts has a few mixed job categories, but together with the School of Education and the School of Forest Resources, some further gains could be made in the various clerical categories.

12. The School of Physical and Mathematical Sciences employs two (2) blacks in clerical jobs and could expand black employment in clerical and technical jobs. The same comments apply to the joint employees of the School of Agriculture and PAMS.

13. The School of Textiles employs only one black as a stock clerk. Even though SPA employment in the School of Textiles is limited, as it is in SLA, SFR, and SPAMS, some gains are obtainable from a more positive recruitment and employment effort.

To summarize, although the smaller schools can effect further improvements in black employment, the bulk of any sizeable gains in the schools will have to come from the School of Agriculture and Life Sciences and the School of Engineering. In addition, gains must be made by the other large employers with the University--the Chancellor's Office, the Provost's Office, the Office of Student Affairs, and particularly the Office of Business Affairs.

Part IV

Faculty Integration

The 1963 report cited in Table I listed only 2 black faculty members as of July 25, 1963. As seen in Table 8, some expansion in numbers and composition has occurred since that time.

Because the University Good Neighbor Council has already embarked upon a program to increase the number of black faculty on the NCSU campus and because of the broad need for further SPA, student supply, and Print Shop worker integration, this report contains no detailed examination of faculty integration or suggestions for further integration. The data in Table 8 are included for completeness and for comparison with the 1963 data (Table 1).

Table 1. A report on Negro employees--North Carolina State of the University of North Carolina at Raleigh

Administrative and Clerical	Maintenance and Operations	Technical	Faculty and Miscellaneous				
Stock Clerk	2	Janitor Foreman	4	Acr. Res. Asst. I	6	Professor	1
Mail Clerk	1	Area Foreman	17	Agr. Res. Asst. II	7		
Paper Cutter	2	Clerk Messenger	3	Agr. Res. Asst. III	1	½ PT Asst. Trainer	1
		Laborer	51	Agr. Res. Asst. IV	1	(Athletics)	
<u>Extension Service</u>		Janitors	155	Dairy Specialist(EPA)	1		
		Mech. I	1	Research Technician	1		
Administrator	6	Mech. II	1	Lab. Asst. I	2		2
Specialists	8	Truck Driver	2	Nursery Worker	1		
County Agents and		General Utility Man	4				
Assistant Agents	74	Electrician I	1				
County Home Agents and		Plumber	1				
Asst. Home Agents	60	Window Area Foreman	1		20		
Clerks	54	Labor Foreman	1				
		Dry Cleaner	1				
	207	Dry Cleaner Presser	3				
		Laundry Washer	1				
		Laundry Worker I	6				
The Department of		Laundry Worker II	12	Administrative and Clerical			207
Psychology hired a		Boiler Room Fireman I	1	Maintenance and Operations			300
Typist II, Doris M.		Baker I	1	Technical			20
Taylor, October 1, 1961.		Kitchen Helper	9	Faculty and Miscellaneous			2
She resigned after 3 weeks		Food Server II	1				
dur to illness (6-1/2 days		Maid	1	Total			529
overdrawn).		Cook I	2				
		Farmhand	21				
		½ PT Asst. Equipment					
		Man (Athletics)	1				

300

Notes: 1 Janitor From the Print Shop; 2 Janitors From the Student Supply Store
 1 Truck Driver From the Print Shop
 2 Paper Cutters From the Print Shop
 1 Stock Clerk From the Print Shop

Report prepared by the Personnel Office
 July 25, 1963

Table 2. Basic data from the EEO-1 Reports ^a/

Item	Year	Total Employees	Negro Employees	Nonnegro-Nonwhite Employees	Negro/Total x 100
Total Employment	1966	4034	539	n.a.	13.3%
All occupation groups	1967	3718	498	n.a.	13.4%
	1968	4234	614	49	14.5%
	1969	4547	662	41	14.6%
	1970	4625	636	30	13.8%
	1971	4881	774	56	15.9%
Officials and managers	1966	94	2	n.a.	2.1%
	1967	92	2	n.a.	2.2%
	1968	156	0	0	0.0%
	1969	183	0	0	0.0%
	1970	218	1	0	0.5%
	1971	170	0	0	0.0%
Professionals (Largely EPA includes extension service professionals)	1966	1826	128	n.a.	7.0%
	1967	2135	135	n.a.	6.3%
	1968	2122	149	47	7.0%
	1969	2170	144	35	6.7%
	1970	2206	130	19	5.9%
	1971	2308	132	40	4.7%

^a/See Appendix A for complete breakdown by color and sex. Of total employment, for example, Negro male employment fell from 396 in 1966 to 387 in 1970 while Negro female employment rose from 143 to 249. White female employment rose by 227. Net new employment during 1971 was "more blacks" than in previous years. Of the 256 employees (38.3%) 41 (16.0%) were Negro males and 97 (38.3%) were Negro females; reversing the decline in Negro male employment from 1966 through 1970.

Table 2 continued. Basic data from the EEP-1 Reports

Item	Year	Total Employees	Negro Employees	Nonnegro-Nonwhite Employees	(Negro/Total) Total x 100
Technicians	1966	346	28	n.a.	8.1%
	1967	318	28	n.a.	8.8%
	1968	410	54 ^b	1	13.2% ^{b/}
	1969	398	36	2	9.1%
	1970	390	33	8	8.5%
	1971	385	35	10	9.1%
Sales Workers	1966	2	0	n.a.	0.0%
	1967	2	0	n.a.	0.0%
	1968	21	0	0	0.0%
	1969	22	0	0	0.0%
	1970	28	0	0	0.0%
	1971	18	1	0	9.2%
Office and clerical (includes staff of extension service on and off campus)	1966	927	59	n.a.	6.4%
	1967	654	11	n.a.	1.7%
	1968	981	68	0	6.9%
	1969	1030	81	0	7.9%
	1970	1921	86	0	8.4%
	1971	1014	93	0	9.2%
Craftsmen (skilled)	1966	86	1	0	1.2%
	1967	85	1	0	1.2%
	1968	86	1	0	1.2%
	1969	97	3	1	3.1%
	1970	148	8	0	4.8%
	1971	204	46	0	22.5%

^{b/} Reclassification among Negro females in 1968 only.

Table 2 continued. Basic data from the EEO-1 Reports

Item	Year	Total Employees	Negro Employees	Nonnegro- Nonwhite Employees	(Negro/Total) Total x 100
Operatives (semi-skilled)	1966	33	5	n.a.	15.2%
	1967	28	5	n.a.	17.9%
	1968	31	6	0	19.4%
	1969	38	5	0	13.2%
	1970	33	9	0	27.3%
	1971	156	28	0	17.9%
Laborers (Unskilled)	1966	228	97	n.a.	42.5%
	1967	131	97	n.a.	74.0%
	1968	127	96	0	75.6%
	1969	153	108	0	70.6%
	1970	163	127	0	77.9%
	1971	150	106	0	70.7%
Service Workers	1966	492	219	n.a.	44.5%
	1967	273	219	n.a.	80.2%
	1968	300	240	1	80.0%
	1969	458	272	3	61.6%
	1970	418	242	3	57.9%
	1971	476	333	6	70.0%

Table 3. Relative proportions of blacks among various main occupation categories.

Year	Laborers and Service Workers as a Percent of Total Employment	Black Laborers and Service Workers as a Percent of Total Black Employment	Professional, Technical and Managerial Workers as a Percent of Total Employment	Black Professional, Technical and Managerial Workers as a Percent of Total Black Employment
1966	17.8%	58.6%	52.2%	29.3%
1967	10.9	64.4	68.4	33.1
1968	10.1	54.7	63.5	33.1
1969	13.4	58.9	60.5	27.5
1970	12.6	57.9	60.8	25.8
1971	12.8	56.7	58.7	21.6

Table 4. Racial employment mix among classifications containing 11 or more employees as of January 1, 1970

Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
1. Laundry Worker	17			✓	5	12	0
2. Laborer	38			✓	1	37	0
3. Food Service Assistant I	14				6	8	0
4. Household Assistant	198			✓	3	195	0
5. Clerk I	13			✓	8	5	0
6. Farm Worker	37			✓	8	29	0
7. Steno I	11	✓			-	--	-
8. Typist I	14			✓	13	1	0
9. General Utility Man	43			✓	14	29	0
10. Housekeeping Foreman	21		✓		--	--	-
11. Clerk II	26			✓	25	1	0
12. Agricultural Research Asst.	18				11	7	0
13. Steno II	252			✓	239	13	0
14. Typist II	90			✓	88	2	0
15. Library Assistant I	14			✓	11	3	0
16. Key Punch Operator II	38	✓			--	--	-
17. Typist III	15	✓			--	--	-
18. Clerk III	30	✓			--	--	-
19. Accounting Clerk II	44	✓			--	--	-
20. Library Assistant II	28			✓	27	1	0
21. Research Technician I	23			✓	15	6	2
22. Steno III	112			✓	109	3	0
23. Security Officer I	16			✓	14	2	0
24. Agricultural Research Trainee	26	✓			--	--	-
25. Administrative Secretary	34	✓			--	--	-
26. Clerk IV	13	✓			--	--	-
27. Painter	18			✓	17	1	0
28. Electrician II	11	✓			--	--	-
29. Plumber	11			✓	10	1	0
30. Research Technician II	39			✓	34	5	0
31. Research Technician III	54			✓	48	2	4
32. Agr. Research Technician I	71			✓	69	1	1
33. Agr. Research Technician II	21	✓			--	--	-
34. Research Analyst	11	✓			--	--	-

Table 5. Racial employment mix among classifications containing 6 through 10 employees as of January 1, 1971

Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
1. Intermediate Clerk	7	✓			--	--	--
2. Floor Maintenance Man	8		✓		--	--	--
3. Research Aide	8				5	3	0
4. Accounting Clerk I	8	✓			--	--	--
5. Stock Clerk II	10			✓	8	2	0
6. Trades Helper	9			✓	7	2	0
7. Farm Foreman	6			✓	3	3	0
8. Maintenance Mechanic	8			✓	7	1	0
9. Housekeeping Supervisor I	7		✓		--	--	--
10. Statistical Aide	7	✓			--	--	--
11. Accounting Clerk III	8	✓			--	--	--
12. Carpenter II	9	✓			--	--	--
13. Maintenance Mechanic II	6	✓			--	--	--
14. Farm Foreman II	6	✓			--	--	--
15. Maintenance Mechanic III	8	✓			--	--	--
16. Administrative Aide	8	✓			--	--	--
17. Staff Nurse	8	✓			--	--	--
18. Computer Operator II	7	✓			--	--	--
19. Air Conditioning Mechanic	7	✓			--	--	--
20. Research Mech. II	7	✓			--	--	--
21. Computer Programmer I	9	✓			--	--	--
22. Maintenance Mechanic	8	✓			--	--	--
23. Administrative Officer I	6	✓			--	--	--
24. Computer Programmer II	7	✓			--	--	--
25. Farm Superintendent II	6	✓			--	--	--
26. Electronic Technician III	6	✓			--	--	--
27. Instrument Maker II	7	✓			--	--	--
28. Administrative Officer II	6	✓			--	--	--
29. Computer Programmer III	7	✓			--	--	--
30. Consulting Engineer I	10	✓			--	--	--

Table 6. Racial employment mix among classifications containing 3 through 5 employees as of January 1, 1970

Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
1. Labor helper	4		✓		--	--	--
2. Lockerroom attendant	4			✓	2	2	0
3. Dry Cleaning Presser	4		✓		--	--	--
4. Cook I	3			✓	1	2	0
5. Stock Clerk II	3			✓	1	2	0
6. Dup. Equip. Operator I	4			✓	3	1	0
7. Greenhouse Worker	5			✓	4	1	0
8. Mail Clerk	5		✓		--	--	--
9. Heating Plant Fireman	3			✓	2	1	0
10. Dup. Equip. Operator II	5	✓			--	--	--
11. Electrician I	4			✓	2	2	0
12. Lab Animal Tech. II	3			✓	1	2	0
13. Computer Operator Trainee	3			✓	1	2	0
14. Dairy Plant Operator	3	✓			--	--	--
15. Personnel Assistant	5	✓			--	--	--
16. Photographer I	3			✓	2	1	0
17. Labor Foreman	3			✓	2	1	0
18. Data Processor II	4	✓			--	--	--
19. Machine Operator Inst.	4			✓	1	3	0
20. Heating Plant Operator	4	✓			--	--	--
21. Grounds Foreman	3	✓			--	--	--
22. Mechanic II	3	✓			--	--	--
23. Research Mechanic I	4	✓			--	--	--
24. Statistical Analyst I	5	✓			--	--	--
25. Artist Illustrator I	5	✓			--	--	--
26. Greenhouse Mgr. II	4	✓			--	--	--
27. Radiation Survey Tech.	3			✓	2	1	0
28. Electronic Tech. I	3	✓			--	--	--
29. Textile Lab. Mechanic	4	✓			--	--	--
30. Photographer II	3	✓			--	--	--
31. Univ. Laboratories Mech.	5	✓			--	--	--
32. Computer Operator III	4			✓	3	1	0
33. Electronics Tech. III	4	✓			--	--	--
34. Data Proc. Mgr. I	4	✓			--	--	--
35. Instrument Shop Super.	3	✓			--	--	--
36. Data Proc. Mgr. II	2	✓			--	--	--

Table 7. Racial distribution of SPA employment by administrative division at NCSU, January 1, 1970

Administrative Division	White	Blacks	Others	Percent Black
<u>Offices</u>				
University	9	3	0	25.0%
Chancellor	137	17	0	11.0%
Provost	61	3	0	4.6%
Student Affairs	92	25	0	21.4%
Business Affairs	295	334	0	53.1%
<u>Schools</u>				
Agriculture	606	74	5	10.8%
Design	7	0	0	0.0%
Education	26	1	0	3.7%
Engineering	90	4	0	4.3%
Forest Resources	22	2	0	8.4%
Liberal Arts	31	3	0	8.8%
PAMS	54	2	0	3.6%
PAMS and Ag.	15	1	2	5.6%
Textiles	23	1	0	4.2%

Table 8. Black faculty and professional personnel at NCSU, October 8, 1970^a

Faculty (with Professorial Rank)		Other Professional Personnel	
Adjunct Professor, Part-time	2 ^b	Assistant Reference Librarian, Library	1
Associate Professor	1	University Extension Urban Affairs Specialist	1
Assistant Professor, Full-time	1	Special Projects Director, College Union	1
Part-time (visiting)	1		
Instructor, Full-time	3 ^b	Research Assistant, Economics ^c	1
Part-time	4 ^b		
Special Lecturer	1	Counselor, Student Affairs, Part-time	1

^aSource: Memorandum from Provost Kelly to Chancellor Caldwell, October 8, 1970. In addition, the memorandum listed 126 blacks in Agricultural extension (112 at the County level).

^bOne of the adjunct professors and three of the instructors were at the Fort Bragg branch of the University.

^cResigned January 5, 1971 to become Asst. Professor of Economics at Shaw University.

APPENDIX A

Basic Data from the EEO-1 Reports

Item	Year	Total Employees	Males	Females	Negro Males	Negro Females	NN-NW Males	NN-NW Females	(Negro/ Total)
Total Employment	1966	4034	2610	1424	396	143	--	--	13.3%
All Occupational Groups	1967	3718	2558	1160	396	102	--	--	13.4%
	1968	4234	2720	1514	442	172	41	8	14.5%
	1969	4547	2801	1746	429	233	32	9	14.6%
	1970	4625	2868	1757	387	249	22	8	13.8%
	1971	4881	2977	1904	428	346	39	17	15.9%
Officials and managers	1966	94	90	4	1	1	--	--	2.1%
	1967	92	89	3	1	1	--	--	2.2%
	1968	156	153	3	---	---	---	---	0.0%
	1969	183	177	6	---	---	---	---	0.0%
	1970	218	199	19	---	1	--	--	0.5%
	1971	170	163	7	---	---	---	---	0.0%
Professionals	1966	1826	1476	350	68	60	--	--	7.0%
	1967	2135	1752	383	68	67	---	---	6.3%
	1968	2122	1767	355	85	64	40	7	7.0%
	1969	2170	1794	376	82	64	30	5	6.7%
	1970	2206	1836	370	61	69	17	2	5.9%
	1971	2308	1929	379	74	58	34	6	5.7%
Technicians	1966	346	237	109	26	2	--	--	8.1%
	1967	318	211	107	26	2	--	--	8.8%
	1968	410	264	146	25	29*	--	1	13.2%
	1969	396	261	135	29	7	1	1	9.1%
	1970	390	260	130	27	6	5	3	8.5%
	1971	385	236	149	27	8	5	5	9.1%

APPENDIX A

Basic Data from the EEO-1 Reports(Continued)

Item	Year	Total			Negro	Negro	NN-NW	NN-NW	(Negro/
		Employees	Males	Females	Males	Females	Males	Females	Total)
Sales Workers	1966	2	2	--	--	--	--	--	0.0%
	1967	2	2	--	--	--	--	--	0.0%
	1968	21	11	10	--	--	--	--	0.0%
	1969	22	11	11	--	--	--	--	0.0%
	1970	28	13	15	--	--	--	--	0.0%
	1971	18*	9	9	--	1	--	--	5.6%
Office & Clerical	1966	927	39	888	2	57	--	--	6.4%
	1967	654*	37	617*	2	9*	--	--	1.7%
	1968	981	36	945	16	52	--	--	6.9%
	1969	1030	55	975	13	68	--	--	7.9%
	1970	1021	61	960	16	70	--	--	8.4%
	1971	1014	46	968	13	80	--	--	9.2%
Craftsmen (skilled)	1966	86	86	--	1	--	--	--	1.2%
	1967	85	85	--	1	--	--	--	1.2%
	1968	86	86	--	1	--	--	--	1.2%
	1969	97	97	--	3	--	1	--	3.1%
	1970	148	147	1	7	1	--	--	4.8%
	1971	204*	180*	24*	43*	3	--	--	22.5%
Operatives (semi-skilled)	1966	33	32	1	5	--	--	--	15.2%
	1967	28	27	1	5	--	--	--	17.9%
	1968	31	31	--	6	--	--	--	19.1%
	1969	38	38	--	5	--	--	--	13.2%
	1970	33	33	--	9	--	--	--	27.3%
	1971	156*	88*	68*	14*	14*	--	--	17.9%*

APPENDIX A

Basic Data from the EEO-1 Reports (Continued)

Item	Year	Total			Negro		NN-NW		(Negro/ Total)
		Employees	Males	Females	Males	Females	Males	Females	
Laborers (unskilled)	1966	228	228	--	97	--	--	--	42.5%*
	1967	131	131	--	97	--	--	--	74.0%*
	1968	127	127	--	96	--	--	--	75.6%
	1969	153	153	--	108	--	--	--	70.6%
	1970	163	159	4	123	4	--	--	77.9%
	1971	150	143	7	101	5	--	--	70.7%
Service Workers	1966	492*	420	72	196	23	--	--	44.5%*
	1967	273*	224*	49*	196	23	--	--	80.2%
	1968	300	245	55	213	27*	1	--	80.0%
	1969	458	215	243*	189	93	--	3	61.6%
	1970	418	160	258	144	98	--	3	57.9%
	1971	476	183	293	156	177	--	--	70.0%

APPENDIX B. Racial employment mix by Administrative Division and job title at NCSU, January 1, 1970

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
UNIVERSITY							
Steno II	1	✓			--	--	--
Messenger	1		✓		--	--	--
TV Production Asst. I	1		✓		--	--	--
TV Production Asst. II	1		✓		--	--	--
TV Production Asst. III	2	✓			--	--	--
Artist Illustrator I	1	✓			--	--	--
TV Engineer I	1	✓			--	--	--
TV Production Director	1	✓			--	--	--
TV Engineer IV	1	✓			--	--	--
TV Producer Director III	2	✓			--	--	--
CHANCELLOR							
Clerk I	6			✓	2	4	0
Steno I	2	✓			--	--	--
Typist I	6	✓			--	--	--
Intermediate Clerk	1	✓			--	--	--
Address Equipment Operator	1	✓			--	--	--
Clerk II	1	✓			--	--	--
Accounting Clerk I	2	✓			--	--	--
Steno II	24			✓	23	1	0
Typist II	8	✓			--	--	--
Library Asst. I	14	✓		✓	11	3	0
KPO II	1	✓			--	--	--
Duplicator Equipment Operator II	1	✓			--	--	--
Typist III	4	✓			--	--	--
Clerk III	5	✓			--	--	--
Accounting Clerk II	4	✓			--	--	--
Library Asst. II	27			✓	26	1	0
Steno III	16	✓			--	--	--
Varitype Operator II	1	✓			--	--	--
Administrative Secretary	5	✓			--	--	--
Duplicating Unit Supervisor I	1	✓			--	--	--
Electrician II	2	✓			--	--	--

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
Radiation Survey Technician	3	✓			3	1	0
Warehouse Manager II	1	✓			--	--	--
Maintenance Mechanic IV	1	✓			--	--	--
University Archivist	1	✓			--	--	--
Administrative officer I	3			✓	--	--	--
Plant Maintenance Supr. I	1	✓			--	--	--
Information Communication Spec.	2	✓			--	--	--
Soil & Water Cons. Administrator	1	✓			--	--	--
Asst. Dir. of Information	1	✓			--	--	--
Housekeeping Asst. Light	1		✓		--	--	--
Housekeeping Assistant	2		✓		--	--	--
Locker Room Attendant	1		✓		--	--	--
Duplicator Equip. Opr. I	1		✓		--	--	--
Mail Clerk I	1		✓		--	--	--
Cook II	1		✓		--	--	--
PROVOST							
Clerk I	2	✓			--	--	--
Typist I	1	✓			--	--	--
Clerk II	2	✓			--	--	--
Steno II	2	✓			--	--	--
KPO III	13	✓			--	--	--
Computer Programmer Trainee	1	✓			--	--	--
Clerk III	3	✓			--	--	--
Steno III	1	✓			--	--	--
Computer Operator Trainee	2			✓	1	1	0
Key Punch Unit Supervisor	2	✓			--	--	--
Clerk IV	1	✓			--	--	--
Administrative Assistant	1	✓			--	--	--
Computer Operator II	6	✓			--	--	--
Computer Programmer I	2	✓			--	--	--
Computer Operator III	4			✓	3	1	0
Computer Programmer	7			✓	6	1	0
Data Processing Mgr. I	1	✓			--	--	--
Computer Programmer III	7	✓			--	--	--

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
Data Processing Mgr. III	1	↓			--	--	--
Computer Systems Mgr. II	1				--	--	--
Computer Programmer Mgr. II	1				--	--	--
Data Processing Mgr. III	1				--	--	--
Computer Center Director I	1				--	--	--
Computer Systems Analyst III	1				--	--	--

STUDENT AFFAIRS

Food Service Asst.	14				6	8	0
Clerk I	2			✓✓	1	1	0
Cook I	3			✓✓	1	2	0
Food Asst. II	2			✓	1	1	0
Food Service Supervisor I	1	✓			--	--	--
Clerk II	2			✓	1	1	0
Steno II	7	✓			--	--	--
Typist I	1		✓		--	--	--
Typist II	19	✓			--	--	--
KPO II	3				--	--	--
Duplicator Equip. Opr. II	2				--	--	--
Sales Manager I	1				--	--	--
Typist III	4				--	--	--
Clerk III	7				--	--	--
Accounting Clerk II	1	✓			--	--	--
Food Service Supervisor II	2			✓	1	1	--
Maintenance Mechanic I	1		✓		--	--	--
Steno III	6				--	--	--
Medical Lab Technician I	2				--	--	--
Data Processor II	1				--	--	--
Cook Supervisor II	1				--	--	--
Administrative Secretary	2				--	--	--
Clerk IV	4				--	--	--
Maintenance Mechanic II	1				--	--	--
Statistical Analyst I	1				--	--	--
Staff Nurse	8				--	--	--
Data Processor III	1				--	--	--
Dorm Supervisor	2				--	--	--

APPENDIX B (Continued)

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
Warehouse Mgr. II	1	✓			--	--	--
Nurse Supervisor II	1	✓			--	--	--
Placement Assistant	1	✓			--	--	--
Data Processor Mgr. I	1	✓			--	--	--
Food Service Director II	1	✓			--	--	--
Supervisor	1	✓			--	--	--
Housekeeping Asst. Light	1		↓		--	--	--
Housekeeping Assistant	4		↓		--	--	--
Hospital Orderly	1		↓		--	--	--
Nurses Aide	1		↓		--	--	--
Baker I	1		↓		--	--	--
Sales Clerk II	1		↓		--	--	--
Housekeeping Foreman	1		↓		--	--	--
BUSINESS AFFAIRS							
Dry Cleaning Presser Opr.	4		↓		--	--	--
Laundry Washman	1		↓		--	--	--
Area Foreman	1		↓		--	--	--
Floor Maintenance Man	8		↓		--	--	--
Dry Cleaner	1		↓		--	--	--
Housekeeping Foreman	20		↓		--	--	--
Mail Clerk	4		↓		--	--	--
Mail Center Supervisor I	1		↓		--	--	--
Housekeeping Supervisor I	7		↓		--	--	--
Laundry Route Man	1		↓		--	--	--
Stock Clerk	1		↓		--	--	--
Heating Plant Foreman	1		↓		--	--	--
Janitor Foreman	1		↓		--	--	--
Floor Maintenance Foreman	1		↓		--	--	--
Mechanic I	1		↓		--	--	--
Laundry Worker	17			✓	5	12	0
Laborer	38			✓	1	37	0
Housekeeping Asst.	190			✓	2	188	0
General Utility Man	37			✓	10	27	0
Typist II	15			✓	14	1	0
Stock Clerk	5			✓	3	2	0

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
Electrician I	4			✓	2	2	0
Trades Helper	9			✓	7	2	0
Maintenance Mechanic I	2			✓	1	1	0
Security Officer	16			✓	14	2	0
Labor Foreman	3			✓	2	1	0
Machine Operator Instructor	4			✓	1	3	0
Painter	18			✓	17	1	0
Plumber	11			✓	10	1	0
Personnel Technician I	2			✓	1	1	0
Clerk I	2				--	--	--
Commercial Cashier	2				--	--	--
Seamstress	1				--	--	--
Intermediate Clerk	1				--	--	--
Switchboard Operator	1				--	--	--
Laundry Supervisor	1				--	--	--
Clerk II	7				--	--	--
Accounting Clerk I	4				--	--	--
Engineering Aide	1				--	--	--
Steno II	9				--	--	--
KPO II	4				--	--	--
Welcome Center Hostess	1				--	--	--
Heating Plant Fireman	2				--	--	--
Computer Program Trainee	1				--	--	--
Laundry Supervisor II	1				--	--	--
Cashier I	1				--	--	--
Typist III	1				--	--	--
Clerk III	10				--	--	--
Accounting Clerk II	11				--	--	--
Stock Supervisor	1				--	--	--
Steno III	1				--	--	--
Personnel Assistants	5				--	--	--
Cashier II	1				--	--	--
Data Processor II	3				--	--	--
Heating Plant Operator	4				--	--	--
Laundry Supervisor IV	1				--	--	--
Administrative Secretary	2				--	--	--
Clerk IV	1				--	--	--

APPENDIX B (Continued)

6

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Others
Accounting Clerk III	5				---	--	--
Mechanic II	3				--	--	--
Roofer	1				--	--	--
Floor Maintenance Supervisor	1				--	--	--
Welder	1				--	--	--
Locksmith	2				--	--	--
Cabinet Makers	2				--	--	--
Draftsman II	1				--	--	--
Security Officer II	2				--	--	--
Plasterer	1				--	--	--
Refrigeration Mechanic	2				--	--	--
Carpenter	9				--	--	--
Pest Exterminator	1				--	--	--
Electrician II	9				--	--	--
Power Lineman II	1				--	--	--
Engineering Technician II	2				--	--	--
Warehouse Manager I	1				--	--	--
Brickmason	1				--	--	--
Maintenance Mechanic III	7				--	--	--
Accounting Clerk IV	1				--	--	--
Grounds Foreman	3				--	--	--
Painter Foreman	1				--	--	--
Data Processor III	1				--	--	--
Mechanic Foreman I	1				--	--	--
Security Officer III	1				--	--	--
Artist Illustrator I	1				--	--	--
Air Conditioning Mechanic	7				--	--	--
Electronic Technician I	1				--	--	--
University Safety Officer	1				--	--	--
Electrician Foreman	1				--	--	--
Mechanic Foreman II	1				--	--	--
Plumber Foreman	1				--	--	--
Carpenter Foreman II	1				--	--	--
Maintenance Mechanic IV	7				--	--	--
Accounting Trainee	2				--	--	--
Construction Estimator	2				--	--	--
Heating Plant Supervisor	1				--	--	--

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
Power Distributor	1				--	--	--
Department Purchasing Off. I	2				--	--	--
Air Conditioning Foreman	1				--	--	--
Laundry Manager II	1				--	--	--
Housekeeping Admin.	1				--	--	--
Motor Pool Supervisor	1				--	--	--
Administrative Officer I	1				--	--	--
Plant Maintenance Supervisor I	1				--	--	--
Department Purchasing Officer II	1				--	--	--
Consulting Arch. Trainee	1				--	--	--
Administrative Officer II	5				--	--	--
Plant Maintenance Supervisor II	1				--	--	--
Personnel Analyst I	1				--	--	--
Department Purchasing Officer II	1				--	--	--
Consulting Arch. I	1				--	--	--
Data Processing Manager II	1				--	--	--
Consulting Engineer I	4				--	--	--
Plant Supervisor	1				--	--	--
Accounting Clerk II	2				--	--	--
Personnel Analyst II	1				--	--	--
Consulting Engineer II	2				--	--	--
Grounds Supervisor II	1				--	--	--
Department Purchasing Officer IV	1				--	--	--
Personnel Officer III	1				--	--	--
Accounting Clerk III	2				--	--	--
Business Officer III	1				--	--	--
Accounting Clerk IV	1				--	--	--
Physical Plant Director III	1				--	--	--

SCHOOL OF AG. & LIFE SCIENCES

Labor Helper	4				--	--	--
Lab Animal Tech. I	1				--	--	--
Lab Animal Tech. III	2				--	--	--
Farm Worker	37				8	29	0
Research Aide	7				5	2	0
General Utility Man	5				3	2	0

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
Greenhouse Worker	5				4	1	0
Agriculture Research Asst.	16				11	5	0
Steno II	116				109	7	0
Farm Foreman I	6				3	3	0
Research Technician I	19				11	6	2
Steno III	47				45	2	0
Photographer I	3				2	1	0
Research Technician	32				27	5	0
Social Research Asst.	2				1	1	0
Research Technician III	43				39	2	2
Agriculture Research Technician ^I	69				67	1	1
Clerk I	1				--	--	--
Typist I	2				--	--	--
Intermediate Clerk	4				--	--	--
Duplicator Equipment Oper. I	3				--	--	--
Photographic Assistant	1				--	--	--
Clerk II	12				--	--	--
Agriculture Research Asst.	11				--	--	--
Steno II	109				--	--	--
Typist II	33				--	--	--
KPO II	16				--	--	--
Stock Clerk II	1				--	--	--
Duplicator Equipment Op. II	1				--	--	--
Typist III	4				--	--	--
Clerk III	4				--	--	--
Accounting Clerk II	20				--	--	--
Farm Foreman I	3				--	--	--
Maintenance Mechanic I	4				--	--	--
Research Technician I	11				--	--	--
Steno III	45				--	--	--
Lithograph Operator	1				--	--	--
Statistical Aide	3				--	--	--
Lab Animal Tech. II	1				--	--	--
Computer Operator Trainee	1				--	--	--
Dairy Plant Operator	3				--	--	--
Photographer I	2				--	--	--
Greenhouse Manager I	1				--	--	--

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
Seed Analyst II	1	✓			--	--	--
Agriculture Research Trainee	26	✓			--	--	--
Administrative Secretary	13				--	--	--
Clerk IV	5				--	--	--
Accounting Clerk III	2				--	--	--
Painter	1				--	--	--
Draftman II	1				--	--	--
Computer Operator I	1	✓			--	--	--
Maintenance Mechanic II	4				--	--	--
Key Punch Unit Supervisor	1				--	--	--
Dairy Plant Foreman	1				--	--	--
Research Technician	27				--	--	--
Farm Foreman II	6				--	--	--
Feed Mill Operator	1				--	--	--
Research Mechanic I	4				--	--	--
Statistical Analyst I	4				--	--	--
Administrative Asst.	1				--	--	--
Boat Captain	1				--	--	--
Social Research Asst.	1				--	--	--
Computer Operator II	1				--	--	--
Research Technician III	39	✓			--	--	--
Artist Illustrator I	3				--	--	--
Wildlife Bio. Trainee	1				--	--	--
Greenhouse Mgr. II	4				--	--	--
Agriculture Research Tech. I	67				--	--	--
Electronic Tech. I	1				--	--	--
Farm Supervisor	1				--	--	--
Statistical Analyst II	1				--	--	--
Research Mechanic II	1				--	--	--
Photographer II	3				--	--	--
Social Research Asst.	1				--	--	--
Duplicator Unit Supervisor II	1				--	--	--
Librarian I	1				--	--	--
Computer Programmer I	5				--	--	--
University Lab Mechanic	1				--	--	--
Instrument Maker I	1				--	--	--
Hort. Greenhouse Manager	1				--	--	--
Farm Superintendent I	1				--	--	--
Dairy Plant Manager	1				--	--	--

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, If any		
		All White	All Black	Mixed	Caucasian	Negro	Others
Agriculture Research Tech. II	21				--	--	--
Administrative Officer I	2				--	--	--
Computer Programmer	1				--	--	--
Data Processing Manager I	1				--	--	--
Farm Superintendent II	6				--	--	--
Research Analyst I	9				--	--	--
Administrative Officer II	1				--	--	--
Farm Superintendent III	1				--	--	--
Instrument Shop Supervisor	1				--	--	--
Data Processing Mgr. II	1				--	--	--
Consulting Engineer I	6				--	--	--
Farm Superintendent IV	1				--	--	--
Business Officer II	1				--	--	--
Agriculture Research Stat. Dir.	1	✓		✓	--	--	--
SCHOOL OF DESIGN		✓					
Steno II	2				--	--	--
Typist II	1				--	--	--
Steno III	1				--	--	--
Administrative Secretary	1				--	--	--
Univ. Lab Mechanic I	1				--	--	--
Univ. Lab Mechanic	1				--	--	--
SCHOOL OF EDUCATION							
Steno II	18				17	1	0
Clerk II	1	✓			--	--	--
Typist II	2				--	--	--
Clerk III	1				--	--	--
Accounting Clerk II	1				--	--	--
Steno III	2				--	--	--
Administrative Secretary	1				--	--	--
Clerk IV	1				--	--	--
SCHOOL OF ENGINEERING							
Steno I	7	✓			--	--	--
Typist I	1	✓			--	--	--
Accounting Clerk I	1				--	--	--
Steno II	26			✓	25	1	0
Typist II	3	✓			--	--	--
kpo II	1				--	--	--
Steno III	18				17	1	0

Major Department and Job Title	Number of Employees	Racial Status			Racial Mix, if any		
		All White	All Black	Mixed	Caucasian	Negro	Other
Administrative Secretary	4	✓			--	--	--
Maintenance Mechanic II	1	✓			--	--	--
Research Technician	1	✓			--	--	--
Materials Technician II	1	✓			--	--	--
Electronics Technician I	1	✓			--	--	--
Research Mechanic II	5	✓			--	--	--
Univ. Lab Mechanic	3	✓			--	--	--
Engineering Research Tech.	2	✓			--	--	--
Nen. Act. Analyst Tech.	1	✓			--	--	--
Electronic Technician II	4	✓			--	--	--
Data Processing Manager I	1	✓			--	--	--
Nen. Reactor Operator	2	✓			--	--	--
Electronic Technician III	3	✓			--	--	--
Instrument Maker II	4	✓			--	--	--
Instrument Shop Supervisor	2	✓			--	--	--
KPO I	1	✓			--	--	--
Materials Aide	1	✓			--	--	--
SCHOOL OF FOREST RESOURCES							
Steno I	1	✓			--	--	--
Steno II	6	✓			--	--	--
Accounting Clerk II	1	✓			--	--	--
Research Technician I	3	✓			--	--	--
Steno III	3	✓			--	--	--
Statistical Aide	1	✓			--	--	--
Administrative Secretary	1	✓			--	--	--
Clerk IV	1	✓			--	--	--
Research Technician	3	✓			--	--	--
Research Technician III	2	✓			--	--	--
Research Aide	1	✓			--	--	--
Agriculture Research Asst.	1	✓			--	--	--
SCHOOL OF LIBERAL ARTS							
Stock Clerk I	1	✓			--	--	--
Steno I	1	✓			--	--	--
Typist I	3	✓			--	--	--
Intermediate Clerk	1	✓			--	--	--
Clerk II	1	✓			--	--	--
Steno II	11	✓			--	--	--
Typist II	2	✓			--	--	--

APPENDIX B (Continued)

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Stock Clerk II	1	/	--	--	--
Typist III	1	/	--	--	--
Steno III	6	/	--	--	--
Store Room Manager	1	/	--	--	--
Locker Room Attendant	3	/	2	1	0
Steno II	12	/	11	1	0
Typist II	3	/	2	1	0
SCHOOL OF PAMS					
Accounting Clerk I	1	/	--	--	--
Steno II	19	/	--	--	--
Typist II	5	/	--	--	--
Stock Clerk II	3	/	--	--	--
Duplicator Equip. Operator II	1	/	--	--	--
Accounting Clerk II	3	/	--	--	--
Steno III	5	/	--	--	--
Statistical Aide	3	/	--	--	--
Administrative Secretary	3	/	--	--	--
Univ. Lab Mechanic I	1	/	--	--	--
Warehouse Manager I	1	/	--	--	--
Statistical Analyst II	1	/	--	--	--
Computer Programmer I	2	/	--	--	--
Electronic Tech. III	2	/	--	--	--
Instrument Maker II	2	/	--	--	--
Glassblower I	1	/	--	--	--
Research Tube Maker	1	/	--	--	--
steno II	21	/	19	2	0
SCHOOL OF PAMS & AG.					
Accounting Clerk II	1	/	--	--	--
Administrative Sec.	1	/	--	--	--
Research Tech.	1	/	--	--	--
Research Tech. III	7	/	--	--	--
Ag. Research Tech. I	1	/	--	--	--
Research Analyst I	2	/	--	--	--
Lab Animal Tech. I	1	/	--	--	--
Accounting Clerk II	1	/	--	--	--
Research Tech. III	8	/	7	0	2
SCHOOL OF TEXTILES					
Steno II	2	/	--	--	--
Textile Lab Tech. III	2	/	--	--	--

APPENDIX B (Continued)

13

Typist III	1	✓	--	--	--
Accounting Clerk II	1	↓	--	--	--
Library Asst. II	1	↓	--	--	--
Steno III	4	↓	--	--	--
Public Information Asst.	1	↓	--	--	--
Accounting Clerk III	1	↓	--	--	--
Maintenance Mechanic III	1	↓	--	--	--
Textile Research Tech.	1	↓	--	--	--
Textile Lab Mechanic	4	↓	--	--	--
Instrument Maker I	1	↓	--	--	--
Textile Dyer and Finisher	1	↓	--	--	--
Electronics Tech. III	1	↓	--	--	--
Instrument Maker II	1	↓	--	--	--
Stock Clerk II	1	↓	--	--	--