

AFFIRMATIVE ACTION REPORT FOR THE SCHOOL OF DESIGN, 1974-75

Submitted June 20, 1975

At the end of the 1974-75 academic year, the School of Design has made some progress in meeting our affirmative action goals. There has been a significant increase of three women faculty members. This meets the 1975-76 goal. But one Black faculty member was lost and was not replaced. Therefore, the School has lost ground in this most important area. We remain two Black faculty members short of the 1975-76 goal.

In this report for 1973-74, Roger Clark recommended that the School identify and recruit Blacks vigorously. The Affirmative Action officer is concerned about our inability to fulfill our commitment in the School of Design at this time to secure Black faculty members. There is a solution: the top administrators in the School could commit the School to fill several positions with only Blacks as done this year with our SPA recruiting.

One bright spot in Black recruitment has been the students' effort, with the assistance of the Dean, to contact and attract potential Black students. Although this will not begin to "pay off" until 1976, the student effort has been commendable. The School should commit itself to following this up with whatever is necessary to attract a significant number of Black students. Specific programs include another intensive high school recruiting campaign and a summer program for potential students.

Respectfully submitted,

Randolph Hester
Randolph Hester

RH:ss

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Design

COMPLETED BY R. Hester

DATE June 20, 1975

June 1973 Faculty Complement Projected 1975-76 Complement June 1974 Faculty Complement June 1975 Faculty Complement

	White				Black				Other				Total				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FULL-TIME																	
Program Director XXXXXXXXXX	3													3	2		2
Professor	3													3	5		5
Associate Professor	11													9		3	8
Assistant Professor	9													7	7	1	8
Instructor/Lecturer	1	1												1		3	3
Visiting	1	1	1											2	2		4
SUB-TOTAL	28	2	1											27	2	23	5
*PERMANENT PART-TIME																	
Professor	2																1
Associate Professor														1	1		1
Assistant Professor															1		
Instructor Lecturer XXXXXXXX	2																2
SUB-TOTAL	4													6	4	3	4
TOTAL	32	2	1											33	2	27	8

*excludes dean

* PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Design

COMPLETED BY R. Hester

DATE June 20, 1975

	June 1973 EPA Non-Faculty Complement				Projected 1975-76 Complement				June 1974 EPA Non-Faculty Complement				June 1975 EPA Non-Faculty Complement			
	None		None		None		None		None		None		None		None	
	White M F	Black M F	Other M F	Total M F	White M F	Black M F	Other M F	Total M F	White M F	Black M F	Other M F	Total M F	White M F	Black M F	Other M F	Total M F
FULL-TIME																
Officials & Managers																
Professionals																
Technicians									1	0			1	0	1	0
SUB-TOTAL									1	0			1	0	1	0
*PERMANENT PART-TIME																
Officials & Managers																
Professionals																
Technicians																
SUB-TOTAL																
TOTAL									1	0			1	0	1	0

* PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

AFFIRMATIVE ACTION PLAN

SPA

SCHOOL/DEPARTMENT DesignCOMPLETED BY R. HesterDATE June 20, 1975JUNE 1973 Complement
OctoberProjected ~~MOON~~ Complement
1975-76

June 1974 Complement

June 1975 Complement

FULL-TIME	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Officials & Managers																								
Professionals																								
Technicians	2								2															1
Sales															2									2
Clerical		7																						
Craftsman							7			7						7		6		1				7
Operations (semi-skilled)																								5
Laborers																								1
Service Workers																								
SUB-TOTAL	2	7					2	7	2	7					2	7	2	6		1			2	7
*PART-TIME																								
Officials & Managers																								
Professionals																								
Technicians																								
Sales																								
Clerical																								
Craftsman																								
Operations (semi-skilled)																								
Laborers																								
Service Workers																								
SUB-TOTAL																								
TOTAL	2	7					2	7	2	7					2	7	2	6		1			2	7

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

NORTH CAROLINA STATE UNIVERSITY | AT RALEIGH

SCHOOL OF DESIGN: Architecture • Landscape Architecture • Product Design

P.O. Box 5398: Z. C. 27607

MEMORANDUM

TO: Claude E. McKinney, Dean
Vincent Foote, Product Design
John Loss, Architecture
Duncan Stuart, Basic Design
Richard Wilkinson, Landscape Architecture

FROM: Randy Hester, SOD Affirmative Action Officer

RE: Annual Report

DATE: June 20, 1975

Attached is the Annual Affirmative Action Report for the School of Design for 1974-75. I hope each of you will give close attention to the "EPA faculty" chart which compares our 1975-76 goals with the 1973-74 complement. Although this report is for the past year, you will note that even after our recent recruiting efforts, we have made no progress in securing Black faculty members. This means that we have failed to reach our goal of two Black faculty members by 1975.

RH/dp

Attachment

AFFIRMATIVE ACTION PLAN
EPA FACULTY

School/Department Design

Completed By Roger H. Clark

Date June 1974

June 1973 Faculty Complement

Projected 1975-76 Complement

June 1974 Faculty Complement

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total			White		Black		Other		Total		
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M
Department Head	3						3			3						3			3							3	
Professor	3						3			4						4			3							3	
Associate Professor	11						11			9						9			9							9	
Assistant Professor	9						9			7	3	1				8	3		7							7	
Instructor	1	1					1	1		1						1			1							1	
Visiting	1	1	1				2	1		1	2	1				2	2		3	2	1					4	
SUB-TOTAL	28	2	1				29	2		25	5	2				27	5		26	2	1					27	
*PERMANENT PART-TIME																											
Professor	2						2			1						1			1							1	
Associate Professor																			1							1	
Assistant Professor																			1							1	
Instructor																											
Visiting Lecturer	2						2			1						1			3							3	
SUB-TOTAL	4						4			2						2			6							6	
TOTAL	32	2	1				33	2		27	5	2				29	5		32	2	1					33	

* PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

School/Department Design

Completed By Roger Clark

Date June 1974

June 1973 EPA Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA Non-Faculty Complement

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Mgrs.																	
Professionals																	
Technicians											1	0					1 0
SUB-TOTAL				0	0				0	0	1	0					1 0
*PERMANENT PART-TIME																	
Officials & Mgrs.																	
Professionals																	
Technicians																	
SUB-TOTAL				0	0				0	0	0	0					0 0
TOTAL				0	0				0	0	1	0					1 0

*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

AFFIRMATIVE ACTION PLAN
SPA

School/Department Design

Completed By Roger Clark

Date June 1974

October
~~June~~ 1973 Complement

Projected 1973-74 Complement

June 1974 Complement

FULL-TIME	White		Black		Other		Total		White		Black		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Officials & Managers																
Professionals																
Technicians	2						2		2							
Sales																2
Clerical		7					7		7							
Craftsman										6		1				7
Operations (semi-skilled)																
Laborers																
Service Workers																
SUB-TOTAL	2	7					2	7	2	7		1			2	7
*PART-TIME																
Officials & Managers																
Professionals																
Technicians																
Sales																
Clerical																
Craftsman																
Operations (semi-skilled)																
Laborers																
Service Workers																
SUB-TOTAL																
TOTAL	2	7					2	7	2	7		1			2	7

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

School/Department Architecture

Completed By Roger Clark

Date June 1974

June 1973 Faculty Complement

Projected 1975-76 Complement

June 1974 Faculty Complement

FULL-TIME	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Department Head	1						1		1							1		1						1	
Professor									2							2									
Associate Professor	5						5		3							3		5						5	
Assistant Professor	4						4		3	1	1					4	1	4						4	
Instructor		1						1																	
Visiting		1	1				1	1	1	1	1					2	1	1	1	1				2	1
SUB-TOTAL	10	2	1				11	2	10	2	2					12	2	11	1	1				12	1
*PERMANENT PART-TIME																									
Professor	2						2		1							1		1						1	
Associate Professor																									
Assistant Professor																									
Instructor																									
Lecturer XXXXXXXX	2						2		1							1		3						3	
SUB-TOTAL	4						4		2							2		4						4	
TOTAL	14	2	1				15	2	12	2	2					14	2	15	1	1				16	1

* PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

School/Department Landscape Architecture

Completed By Roger Clark

Date June 1974

June 1973 Faculty Complement

Projected 1975-76 Complement

June 1974 Faculty Complement

FULL-TIME	White		Black		Other		Total		White	Black	Other	Total		White	Black	Other	Total		
	M	F	M	F	M	F	M	F				M	F				M	F	M
Department Head	1						1		1					1					1
Professor	1						1							1					1
Associate Professor	1						1		1				1						1
Assistant Professor	3						3		4	1			4	1	2				2
Instructor																			2
Visiting	1						1							2					2
SUB-TOTAL	7						7		6	1			6	1	6				6
*PERMANENT PART-TIME																			
Professor																			
Associate Professor														1					1
Assistant Professor														1					1
Instructor																			1
Visiting																			
SUB-TOTAL														2					2
TOTAL	7						7		6	1			6	1	8				8

* PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

School/Department Landscape Architecture

Completed By Roger Clark

Date June 1974

June 1973 EPA Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA Non-Faculty Complement

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total			White		Black		Other		Total		
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	M
Officials & Mgrs.																											
Professionals																											
Technicians																											
SUB-TOTAL							0	0									0	0								0	0
*PERMANENT PART-TIME																											
Officials & Mgrs.																											
Professionals																											
Technicians																											
SUB-TOTAL							0	0									0	0								0	0
TOTAL							0	0									0	0								0	0

*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

School/Department Product Design

Completed By Roger Clark

Date June 1974

June 1973 Faculty Complement

Projected 1975-76 Complement

June 1974 Faculty Complement

FULL-TIME	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Department Head	1						1		1							1		1						1
Professor																								
Associate Professor	3						3		3							3		2						2
Assistant Professor	2						2			1					1	1								1
Instructor	1						1		1						1		1							1
Visiting										1					1	1								1
<u>SUB-TOTAL</u>	7						7		5	2					5	2	5	1						5
*PERMANENT PART-TIME																								
Professor																								
Associate Professor																								
Assistant Professor																								
Instructor																								
Visiting																								
<u>SUB-TOTAL</u>																								
<u>TOTAL</u>	7						7		5	2					5	2	5	1						5

* PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

School/Department Product Design

Completed By Roger Clark

Date June 1974

June 1973 EPA Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA Non-Faculty Complement

FULL-TIME	White		Black		Other		Total	White		Black		Other		Total	White		Black		Other		Total	
	M	F	M	F	M	F	M	M	F	M	F	M	F	M	M	F	M	F	M	F	M	F
Officials & Mgrs.																						
Professionals																						
Technicians										1	0									1	0	
SUB-TOTAL							0	0						0	0	1	0				1	0
*PERMANENT PART-TIME																						
Officials & Mgrs.																						
Professionals																						
Technicians																						
SUB-TOTAL							0	0						0	0	0	0				0	0
TOTAL							0	0						0	0	1	0				1	0

*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments.

ANNUAL AFFIRMATIVE ACTION REPORT FOR THE SCHOOL OF DESIGN

At the end of the 1973-74 academic year the School of Design has made little significant progress in meeting our affirmative action goals. Architecture, for instance, has actually lost ground losing a woman and not replacing her with another woman and Landscape Architecture has not made any progress toward the hiring of Blacks or women for their program. Only Product Design within the School has made progress as they hired their first women this year.

While there may be some observed tendency on the part of the programs in the School to let the other programs hire Blacks and women, this coming year will be a critical one in the School for affirmative action. Having now been through the process once, the time and effort needed for appropriate advertising and recruiting are apparent and the need for earlier planning and a bigger effort is obvious.

At this time, there appears to be two problem areas which need attention. First the School has had difficulty identifying qualified and available Blacks and women. A recruiting effort that, as mentioned above, starts earlier in the academic year may aid this problem. Perhaps some thought needs to be given to efforts other than those employed in the past, i.e., advertising in a professional journal or two may not be enough. There is not only an image about this University but also increased competition which need to be overcome in order to interest Blacks and women. It may be true that the increased opportunities for both Blacks and women suggest that the availability percentages projected in the School's affirmative action plan dated 10 January 1974 are perhaps too high.

The second difficulty which should be looked into is that the women and minorities on the faculty are on "visiting" appointments of one year. With increased competition for these people by other universities and by private firms we may experience some difficulty in retaining these persons unless we consider longer term appointments when appropriate to the persons capabilities and experience.

Roger Clark

RC:bab

June 10, 1974

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF DESIGN: Architecture • Landscape Architecture • Product Design

P.O. Box 5398: Z. C. 27607

MEMORANDUM

TO: Dr. Harry C. Kelly, Provost

FROM: Claude E. McKinney, Dean *CEM*

SUBJECT: Affirmative Action Plan for the School of Design

Following our discussion in the Administrative Council meeting on February 7 in which I shared with you our method of developing a plan of action, I became quite concerned about the comments made around the table by my contemporaries. Those concerns were shared with our Department Heads who, at that time, constituted our Affirmative Action Planning Group.

Our resolve has been strengthened to make affirmative action a primary concern for this School. As you know, we are currently underway with a program of redefining goals, objectives, and methods of restructuring the School to meet them. It seems quite appropriate to us that an affirmative action has to be present in all of these discussions. Consequently, we created a specific task force to deal with the development of a plan. The constitution of that task force is a part of the planning report.

The enclosed is submitted as a "declaration of intent". It carries with it the support of our Department Heads and those representatives of faculty and students who are a part of the task force. It has not been exposed as a document to the total faculty and student body. My reason for doing this is not to hide the document from them but to give it adequate presentation with time for discussion under conditions in which there is no time pressure; so that no one is prejudiced by a request for ratification in order to meet the March 9 deadline. I feel that this action is appropriate and plan to discuss this document with all persons involved in the School in such a way as to get their support and commitment.

Our goals and objectives have been carefully considered. Our timetable seems reasonable, and yet, we realize the implications of the things stated herein. To some, the goals are going to appear too ambitious; but we are committed to see these things happen. I hope the enclosed document will be of assistance to you in drafting a plan of action for the entire University. Our affirmative plan is respectfully submitted.

CEMcK:pm

March 9, 1973

SCHOOL OF DESIGN: AFFIRMATIVE ACTION PLAN

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

1. THE PRESENT SITUATION

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

1.1 Representation of Minorities and Women in the Faculty*

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

*Only full-time faculty are indicated.

1.2 Representation of Minorities and Women Undergraduate Students

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

1.3 Representation of Minorities and Women Graduate Students

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

1.4 Full-time non-academic employees

Currently there are nine full-time non-academic employees in

the School. One of the seven women is black; she was employed in September, 1972.

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

2. PROBLEM AREAS

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

2.1 Faculty

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

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

2.2 Students

Data in Tables 1.2 and 1.3 indicate significant differences relative to increasing the representation of minorities and women in the student body in the School of Design. Substantial progress has been made regarding women students; the 13.8% women undergraduates is substantially more than the 5.7% women undergraduates currently enrolled in ACSA schools. The admission statistics for the freshman class that will enroll in the Fall, 1973, indicate that of the

85 who have accepted admission at this time, 23 are women. As a result, our projected statistics for the academic year 1973-74 indicate that 16.7% of the undergraduate students will be women.

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

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

3. GOALS AND TIMETABLES

3.1 Faculty

A concentrated effort will be made to increase the representation of the minorities and women in the faculty of the School of Design. It is planned to utilize the openings which naturally occur in the faculty each year to remedy the representational imbalances and deficiencies that currently exist. Over the next ten years, 50% of the new and open faculty positions will be filled with minorities and women until the faculty is composed of at least 10% minorities and 33 1/3% women. In the previous five years, there have been an average of four faculty openings in each year created by resignations, terminations, and retirements. Assuming this rate continues, there will be forty available positions over the next ten years, with twenty assigned to minorities and women. It has to be assumed that some of the forty available positions will eventually be created by resignations and terminations in the group of minorities and women. Nevertheless, the School's predicted faculty of 36 in the year 1983-84 will include four (approximately 10%) minority members and 12 (33 1/3%) women.

3.2 Students

In an effort to provide better representation of minorities and women in the student body of the School of Design, a goal of at least 15% minorities in ten years and at least 35% women in five years has been set. As has been men-

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

3.3 Full-time non-academic employees

At least one-third (33 1/3%) of the non-academic employees will be black within three years.

4. STRATEGIES FOR IMPLEMENTATION

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

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

4.1 Faculty

The current scarcity of minorities and women with appropriate academic and professional credentials has been recognized. In recruiting faculty in these areas, there is a temptation to apply less rigorous criteria than might be used in other circumstances, but to effectuate this might do an injustice to the minority and women students in the School. In the initial stages of implementation, one approach will be the hiring of part-time faculty. There are inherent difficulties in using part-time faculty as they are not in the School very often and do not serve as

advisers to students, but this method can serve to aid future recruiting efforts both by identifying potential faculty and by providing exemplary practitioners for our students and prospective students. The initial recruiting will concentrate on identification and utilization of this resource. An increased effort to identify qualified minority and women faculty members is being made for the faculty positions that will be open in the School for the Fall, 1973, by advertising in the ACSA Newsletter and by contacting directly ACSA affiliated schools.

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

4.2 Students

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

The problem of recruiting minority students is much more difficult. There appear to be three avenues available for bringing students into the School: admission as freshmen, admission as transfer students, and admission to the graduate program. Our efforts will emphasize the admission of freshmen and graduate students as the exploitation of the transfer technique may result in the degeneration of predominantly black programs which are struggling at this time to become more effective.

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

endeavors will be supported by a program of high school visitation and recruitment.

At the graduate level, recruiting efforts will be increased in the black students. The School of Design is also currently aiding North Carolina Agricultural and Technical State University in Greensboro in its efforts to establish an undergraduate environmental design program. While part of the discussion includes the possibility for exchange of students and faculty, an important potential is the attraction of students from the A & T environmental design program to our graduate program.

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

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

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

The principal goal of the recruiting efforts is to increase the number of qualified applicants for admission to the School. At the same time, there is increasing evidence that the arbitrary cut-off point for admission, based upon the projected grade point average, is suspect as a measure of the student's ability to do work in the School of Design. It is not our intention to arbitrarily alter the admissions standards but to make a comprehensive investigation and to implement more appropriate entrance requirements for the review of students for the Fall, 1974. The initial step in this regard is reflected by the review of the admissions action taken on three of the minority undergraduate applicants for the Fall, 1973. At this time, interviews are being organized for each of these applicants.

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

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

4.3 Full-time non-academic employees

There is currently one non-academic position for a secretary open in the School of Design. The School has requested the University's Personnel Office to send members of minority groups for interviews. At this writing, two minority group members and eight others have been interviewed.

5. CONCLUSIONS

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