

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.

7-71

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 Directory 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 closer 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, In order to improve opportunities for ~~the~~ graduate students the Provost has agreed

of the Assistant 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.

file
Affirmative
Action
Plan

11 June 1973

MEMORANDUM

TO: Chancellor John T. Caldwell
Provost Harry C. Kelly

FROM: Clauston Jenkins

SUBJECT: Final Draft of Affirmative Action Plan

Graham Jones and I have ^{re}prepared a final draft of our Affirmative Action Plan. It is basically the same as our interim plan with the following exceptions:

- Preface pp i-ix new
- pp 5-6 new statement about reverse discrimination and goals and quotas
- pp 8-9 new outline of steps and responsibility in dissemination
- pp 9-10 new list of specific steps in recruitment of EPA
- pp 11-12 new list of SPA recruitment actions
- pp 15-18 new list of steps taken by Division of Personnel Services in a more centralized role as urged by HEW
- p 20 new list of implementation steps for plan
- p 21 new list of reports
- pp 22-26 new discussion of availability

We have a deadline of June 15 in which to get this back to Dick Robinson.

CLJPes
Attachment

*file
off. action*

June 18, 1973

MEMORANDUM

TO: John Sanders
Director, Institute of Government UNC

FROM: Clauston Jenkins

Attached is a copy of the NCSU Affirmative Action plan. We are hopeful (but not sanguine) that our "banjo work" delights the eyes of the HEW readers.

CLJ:vg

Attachment

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Office of the Chancellor

March 7, 1973

MEMORANDUM

To: Deans, Directors, and Department Heads

Subject: Listing Staff Vacancies
Advertising for Recruitment Purposes

To improve personnel management at the staff level, I am re-emphasizing existing policy concerning listing of staff vacancies and initiating a new policy concerning advertising for recruitment purposes.

Some campus departments are failing to list SPA vacancies with the Division of Personnel Services as required by my memorandum of April 15, 1969. To reacquaint you with this policy, it is restated here with minor editing:

LISTING STAFF VACANCIES

All position vacancies which are to be filled by management shall be reported to the Personnel Office. The Personnel Office shall publish a list of positions for which departments are recruiting, excepting a position to be filled by promotion of a qualified person within the Department. The lists will be numbered consecutively and published at least once each week. Hiring departments at the time the vacancy is reported will be informed of the bulletin number and of the approximate date of publication. All departments shall post the bulletins in conspicuous places accessible to its employees. The hiring department shall not make a commitment to employ individuals outside the University until five work days after the date its vacancy is published. There may be cases where this procedure is impractical (e.g., critical need to employ an individual in a research project). In such cases, please request deviation from the Personnel Officer.

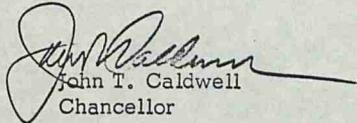
Several times in the past few months advertisements have appeared in the want ad section of local newspapers requesting qualified applicants to apply for campus positions. These ads have been placed by various Departments on campus as well as the campus Personnel Office. All such advertisements shall henceforth be placed through the campus Personnel Office. This arrangement will allow for the following:

1. Applicants responding to an advertisement can be considered for vacancies campuswide as well as for the specific vacancy appearing in the advertisement.
2. Questions from individuals about campus vacancies advertised through the news media can be answered more thoroughly.
3. Advertisements need to contain sufficient information to attract qualified individuals, including an "equal opportunity employer" statement, the type of duties to be performed, a salary range, minimum acceptable qualifications standards, "fringe" benefits, and other related information.

Departments who specifically request newspaper advertising through the Personnel Office should be prepared to pay for such advertising from their departmental funds.

A new form is also being issued for processing referred applicants for vacant positions in the Departments. This new form is expressly designed to elicit a more thorough and equitable consideration of applicants and to prevent discriminatory and capricious departmental selection.

I have instructed Vice Chancellor Wright and the Director of Personnel Services to enforce strictly these policies.


John T. Caldwell
Chancellor

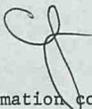
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

March
February 2, 1973

MEMO TO: School Deans
Albert Carnesale
Robert G. Carson
Roger H. Clark
Francis J. Hassler
Jasper D. Memory
LeRoy C. Saylor
Odell Uzzell

FROM: Clauston Jenkins 

The attached information concerning women and salaries has just been received from the Office of Education. It is being transmitted to you in case it may be useful in developing your Affirmative Action plan.

cc: Provost Kelly

Attachment

CJ/ss



Neenah Bond

25% COTTON FIBER

SUMMARY TABLES A AND B: EMPLOYMENT LEVELS OF WOMEN FACULTY

Table A. -- Women as percent of total full-time instructional faculty on 9-10-month contracts in institutions of higher education, by academic rank and control and level of institution: 50 States and D. C., 1972-73

| Control and level of institution | Total, all ranks | Professors | Associate Professors | Assistant Professors | Instructors |
|----------------------------------|---------------------|------------|-------------------------|-------------------------|-------------|
| All institutions | 22.3 | 9.8 | 16.3 | 23.8 | 39.9 |
| Publicly controlled, total | 22.7 | 10.0 | 15.8 | 23.7 | 39.2 |
| Universities | 17.1 | 6.7 | 12.3 | 20.0 | 44.4 |
| Other 4-year | 23.2 | 12.7 | 17.4 | 24.7 | 44.0 |
| 2-year | 32.3 | 21.2 | 24.3 | 31.3 | 35.1 |
| Privately controlled, total | 21.2 | 9.5 | 17.2 | 24.1 | 42.5 |
| Universities | 14.5 | 5.4 | 12.9 | 19.0 | 41.0 |
| Other 4-year | 23.6 | 12.3 | 19.1 | 25.7 | 41.5 |
| 2-year | 45.4 | 31.5 | 34.3 | 41.3 | 53.8 |

Table B. -- Women as percent of total full-time instructional faculty on 9-10 month contracts in 4-year institutions of higher education, by academic rank: Aggregate United States, 1962-63 and 1972-73

| Academic rank | 1962-63* | 1972-73 |
|----------------------|----------|---------|
| All ranks | 19.0 | 20.6 |
| Professors | 8.7 | 9.4 |
| Associate professors | 16.1 | 15.8 |
| Assistant professors | 22.5 | 23.1 |
| Instructors | 30.9 | 43.5 |

* The 1962-63 data in table B are shown only for purposes of general comparison within the limitations of those data. The 1962-63 study was based on spring data, while the current data were collected in the fall. The 1962-63 study excluded three types of 4-year institutions which are included in the 1972-73 survey: separately organized theological schools, schools of art, and miscellaneous independent professional schools offering programs in medicine, law, business, pharmacy, etc. (The 1962-63 study also excluded all 2-year institutions.) The 1962-63 study was based on samples of 10 percent of faculty within the institutions covered; population estimates were then derived for the Aggregate United States. Source (out-of-print): Teaching Faculty in Universities and 4-year Colleges, Spring 1963. OE-53022-63. Washington, D. C.: U. S. Government Printing Office, 1966.

Table 2. --Number and average salary of full-time instructional faculty on 9-10 month contracts in institutions of higher education, by level of institution, rank and sex: 1972-73
All institutions, 50 States and D. C.

| Rank and sex | Total | | Universities | | Other 4-year | | 2-year | |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | No. of faculty | Average salary |
| Total | 251,897 | \$13,813 | 93,334 | \$15,301 | 120,192 | \$13,059 | 38,371 | \$12,553 |
| Men | 195,843 | 14,360 | 78,008 | 15,869 | 92,106 | 13,493 | 25,729 | 12,890 |
| Women | 56,054 | 11,901 | 15,326 | 12,410 | 28,086 | 11,638 | 12,642 | 11,868 |
| Professors | 55,424 | 18,916 | 27,616 | 20,792 | 25,378 | 17,131 | 2,430 | 16,231 |
| Men | 49,968 | 19,127 | 25,876 | 20,967 | 22,198 | 17,203 | 1,894 | 16,544 |
| Women | 5,456 | 16,978 | 1,740 | 18,199 | 3,180 | 16,622 | 536 | 15,122 |
| Associate Professors | 58,755 | 14,354 | 24,409 | 14,983 | 30,044 | 13,833 | 4,302 | 14,426 |
| Men | 49,205 | 14,472 | 21,366 | 15,072 | 24,613 | 13,953 | 3,226 | 14,459 |
| Women | 9,550 | 13,748 | 3,043 | 14,359 | 5,431 | 13,291 | 1,076 | 14,327 |
| Assistant Professors | 86,234 | 12,046 | 31,371 | 12,464 | 46,697 | 11,741 | 8,166 | 12,181 |
| Men | 65,710 | 12,232 | 25,172 | 12,602 | 34,981 | 11,960 | 5,557 | 12,259 |
| Women | 20,524 | 11,450 | 6,199 | 11,901 | 11,716 | 11,086 | 2,609 | 12,015 |
| Instructors | 51,484 | 10,662 | 9,938 | 9,779 | 18,073 | 9,462 | 23,473 | 11,959 |
| Men | 30,960 | 11,005 | 5,594 | 10,031 | 10,314 | 9,605 | 15,052 | 12,327 |
| Women | 20,524 | 10,143 | 4,344 | 9,454 | 7,759 | 9,273 | 8,421 | 11,301 |

National Center for Educational Statistics, U. S. Office of Education. Preliminary data, February 1973.

Table 3. --Number and average salary of full-time instructional faculty on 9-10 month contracts in institutions of higher education, by level of institution, rank and sex: 1972-73
Publicly controlled institutions, 50 States and D. C.

| Rank and sex | Total | | Universities | | Other 4-year | | 2-year | |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | No. of faculty | Average salary |
| Total | 176,889 | \$13,873 | 68,706 | \$15,003 | 71,800 | \$13,377 | 36,383 | \$12,719 |
| Men | 136,731 | 14,361 | 56,952 | 15,563 | 55,135 | 13,708 | 24,644 | 13,041 |
| Women | 40,158 | 12,213 | 11,754 | 12,289 | 16,665 | 12,280 | 11,739 | 12,042 |
| Professors | 36,084 | 19,122 | 19,168 | 20,484 | 14,699 | 17,695 | 2,217 | 16,812 |
| Men | 32,465 | 19,281 | 17,881 | 20,654 | 12,836 | 17,670 | 1,748 | 17,073 |
| Women | 3,619 | 17,692 | 1,287 | 18,114 | 1,863 | 17,867 | 469 | 15,842 |
| Associate Professors | 40,243 | 14,623 | 17,967 | 14,861 | 18,263 | 14,379 | 4,013 | 14,668 |
| Men | 33,871 | 14,668 | 15,752 | 14,922 | 15,083 | 14,402 | 3,036 | 14,668 |
| Women | 6,372 | 14,384 | 2,215 | 14,423 | 3,180 | 14,270 | 977 | 14,665 |
| Assistant Professors | 59,573 | 12,151 | 23,654 | 12,448 | 28,252 | 11,853 | 7,667 | 12,333 |
| Men | 45,467 | 12,255 | 18,918 | 12,596 | 21,285 | 11,916 | 5,264 | 12,396 |
| Women | 14,106 | 11,818 | 4,736 | 11,858 | 6,967 | 11,662 | 2,403 | 12,194 |
| Instructors | 40,989 | 11,019 | 7,917 | 9,690 | 10,586 | 9,718 | 22,486 | 12,099 |
| Men | 24,928 | 11,376 | 4,401 | 9,927 | 5,931 | 9,803 | 14,596 | 12,452 |
| Women | 16,061 | 10,464 | 3,516 | 9,394 | 4,655 | 9,609 | 7,890 | 11,446 |

HEW

November 20, 1972

TO: Dr. Kelly

FROM: Clauston Jenkins

In preparing the HEW report this year, I tried to remove all department heads and other administrators (a total of 96 individuals--we missed a few this time) and had them lumped together in a separate printout. For purposes of counting them we created two categories - administration and academic administration. Printouts for these categories are attached.

The summaries show what we already know -- our administration is white, male, and well paid.

CJ/mg
Attachment

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

November 16, 1972

TO:

FROM: Clauston Jenkins *CJ*
SUBJECT: Data for Affirmative Action Planning

Enclosed is a computer printout for all EPA employees in each department or unit of your School. There is a list and separate summary for the 9 month personnel in each department and a similar combination for 12 month employees. Thus, for some departments there will be four printouts. Administrators have been excluded from the data base.

University averages by sex and race are also enclosed for both 9 and 12 month employees.

Also enclosed are copies of a summary sheet, "Form A," which we compiled at the request of the General Administration. All salaries on Form A have been expressed as 9 month averages and salaries of visiting faculty were included in the calculation for each rank. This data is included for your information only.

We will provide data on availability as we receive it. Please call me if you have questions or suggestions. If you locate errors, we would like to be informed of them also.

CJ/mg

Attachments

cc: Provost Kelly

Note - The numerical codes for sex and race are interpreted as follows:

Sex - 0 - 4 = male 5 - 8 = female

Race - 0 = White
2 = Black
1, 3, 4, 5, 6, = Other

Notes to be typed on various memos:

Dean Bogate:

Printouts for jointly administered departments have been distributed as follows:

| | |
|---------------------------------|------------|
| complete sets - adult education | ALS + EDN |
| Microchemistry | ALS + PAMS |
| Statistics | ALS + PAMS |

| | |
|--------------------------|----------|
| partial sets - economics | ALS + LA |
| Sociology | ALS + LA |

Dean Baker:

Printouts --- as follows:

| | |
|--------------------------------|-----------|
| complete set - adult education | EDN + ALS |
|--------------------------------|-----------|

Dean Tolman

Printouts --- as follows:

| | |
|-------------------------|----------|
| partial set - economics | LA + ALS |
| Sociology | LA + ALS |

NORTH CAROLINA STATE UNIVERSITY

Study Commission on University Government

September 5, 1972

To: NCSU Administrators

Enclosed are multiple copies of a Progress Report from the NCSU Study Commission on University Government for circulation among the members of your unit. The Commission is soliciting the views of the University community concerning the three models of government outlined in this document. We would appreciate your assistance in circulating this report, and we would particularly welcome reaction from you and your colleagues.

Thurston Mann
Thurston Mann, Chairman

Dean Mervis

Printouts --- as follows:

complete set - biochemistry

PAMS + ALS

Statistics

PAMS + ALS.

NORTH CAROLINA STATE UNIVERSITY

Study Commission on University Government

September 5, 1972

To: NCSU Administrators

Enclosed are multiple copies of a Progress Report from the NCSU Study Commission on University Government for circulation among the members of your unit. The Commission is soliciting the views of the University community concerning the three models of government outlined in this document. We would appreciate your assistance in circulating this report, and we would particularly welcome reaction from you and your colleagues.

Thurston Mann
Thurston Mann, Chairman

John HEW

November 8, 1972

MEMORANDUM

TO: Dean J. E. Legates
 Dean H. L. Kamphoefner
 Dean C. J. Dolce
 Dean R. E. Fadum
 Dean E. L. Ellwood
 Dean R. O. Tilman

Dean A. C. Menius
 Dean D. W. Chaney
 Dean B. C. Talley
 Dean E. W. Jones
 Mr. J. D. Wright

FROM: Harry C. Kelly, Provost

COPY

You have all seen a copy of HEW's letter of September 27, 1972, in which they present the findings of their compliance review. Since that time the U. S. Department of Labor has published in the Federal Register a proposed revision of their regulations which would mean that public institutions would no longer be exempt from filing an affirmative action plan. Thus, within the next 3 or 4 months at the latest we are going to be required to have a written plan for NCSU.

Although many details have not been clarified, we should begin work on our plan.. It seems most appropriate that each School or similar unit develop its own plan and that we then combine these to form a University plan. Pages 44 following of the HEW letter provide some insight into what a plan should include. In addition, a copy of HEW guidelines for affirmative action planning is enclosed, "Memorandum to---Presidents" (October 1, 1972). The letter and guidelines should give you some idea of what a School plan should include. A UNC Committee is developing some pertinent information pertaining to availability of minorities and females, an outline of a model plan, and a response to point 4, pages 46-7, of the HEW letter. We will share this information with you as it becomes available. Also attached is a copy of a printout of departmental salaries with a summary by race and sex for both EPA and SPA.

As a beginning, I suggest you take the following steps:

- 1) appoint an Affirmative Action planning committee
- 2) emphasize that the School plan must cover both EPA SPA personnel

- 3) analyze the data and determine what other studies you need to initiate
- 4) review personnel procedures and determine what changes are necessary
- 5) initiate discussion of goals

Two points merit special attention in relation to goals. First, although HEW asks for goals by department, it may be appropriate for some smaller Schools to deal with goals on a school-wide basis. If you think such an approach is appropriate, we will support your decision. Second, in several of the disciplines offered on this campus there are very few female or minority Ph.D.s in existence. In such instances the most appropriate goal might be expressed in terms of adding female and minority graduate students.

Chancellor Caldwell has designated me as our Equal Employment Officer. Questions about policy or interpretation should be addressed to me. For information or data about SPA personnel contact Mr. Calloway. For information or data about EPA personnel contact Clauston Jenkins. The Graduate School has a committee which has been working on the recruitment of minority students. Its membership and charge is included in an attachment. You may wish to use the committee's knowledge and experience in dealing with recruitment of students.

HCK/CJ/sbe

cc: Chancellor John T. Caldwell
Dean W. J. Peterson
Dean E. G. Droessler
Dean J. A. Rigney
Mr. Rudolph Pate
Dr. E. T. Littleton
Dr. L. B. Martin
Mr. Hardy Berry
Mr. Willis Casey
Chairman, Faculty Senate
Chairman, Good Neighbor Council
Dr. David R. Kniefel
Dr. Dale M. Hoover

Enclosures

Affirmative Action

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

November 17, 1972

TO: J. D. Wright E. W. Jones L. B. Martin
B. C. Talley I. T. Littleton W. R. Casey

FROM: Clauston Jenkins

RE: Data for Affirmative Action Planning

Enclosed is a computer printout for all EPA employees in your unit. There is a list of individuals and a summary for both 12-month and 9-month personnel. Administrators have been excluded from the data. The numerical codes for sex and race are interpreted as follows:

Sex - 0 - 4 = male 5 - 8 = female

Race - 0 = White
2 = Black
1, 3, 4, 5, 6, = Other

University averages by sex and race are also enclosed for 9 and 12 month employees.

Data for SPA will be forthcoming at a later date. Please call me if you have questions or suggestions. If you locate errors, I would like to be informed of them also.

CJ/mg

Attachments

cc: Dr. Kelly ✓

To: Nash Winstead
From: Clauston Jenkins *g*

It is just a matter of time before we have to develop an affirmative action plan. I think we had assumed (and I had too) that I would whip one up, have it reviewed by the Good Neighbor Council, and send it in. Because of the timing of the Self Study and Government Commission, I won't have the time this Fall to do an adequate job. Upon reflection, my original conception was flawed in its lack of involvement of faculty and staff. Thus I would suggest that we establish an ad hoc committee for affirmative action planning charged with the responsibility of writing a plan to be reviewed by the Good Neighbor Council, the Senate and the Administration. I would suggest the following membership:

Jasper Memory, Chairman
Phyllis Bradbury
Cy King
Ode11 Uzze11
Bill Calloway
1 SPA female
1 SPA black

I would be glad to work with the committee in any way I could.

The Committee should begin work in the fall in order to develop background knowledge. It should report directly to the Chancellor.

7/10/72

file HEW
Sr. Kelly
(info only)
ES.

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
OFFICE OF THE PROVOST..... A Holladay Hall

26 January 1970

MEMORANDUM

TO: Deans, Directors and Department Heads
FROM: N. N. Winstead *N. N. Winstead*
SUBJECT: Ethnic Origins of EPA Personnel

m
W
WHS

We are being required to report to HEW the ethnic origins of our EPA personnel. Your assistance is needed in developing our EPA files so that we can complete this report for this spring and for subsequent years.

Attached is a print-out of EPA personnel in your division. If we have overlooked a name, please write in that name. Please indicate on the print-out the appropriate ethnic origin for each person as follows:

- AMERICAN CAUCASIAN
- AMERICAN INDIAN
- AMERICAN NEGRO
- AMERICAN ORIENTAL
- AMERICAN SPANISH
- INTERNATIONAL
- OTHERS

To enable us to maintain adequate records, please indicate the ethnic origin for future EPA personnel on the PA-1 Form in the space beneath citizenship.

Please return the list(s) to this office by February 25, 1970.

AMERICAN categories include all persons born in the United States.
INTERNATIONAL includes all those who are not U.S. citizens.
OTHERS - all naturalized citizens will fall into the "Others" category.

NNW:ss

cc: Chancellor John T. Caldwell

Results of Survey
filed with Questionnaires
- Mr. Strickland's Office
ES

NORTH CAROLINA STATE UNIVERSITY

Provost Kelly
ms
AT RALEIGH
Negro College Graduates

OFFICE OF THE CHANCELLOR
Box 5067 ZIP 27607

29 March 1968

To: Administrative Council

Subject: Employment of Negro College Graduates

It has long been our expressed policy and desire for this campus that we would make every effort, genuinely and effectively, to open employment opportunities to qualified citizens of the Negro race without any discrimination whatever. This is the subject of this memorandum and my present earnest request to you.

The State Department of Personnel will be visiting college campuses including the predominantly Negro campuses within the next few days or weeks to recruit personnel for State Government. It is essential that the Department have from us a list of positions which are now open or which will likely become vacant in the normal course of events within the next six to twelve months for which college graduates would normally qualify. I am speaking of SPA personnel. The State is prepared to underwrite to a limited degree positions which are not now vacant but which will become vacant to permit the present offer of employment and which might even result in a temporary overstaffing pending turnover and/or allocation of new positions.

It is of the utmost importance, therefore, that each administrative unit on the campus (schools, departments, divisions, laboratories, etc.) take a careful inventory of the potential turnover or vacancies in the present or foreseeable next twelve months which are (a) SPA, and (b) attractive to college trained persons. These are to be certified through your channels to the Personnel Office on campus, addressed to Mr. James R. Swiger, Director of that office.

I wish to emphasize that no consideration of inconvenience or prejudice on the part of any member of this Administration, Faculty, or Staff is to enter in the slightest degree in your certifying the availability of these potential positions. Not only will preference be given to Negro appointees, but in the present case the advance underwriting of these positions will be confined to Negro personnel.

It is my hope that we will be able to certify with confidence somewhere between ten and twenty positions to the State Department of Personnel and therefore give them an opportunity to recruit from the Negro college population promptly. I am sure I do not have to underscore further the importance of our position and action on this front. I am fully confident, too, that the extra effort, even compensatory effort, we make in this regard will bless the University. Please try to make your certifications by April 10.

John T. Caldwell
John T. Caldwell, Chancellor

Copy sent to Mr. Hittler

MM
WH
B

Dr. Kelly

NORTH CAROLINA STATE UNIVERSITY
OFFICE OF PROVOST AND VICE CHANCELLOR 109 Holladay Hall

February 1, 1973

TO: A.Carnesale
 David W. Chaney
 Carl J. Doice
 Eric L. Ellwood
 Ralph E. Fadum
 J. E. Legates
 I. T. Littleton

Claude E. McKinney
 Arthur C. Menius, Jr.
 Banks C. Talley
 Robert O. Tilman
 W. L. Turner
 J. D. Wright

FROM: H. C. Kelly, Provost *HCK*

SUBJECT: Affirmative Action Planning

mw

WJ
8

In developing your affirmative action plan, I would urge you to consult with the members of the Good Neighbor Council who are in your unit. This Council has considerable experience with problems and proposals related to minorities on our campus. Of particular note is their report of October 17, 1971, "Racism in Employment at NCSU -- Patterns and Prospects," a summary of which is attached for your use.

The members of the Good Neighbor Council are as follows:

- | | |
|---|--|
| Charles F. Murphy, Chm. - Crop Science | William R. Jessup, liaison/RCRC |
| Spurgeon Cameron - Urban Affairs & Com. Serv. | William R. Knight, liaison/RCRC |
| Paul J. Capps - Physical Plant | William H. Simpson, liaison/Chancellor |
| Florence I. Francis - Student Affairs | William L. Williams, ex officio |
| Bhupender S. Gupta - Text. Tech. | |
| Patricia Harris - Student Affairs | Students: |
| Bobby F. Holloway - Physical Plant | Norman Campbell - Textiles |
| Julie McVay - Guid. & Pers. Serv. | Duty D. Greene - Econ. |
| James P. O'Brien - Student Affairs | John Robert Harman - Civil Eng. |
| William P. Tucker - Chemistry | Alger Marable - Chemistry |
| Odell Uzzell - Soc. & Anth. | Rick Shields - Liberal Arts |
| Jack W. Wilson, Senate - Econ. | |

HCK/mg

- cc: Mr. William Calloway
 Dr. R. G. Carson
 Mr. Cy King
 Dr. Jasper Memory
 Dr. Charles Murphy
 Dr. LeRoy Saylor

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

February 6, 1973

MEMORANDUM

TO: ✓ A. Carnesale ✓ I. T. Littleton
 ✓ D. W. Chaney ✓ C. E. McKinney
 ✓ C. J. Dolce ✓ A. C. Menius, Jr.
 ✓ E. L. Ellwood B. C. Talley
 ✓ R. E. Fadum ✓ R. O. Tilman
 ✓ J. E. Legates W. L. Turner
 J. D. Wright

FROM: H. C. Kelly *HCK*

SUBJECT: Recommendations of the Minority Group Student Opportunities Committee
 of the Graduate School Administrative Board

Last year Dean Peterson appointed a committee to study ways in which NCSU could increase its minority enrollment at the graduate level. The Graduate School is working on these recommendations, but I am also distributing a summary of the committee recommendations in hopes that they may be of some use to you in your Affirmative Action planning. Members of the committee are also listed in case your planning committee wishes to consult further with them.

RECOMMENDATIONS

1. Increased recruitment efforts should not wait for outside funding. We recommend that the Graduate School devote some time and energy to active recruitment on traditionally black college campuses this fall. We recommend that it encourage school and department faculties to do so also. The committee urges each department to seek at least one black graduate student. However, the committee was not willing to recommend the establishment of quotas.
2. Our second recommendation has to do with open housing. We are aware that several groups have given attention to the problem of open housing and that the university maintains a list of housing opportunities for which a certification of nondiscrimination has been made. However, we urge that this list be strengthened and extended in the following fashion. First, the University should have a more strongly worded statement which the landlord must sign in listing his housing units with the University. This would provide an opportunity for recertification of the current housing list.

Second, the housing office should proceed to expand the list of off-campus housing units available on an open occupancy basis by adding to the list resident units known to be open to all persons. That is, the University should take the initiative in making sure that the list includes a range of rental rates and housing opportunities open to all students rather than simply wait for interested landlords to come into the housing office.

(Continued)

Recommendations of the Minority Group Student
Opportunities Committee of the Graduate School
Administrative Board

Page 2

February 6, 1973

Members of the Committee:

David R. Kniefel and Dale Hoover - Co-Chairmen
Dr. Robert G. Carson
Dr. Ralph Greenlaw
Mr. Felix Grissom
Dr. Joe Lammi
Dr. N. J. Rose
Dr. R. R. Wilkinson
Dr. Robert Work
Dr. Carl Zorowski
Dean W. J. Peterson
Dean Earl Droessler

HCK/mg

cc: Dean W. J. Peterson
Dr. F. J. Hassler
Dr. R. G. Carson
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INTERIM
AFFIRMATIVE ACTION PLAN

FOR
NORTH CAROLINA STATE UNIVERSITY

April 20, 1973

INTERIM
AFFIRMATIVE ACTION PLAN
NORTH CAROLINA STATE UNIVERSITY

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Interim
Affirmative Action Plan
North Carolina State University

PART I -- Introduction

A. THE EXTENT AND NATURE OF THE PLAN

This plan for affirmative action to provide equal employment opportunity at North Carolina State University is designed to serve two functions. First, it represents the University's compliance with Federal regulations requiring a written affirmative action plan. Second, it represents the University's response to a letter of findings of September 27, 1972, which presented the results of a compliance review by the staff of Region IV of the Office for Civil Rights. In so far as possible, the University has attempted to incorporate the recommendations of the letter in this affirmative action plan, but the recommendations in the letter have also been addressed in a separate section of this document.

Organization of the Plan. The affirmative action plan for N. C. State University consists of three parts: Part I, Introduction; Part II, Policies and Procedures; and Part III, Analysis, Goals and Timetables.

B. EQUAL OPPORTUNITY POLICY

In accordance with section 103 of The Code of the University of North Carolina and in accordance with the aims and intent of this institution, it is our policy that admission to, employment by, and promotion in North Carolina State University 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. It is also the policy of North Carolina State University to take positive action to further employment opportunity for women and minorities.

C. PROCEDURE USED TO DEVELOP THE PLAN

Initial steps in the development of the present affirmative action plan were taken in early November, 1972, when it was determined that the most effective method of developing a functional and effective plan for this campus would be to follow the regular patterns of organization and administration. Accordingly, on November 8, the following affirmative action planning units were identified:

- School of Agriculture and Life Science
- School of Design
- School of Education
- School of Engineering
- School of Forest Resources
- School of Liberal Arts
- School of Physical and Mathematical Science
- School of Textiles
- Division of Student Affairs
- Library
- Office of Business Affairs
- University Extension
- Special Units

Each unit was asked to establish a planning committee which was to develop plans applicable to that unit. When combined with a general statement on policy and procedure these plans constitute the affirmative action plan for NCSU. Approaching affirmative action planning in this manner had several advantages. First, it followed normal organizational patterns of the University rather than imposing a new structure for administration of the plan on the existing structure. Second, this method of organization allowed each unit to conduct its own analyses of utilization and availability and to develop a plan that would work in that unit's context. Third, this approach meant that more individuals would be involved in developing affirmative action plans than would have been the case if a single committee had been assigned this task. Wide participation is an important factor in the success of any endeavor in a collegial institution like the university. One disadvantage of this approach is that it takes longer to complete because plans must be reviewed by so many different groups. Since all of this review has not been

completed on this campus, we must term our plan an interim plan at present. However, we anticipate that subsequent modifications will be slight.

The central administration of N. C. State under the direction of the acting Equal Employment Opportunity Officer, Provost Harry C. Kelly, worked with the General Administration of the University of North Carolina to provide data and other information to the planning units. Appendix A lists the material sent to the units in the process of planning.

Because of major differences in our procedures and responsibilities for professional personnel (EPA) as contrasted to staff personnel (SPA), the plan includes separate goals, timetables, and procedures for these groups of personnel even within a single unit. For this University such procedure is standard and practical and is accepted by all involved.

D. BASIC ASSUMPTIONS AND CONDITIONS UPON WHICH THE PLAN IS BASED

Certain basic assumptions and conditions underlie N. C. State's affirmative action planning and it seems prudent to enunciate them at the beginning. First, it is our stance that N. C. State has not been guilty of overt acts of discrimination in the past that have denied equal employment opportunity to individuals. We do acknowledge, however, that we have reflected societal patterns which have resulted in de facto if not de jure discrimination in employment. Our employment profile clearly shows that we should take steps to change patterns that have developed over the years. Our focus, for this reason, has been on the future rather than on the situation as it now exists. We have concentrated on effecting changes.

Second, especially at the faculty level, many personnel decisions must be made on the basis of subjective evaluation of individual merit. For this reason, it is meaningless to attempt evaluation in terms of averages or formulas. Each case must be decided on its own merit. Although this condition means that comparisons are sometimes difficult, we think it is essential that individuals be considered as

individuals. We are willing to undertake the additional work necessary to continue making decisions in this manner. In practice this approach means that we do not think that all individuals of the same rank with the same years of service in the same department should necessarily have the same salary.

Third, as will be noted in subordinate analyses of availability, we must point out that N. C. State's academic mission means that it emphasizes fields that are not at present highly attractive to females and minorities. Some reluctance to enter these fields may be the result of traditional attitudes on which N. C. State can only attempt some change. The problem of why some students have been and are attracted to some fields of study is complex and beyond the power of the University to control. We can only work on the problem affirmatively.

Fourth, like many other universities N. C. State is in a period of contracting resources. Enrollment, the basis on which we are allocated positions, is leveling off or increasing slightly. Federal support for research and student aid has declined significantly. For example, the value of our contracts and grants on July 1, 1972, was almost 40% lower than the previous year. Under these circumstances N. C. State will have few new positions and because of the tight academic job market in general there will be few resignations. Concurrently there is concern on this campus about the high percentage of faculty already having tenure. In several schools nearly 80% of the faculty already has tenure. As a result of these factors the competition for new positions will be keen, it will be impossible to produce dramatic changes in this employment profile of all units, and promotions will be extremely difficult to obtain.

Finally, in all of our affirmative action planning we have assured the faculty and staff that they are under no obligation to employ unqualified persons. We find the following statement in the Guidelines particularly helpful on this point:

In the area of academic appointments, a non-discriminatory selection process does not mean that an institution should indulge in "reverse discrimination" or "preferential treatment" which leads to the selection of unqualified persons over qualified ones. Indeed, to take such action on grounds of race, ethnicity, sex or religion constitutes discrimination in violation of the Executive Order.

E. RESPONSE TO LETTER OF FINDINGS

1. Academic personnel hiring and recruitment.

Recommendation: An availability study and salary comparisons should be made to determine the validity of such statements. Further, a person should be designated as an Equal Employment Opportunity Officer to assist in assuring that the requirements of the Executive Order are met.

This recommendation has been followed as part of affirmative action planning.

2. Non-academic personnel hiring and recruitment.

Recommendation: The Central Personnel Office should assume complete control of all personnel functions of the University. The Equal Opportunity Employer tagline should be included in all job announcements and advertisements. Equal Employment Opportunity posters should be conspicuously placed on campus.

The Division of Personnel Services has increased its control over personnel functions to the extent to which present resources permit. Changes are described in the plan. The tagline has been added; posters have been placed.

The affirmative action plan speaks to the other points as well.

3. SPA placement.

Recommendation: The University should focus its employment practices on the non-utilization and under-utilization of Black and female employees. Further, the referral-to-job method should provide assurance that referrals will be made in accordance with Executive Orders 11246 and 11375.

The affirmative action plan deals with this recommendation.

4. Academic Personnel (EPA) Salary.

Recommendation: The University shall be commended for steps taken to date. Continuous salary adjustments should be made until equality has been obtained. The University should set timetables for the achievement of pay equity as well as be prepared to substantiate any differences existing after such timetables have been met and notify this office.

Salaries for females have been given special attention with the aim of making them equal to the salaries of males with equal work qualifications. Some significant differences do exist but these are mainly the result of judgments about the performance of individuals as well as length of tenure.

5. Testing of SPA employees.

Recommendation: Strengthening of personnel functions such as having each department head notify the Personnel Office as to why a Black or female applicant was not chosen would reflect department practices as to whether such impromptu testing may be exclusionary.

The affirmative action plan shows that this action has been taken.

6. Academic personnel (EPA) advancement.

Recommendation: The University should develop procedures that will assure that promotion practices do not exclude eligible Blacks or females and notify Office for Civil Rights.

This affirmative action plan deals with this recommendation.

7. Non-academic personnel (SPA) advancement.

Recommendation: The University should become more involved in notifying directly eligible candidates for promotion. Procedures should be developed whereby the University can assure non-discrimination. Training programs should be provided with the ultimate goal of increasing job performance and providing the opportunity for advancement.

The affirmative action plan deals with this recommendation.

PART II -- Affirmative Action Plan -- Policy and Procedure

A. POLICY DISSEMINATION

The equal employment opportunity policy and this University's commitment to the idea of taking positive action is stated in Part I Section B above. The Faculty Handbook refers to the policy as do all notices of vacancies and advertisements. Equal Employment Opportunity posters have been posted on bulletin boards across the campus. Periodic memoranda inform supervisory personnel of the provisions of law and of interpretations. Appendix B contains one example. Upon the implementation of this plan the equal employment opportunity officer will be responsible for periodic dissemination of information. N. C. State's affirmative action plan will be made available to all university personnel when the final version is completed and submitted. Other actions aimed at dissemination of affirmative action policy at NCSU include the following:

1. Inclusion of policy on all application routing sheets sent with application forms to campus departments considering individuals for staff position vacancies.
2. New employee orientation sessions begun in 1972 include:
 - a. letter from Chancellor to new employees with equal employment opportunity statement;
 - b. opening statements made by Director, Division of Personnel Services, to new employee includes equal employment opportunity policy.
3. Equal employment opportunity policy disseminated and discussed during staff training sessions for first-line supervisors and top-level secretarial personnel on campus.

B. RECRUITMENT PROCEDURES - EPA PERSONNEL

University recruitment procedures will be modified in several ways to insure affirmative action is taken in the process of recruiting. The following list represents steps all departments must be able to show that they take in recruitment.

1. Use Equal Employment Opportunity slogan on all descriptions of vacancies.
2. Advertise the vacancy in sources that would reasonably lead to application by females and minorities.
3. Review files of previous applications to determine if qualified females or minorities are in these files.
4. Identify potential candidates on campus who may wish to be considered for the position.
5. Explain why the final candidate was chosen by means of an explicit comparison with other individuals considered.
6. Maintain complete records of the search process including correspondence with those candidates who decline, withdraw or are not offered the position.

The Provost has the responsibility for insuring that this procedure is followed and he shall be assisted by the equal opportunity officer.

Annually, each School or other affirmative action planning unit will submit a report on its recruitment efforts which shall summarize the recruitment contacts for each position filled. Appendix C contains a draft of a reporting form which will be used.

C. INCREASING THE SUPPLY OF POTENTIAL EPA PERSONNEL

As the unit plans document, lack of available female and minority faculty is one of the major difficulties encountered by an institution with academic program emphases in the scientific, technical and professional fields. N. C. State University recognizes that one solution to this problem is the development of potential faculty through training. For this reason several School plans emphasize recruitment of students, especially graduate students. This emphasis is considered a major aspect of our affirmative action planning because it represents the best long range positive action possible and such recruitment is considered a major element of our goals.

D. RECRUITMENT PROCEDURES - STAFF (SPA)

Several steps have been taken in the direction of centralized control of personnel

actions by the Division of Personnel Services. This Division has formalized a procedure to insure that female and minority applicants are given due consideration in filling vacancies. The basic mechanism used for this purpose is the application routing sheet which accompanies the personal information for each candidate. A copy of the routing sheet is attached as Appendix D. Each unit filling a position is required to supply the requested information for each applicant referred to them before the position can be filled. In addition through a memorandum the Chancellor has required all vacancies to be listed in the Personnel Office and all advertising to be placed by that office. A copy of this directive is attached as Appendix E. In order to provide opportunities for upward mobility for those females and minorities already on campus, it is now N. C. State's policy that all staff vacancies must be listed with the Division of Personnel Services and posted campuswide five work days before outside applicants can be considered. The Division of Personnel Services has also encouraged present minority staff members to encourage other qualified individuals to apply at NCSU when vacancies arise.

External actions are also part of our plans for making positive action to recruit females and minorities for staff positions. The following statements indicate positive action already taken and continuing:

1. Placed recruitment advertising with newspapers having predominantly black circulation. All advertisements include tagline "An Equal Opportunity Employer."
2. Expanded mailing lists of staff vacancies to the Durham and Johnson County State Employment Offices.
3. Established close working relationships with officers of various community manpower programs including W.I.N. (Work Incentive Program), Wake Opportunities, New Careers, and North Carolina Manpower Development Program. Also furnished these offices lists of current job openings (Personnel Notes).

4. Established working relationships with the Personnel Officer at Shaw University (predominantly black institution) resulting in the exchanging of vacancies and subsequent employment of minorities at North Carolina State University.
5. Annually conduct on-campus recruitment at at least 5 predominantly black colleges and/or universities.
6. Conducted on-campus recruitment at predominantly black Durham Business College.
7. Periodically mail "status" letters inviting inactivated minority applicants to re-apply with the University.
8. Further disseminated staff vacancies through Wake Opportunities Manpower Pilot Program throughout black community.
9. Verbally reaffirm periodically our interest in employing minorities to current recruitment sources including Employment Security Commission, Office of State Personnel, manpower agencies, business schools, technical institutes, and Lion's Club Industries for the Blind.

As a result of these plans the recruitment for staff positions at NCSU should include more female and minority candidates thereby creating a pool of talent from which campus units may recruit to reach their goals. In addition, the mobility of females and minority members already on campus should be improved by these processes.

E. NEPOTISM POLICY

On April 13, 1973, the Board of Governors of the University of North Carolina adopted a new nepotism policy for academic employees which extends the permissible employment of close relatives so long as no supervisory relationship is involved. Faculty and staff will be informed of this new policy. A copy of the policy will be included with the University of North Carolina submission of affirmative action plans.

For staff personnel the State nepotism policy has recently been revised to make it consistent with Federal regulations. A copy of this policy is attached as Appendix I.

F. PLACEMENT, PROMOTION, SALARY AND CONDITIONS OF WORK - EPA PERSONNEL

Criteria for each rank as well as University policy on academic freedom and tenure, leave, and other benefits are explained in the Faculty Handbook, a copy

of which is included as Appendix F. This handbook is distributed to all EPA personnel at the time of their arrival on campus. Evaluation for promotion and salary increases is based on subjective evaluations of individual merit related to the stated criteria. The primary evaluation occurs at the departmental level with reviews by the Dean and Provost. In order to insure that affirmative action for females and minority faculty will occur the Provost will require each Dean to be able to produce an explanation in writing for any personnel action taken. If in the process of review of salary increases, for example, the Provost has concerns about the increase given one individual in comparison with another, he can ask for explanations of both actions. If the explanation does not appear to be satisfactory, appropriate action will be taken. Because N. C. State University recognizes the need to provide female and minority faculty the opportunity for advancement to higher ranks, reviews of promotions will be conducted with this need in mind. Similarly, salary increases will be reviewed carefully in order to prevent differences that may be related to sex since the University has now succeeded in eliminating such differences.

Workload for faculty is normally 12 credit hours of undergraduate teaching per semester with adjustments being made for teaching graduate courses and other appropriate academic duties as departmental resources permit. In essence workload is adjusted on an individual basis. To this date there does not appear to be any discrimination in workload at NCSU. To paraphrase the late Vince Lombardi, "all our faculty work alike, like dogs."

There is no discrimination in the policies or application of the policies related to other benefits for EPA employees.

G. PLACEMENT, PROMOTIONS, SALARY, AND CONDITIONS OF WORK - SPA PERSONNEL

A statistical evaluation of present staff positions indicates that on this campus there are 303 job classifications for the 2,140 staff employees. Of the 303 job classifications, the majority are filled by whites, and fewer than five

persons in any one classification. Some of the job classifications at the lower skill level are all black; no black is in a job classification receiving pay over \$9,420 per annum. As one moves through the middle classifications and pay ranges into the upper job classification and pay ranges, the race and sex of members occupying these classes show a predominance of white males.

Job classes in which there are five or more Blacks and no Whites are as follows:

Floor Maintenance Man
Housekeeping Foremen
Mail Clerk
Housekeeping Supervisor

Job classifications in which there are five or more Whites and no Blacks are as follows:

Job Title

Statistical Aid
Agricultural Research Technician I
Administrative Secretary
Clerk IV
Accounting Clerk III
Carpenter II
Maintenance Mechanic II
Electrician II
Grounds Foreman
Statistical Analyst
Administrative Assistant
Air Conditioning Mechanic
Research Mechanic II
Maintenance Mechanic IV
Electronic Technician II
Computer Programmer I
Electronic Technician III
Instrument Maker II
Farm Superintendent II
Research Analyst
Computer Programmer III
Consulting Engineer I

Since the central Office of State Personnel establishes job classifications and salary ranges for classified positions at the University and since most

employees progress through the salary steps according to predetermined policy, salary and other benefit inequity is really not a problem. The problem appears to be in the underutilization of minorities and women in certain job classifications as noted above.

In order to help eliminate or revise any policy or practice which in effect is discriminatory, the Division of Personnel Services commits itself to assist all campus departments through good personnel management to utilize the skill of minorities and women at all levels of classified employment in keeping with their capability and potential for development. To accomplish these tasks, efforts will continuously be made to identify and use existing talent and potential through upgrading and promoting present employees and by broadening the search for useable talent outside the University. The following specific goals and timetables will substantiate this commitment:

1. Continue to work toward goal of identifying all under-utilization of minority and female employees. (continuous)
2. Make available to campus departments availability and work-force data on recruiting area to be used for determining proper employee mix. (continuous)
3. Implement a continuous review and as necessary make recommendations to Office of State Personnel to revise job specifications, especially minimum qualification requirements to achieve consistency with actual needs of the positions. (initial review of present specifications to be completed by December, 1973)
4. Prompt posting of all vacancies with attendant qualifications on weekly basis campuswide in conspicuous places accessible to all employees, to include language that clearly informs candidates that commensurate job experience will be considered in filling of vacancies. (effective immediately)
5. Publication and notification to all staff employees of training programs (both formal and O-J-T) available to upgrade skills. (Completion date - September, 1973, and continuing as new programs become available)
6. Training sessions at least twice a year to brief supervisors on subject of increased employment and promotion of qualified minorities and women at all levels of the staff work force and inclusion of the subject in all orientation sessions for new employees.

7. All departmental tests given to staff employees to demonstrate fitness to perform job, when required or appropriate, shall be approved by Division of Personnel Services, and shall in all cases be job-related. (effective immediately).
8. Campus policy on nepotism shall be brought in line with newly approved policy passed by State Personnel Board (effective immediately).
9. Copies of affirmative action plans (staff employees) prepared by all units shall be supplied to the Director, Division of Personnel Services, in order that he might remain abreast of programs affecting the staff employment area.
10. Each list of referrals made for staff job openings in campus departments where apparent underutilization of minority and female employees exists shall include the name of at least one minority and/or one female candidate for consideration if such candidates are available. (effective immediately and continuing)
11. Each referral will be accompanied by an application routing sheet which must be returned to Personnel Services with written justification why applicant was hired or not hired. (continuous)
12. Expansion and implementation of a comprehensive recruitment program designed specifically to attract minority group members and women. (effective immediately).
 - a. Increase on-campus recruitment activity at predominantly black colleges and universities to recruit Research Technicians, and at predominantly female colleges and universities to recruit females.
 - b. Increase advertisements in media with predominantly black circulation or audiences.
 - c. Control all advertisements for staff centrally by Division of Personnel Services.
13. Interview, select, and refer in accordance with equal employment concept, including continuous review of recruitment procedures to assure that barriers to successful recruitment do not exist, (i.e., negative attitudes of the interviewer, assumptions about applicants interest and presumptions of employment stability, and referral procedures that tend to channel applicants to jobs that are thought of as "female" jobs, "male jobs," and "minority" jobs.
14. Monitor departmental selection, promotion, demotion, transfer, disciplinary and layoff practices through internal audit and reporting system.
15. Campus Visitation program. Personal visit by Personnel Director to all School Deans for purpose of discussing present equal employment policies and procedures (i.e., location and posting of Personnel Notes and E.E.O. posters, past employment practices of departments) and to gain suggestions as to how Division of Personnel Services can better serve in helping them to attain affirmative action goals.

16. Follow-up on minority referrals by phone and/or visit to determine why individuals are hired or not hired. (immediate and continuing)
17. Distribute letters under the Chancellor's signature encouraging minority and female employees to apply for promotional opportunities as they appear in Personnel Notes. The letter will include a statement which requests that employees who do not have access to Personnel Notes notify the Division of Personnel Services so that copies can be made available to them. (completion September, 1973)
18. With the goal of increasing job performance and enhancing promotional opportunities, the University will continue to provide Supervisory Development Training programs for first-line and intermediate level supervisors. Adult Basic Education courses which have already been conducted on campus during work hours for employees with less than eighth grade level education will be continued as need arises. Approved apprenticeship training programs have been established in the Print Shop and in Physical Plant Division to be used for training purposes. Employees are eligible for and encouraged to attend, at no cost, job related courses on campus or in other Raleigh area colleges and universities.

All of these programs will be continued with stress being placed upon enhancing promotional opportunities of women and minority groups. Additionally, if feasible to do so, a high school equivalency program will be established on campus in cooperation with the Department of Community Colleges for those employees with less than high school level education.

H. CHILD CARE

North Carolina State University does not have the resources necessary to offer a child care program for students, staff and faculty, singly or collectively.

I. TEST VALIDATION

N. C. State University does not test applicants for employment except in certain skills for certain staff positions. When such skills testing is conducted, it is done with work that is part of the regular operation of the unit and part of the regular responsibility of the position.

J. GRIEVANCE PROCEDURE

N. C. State University has an established grievance procedure for faculty personnel. The procedure is described in the Faculty Handbook. It has already

been used to hear one grievance related to sex discrimination. Staff employees have a grievance procedure available to them which is described in Appendix G. This procedure provides means of hearing charges of sex and race discrimination. Edited copies are placed in new employee orientation packets.

In addition to these grievance procedures several unit affirmative action plans provide for a process of handling grievances through the unit equal opportunity officer or committee.

K. GOALS AND TIMETABLES

Part III, Sections A through M contain the analysis of utilization and availability, goals, and timetables for the affirmative action planning units at N. C. State University. Most plans provide separate goals for faculty and staff personnel and, when appropriate, students. Since some units have not completed revision of their plans, these goals and timetables must be considered interim plans. Final plans will be developed by July 1, 1973.

A review of the plans reveals a variety of methods of stating goals. In our view such diversity is a strength of this plan because it couches goals in terms that are applicable for each unit and does not impose the same rigid format on all units. Since the goals and timetables have been developed by the units themselves, successful attainment by means of good faith efforts is also likely to occur. The plans have been reviewed by the Provost and Chancellor and are forwarded with their endorsement.

L. RESPONSIBILITY FOR IMPLEMENTATION

Each unit plan describes the responsibility for implementation within that unit. For N. C. State University as a whole, an equal opportunity officer will be designated by July 1, 1973, and attached to the central administration. At present such responsibility is handled by the Provost along with other responsibilities. It is our intention to change this situation so that an officer will have as his primary

responsibility the monitoring of affirmative action on this campus.

M. REPORTING PROCEDURE

For EPA personnel two annual reports will be generated as part of N. C. State's positive action. In December of each year an employment profile will be produced showing for each individual the sex, race, rank, degree, years of service, and salary. A summary by sex, race, and rank will be developed for each department or unit. With this report the University can identify individual problems or patterns that need attention. In May of each year a report will be developed on recruitment efforts using the form contained in Appendix C. In addition to these reports regular summary forms used for promotions and salary increases will be used to review these actions from the point of view of affirmative action. Appendix H contains samples of these forms.

For staff employees the following reports are currently generated or are planned:

1. Current reports

- a. Application Routing Sheet
- b. Job Order Control Sheet - provides following information:
 1. Location of vacancy by department
 2. Position title and Number
 3. Total number of referrals
 4. Number of Black referrals
 5. Disposition including name of employee and race
- c. Applicant Register
 1. Name of applicant
 2. Race and sex
 3. Type of position sought
 4. Recruitment source
 5. Disposition (hired or not hired)
- d. Exit Interviews
 1. Mail out questionnaires
 2. Conference with each individual terminating employment with University

e. Job Order Provides:

1. Name of applicant referred
2. Race
3. Age
4. Recruitment source

f. Monthly Placement Sheet Provides:

1. Name
2. Department
3. Position title
4. Source
5. Race

g. Annual Preparation of EEO-1 Report

2. Projected Reports (Completion by June 30, 1973)

- a. Analysis of Recruitment Source by Placements
breaks down placements by race and sex according to recruitment source.
- b. Recruitment Source Referral Activity
evaluates productivity of all recruitment efforts in terms of placements.

N. PUBLICATION

The University will make this plan available to all personnel.

AFFIRMATIVE ACTION REPORT SUMMARY

I. Legal Base for the Affirmative Action Plan

Title VII of the Civil Rights Act of 1964 was amended in March, 1972 to include higher education institutions under this Act to further promote equal employment opportunities for American workers.

North Carolina State University is subject to the requirements of the 1964 Civil Rights Act as amended in 1972 and signed as Executive Order 11246 by the President of the United States.

Executive Order 11246 embodies two concepts:

- Nondiscrimination (race, color, religion, sex, or national origin)
- Affirmative Action requires the contractor to do more than ensure employment neutrality with regard to race, color, religion, sex, and national origin. Affirmative Action requires the employer to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the University. The premise of the affirmative action concept of the Executive Order is that unless positive action is undertaken to overcome the effects of systematic institutional forms of exclusion and discrimination, a benign neutrality in employment practices will tend to perpetuate the status quo ante indefinitely.

II. Goals and Timetables

A. Analysis of utilization of minorities and women

Determination must be pursued concerning whether there is a current

"underutilization." Defined in regulations to mean "having fewer minorities or women in a particular job classification than would reasonably be expected by their availability."

B. Must be a study of availability of minorities and women within various occupational categories.

How many members of minority groups and women are realistically available for recruitment and employment by the institution in the future.

Best reasonable estimates.

Primary point is that the objective of this analytical process is the establishment of "goals" rather than "quotas."

C. Goals

Goals be significant, measurable, and attainable. Estimated number of employment positions which will in fact be available to be filled during the selected affirmative action time frame. (1973 - 1976 for NCSU)

The achievement of goals is not the sole measurement of a contractor's compliance, but represents a primary threshold for determining a contractor's level of performance and whether an issue of compliance exists. If the contractor falls short of its goals at the end of the period set, that failure in itself does not require a conclusion of noncompliance. It does, however, require a determination by the contractor as to why the failure occurred.

Nothing in the Executive Order requires that a university contractor

eliminate or dilute standards which are necessary to the successful performance of the institution's educational functions. The affirmative action concept does not require that a university employ or promote any persons who are unqualified. The concept does require, however, that any standard or criteria which has had the effect of excluding women and minorities be eliminated.

III. Procedure Used to develop the Plan

53113 Thirteen units

- Planning committee for each unit

- Advantages to this decentralized plan:

- 1) Followed normal organizational patterns of the University rather than imposing a new structure for administration of the Plan on the existing pattern.
- 2) This method of organization compelled each unit to conduct its own analysis of utilization and availability and to develop a plan that would be most realistic for that unit.
- 3) More individuals would be developing affirmative action plans than would have been the case if a single central committee had been assigned this task. Wide participation is an important factor in the success of any endeavor in a multi-university like ours.

Coff Act

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

May 17, 1974

MEMORANDUM

TO: Dean R. O. Tilman
Dr. L. C. Saylor

FROM: M. H. Gehle *MHG file*

SUBJECT: Affirmative Action Update

WHT

At the meeting held this past Tuesday the enclosed forms were distributed to each unit for completion of the June 1974 update on our Affirmative Action Plan. There are three copies of each of the three forms. One of each group of three can be used as a working copy by the unit. The other two should be filled out and sent to you in order to provide you with a carbon copy and the original for Mr. Simpson. The EPA Faculty and EPA Non-Faculty portions should be completed by each department with a composite EPA Faculty EPA Non-Faculty and SPA to be completed by the School. The June 73 (October 73 on SPA) and 1973-74 data are from the previous submissions with the June 1974 to be your best guess on June 30, 1974. Bill Calloway is going to have an SPA print-out to you by May 27. Please have the completed departmental and unit forms returned to Mr. Simpson by June 14, 1974.

In addition each department should document any unusual happening - such as negative progress, i.e. net loss of protected classes, or explain anything that might raise questions in the mind of reviewers. These department reports may be consolidated and a single unit report submitted.

If you have any questions please call Bill or me.

MHG:vg
Enclosures

cc: Mr. W. H. Simpson ✓

Affirmative Action Plan
North Carolina State University

This plan for affirmative action to provide equal employment opportunity at North Carolina State University is designed to serve two functions. First, it represents the University's compliance with Federal regulations requiring a written affirmative action plan. Second, it represents the University's response to a letter of findings of September 27, 1972, which presented the results of a compliance review by the staff of Region IV of the Office of Civil Rights.

In accordance with section 103 of The Code of The University of North Carolina and in accordance with the aims and intent of this institution, it is our policy that admission to, employment by, and promotion in North Carolina State University 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. It is also the policy of North Carolina State University to take positive action to further employment opportunity for women and minorities.

Initial steps in the development of the present affirmative action plan were taken in early November, 1972, when it was determined that the most effective method of developing a functional and effective plan for this campus would be to follow the regular patterns of organization and administration. Accordingly, on November 8, the following affirmative action planning units were identified:

- Each of the eight academic Schools
- Division of Student Affairs
- Library
- Office of Business Affairs
- University Extension
- Special Units

Each unit was asked to establish a planning committee which was to develop plans applicable to that unit. When combined with a general statement on policy and procedure these plans constitute the affirmative action plan for NCSU. Approaching affirmative action planning in this manner had several advantages. First, it followed normal organizational patterns of the University rather than imposing a new structure for administration of the plan on the existing structure.

Second, this method of organization compelled each unit to conduct its own analysis of utilization and availability and to develop a plan that would work in that unit's context. Third, this approach meant that more individuals would be involved in developing affirmative action plans than would have been the case if a single central committee had been assigned this task. Wide participation is an important factor in the success of any endeavor in a collegial institution like the University.

In mid-September HEW informed us that a preliminary evaluation of the proposed Affirmative Action Compliance Program had been completed and for the most part the proposed plan was responsive to HEW requests for corrective actions relating to Executive Order 11375. We are now preparing additional information requested by HEW before final evaluation of our plan can be completed.

Mr. William H. Simpson, Assistant to the Chancellor and Provost, has been appointed Equal Employment Opportunity Officer and he will work very closely with representatives from all the units during the coming year to coordinate this important program.

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gnd

9/26/73

AFFIRMATIVE ACTION PLAN
NORTH CAROLINA STATE UNIVERSITY

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AFFIRMATIVE ACTION PLAN

FOR

NORTH CAROLINA STATE UNIVERSITY

June 15, 1973

AFFIRMATIVE ACTION PLAN
NORTH CAROLINA STATE UNIVERSITY

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PREFACE

OUR HISTORIC COMMITMENT TO CIVIL RIGHTS AND EQUAL RIGHTS

North Carolina State University at Raleigh is a creation of the people of North Carolina, who through their state legislators founded the institution in March 1887; and it is a fact that this center of learning would not have started in 1887, nor would it have emerged into a university, nor will it continue to grow without the strong and continuing support of its primary owners---the five million citizens of North Carolina.

Therefore, it seems appropriate to consider briefly a few highlights in the history of the State of North Carolina of which North Carolina State University is an educational instrumentality.

The first resolution for "independency" from the English throne by a representative legislative body in this nation came at the Town of Halifax in 1776. The Halifax Resolves instructed the North Carolina delegates to the Continental Congress to vote for "independency" some time before Mr. Thomas Jefferson's Declaration of Independence was drafted at Philadelphia.

North Carolinians refused to ratify the Constitution of the United States after the Revolutionary War until the Congress approved that first U.S. civil rights act, embodied in the U.S. Constitution as the Bill of Rights.

North Carolinians, including Dolly Madison and men behind the cotton bales with General Andy Jackson at New Orleans, were busily engaged in fighting the British in the War of 1812 when certain New England states were threatening to secede.

A North Carolinian, Hinton Rowan Helper, wrote The Impending Crisis, a treatise against slavery (and was driven from his town as a consequence) some time before the publication of the more emotional Uncle Tom's Cabin.

North Carolinians refused, in a statewide referendum to secede from the Union, when first offered the choice. The state was next to the last of the Southern states to secede and did so only after the outbreak of armed conflict.

Historians do not necessarily whistle "Dixie" when they note that the Civil War tended to condition North Carolina for at least a century thereafter---economically, culturally, and psychologically. It is a fact that there was no Marshall Plan for Southerners---white or black or Indian---after the Civil War.

At the start of the Twentieth Century, a man named Charles Brantley Aycock turned a "Red Shirt" race-oriented campaign for Governor into what historian Hugh Lefler and others have called a "Crusade for Education." His supporters included many of the same leaders who earlier had pushed the act establishing this University. Once elected, Aycock is credited, or blamed, with building a school during every day of his four years in office and of threatening to resign if the North Carolina General Assembly did not provide schools for Negroes as well as whites. (The latter threat was successful and came during a period shortly after the U.S. Supreme Court had handed down its Plessy v Ferguson decision holding that the "separate but equal doctrine" was constitutionally permissible.)

In the 1920's North Carolina abolished the poll tax as a prerequisite to voting---several decades before the U.S. Congress forbade the practice.

In the 1940's North Carolina's law enforcement and judicial system, arrested, prosecuted and imprisoned Ku Klux Klan leaders in Columbus and Robeson Counties.

In the 1950's, under Governors William B. Umstead and Luther H. Hodges, North Carolina and its General Assembly declined to close any schools or to engage in interposition or to commit "massive resistance" in retaliation for the Brown decision on public school integration.

In the 1960's, North Carolina's Gov. Terry Sanford issued the first executive order issued in a Southern state ordering the hiring of people without regard to race, color or creed, in state positions (including those of state universities and colleges).

Both Negroes and women and religious minorities were appointed to state policy-setting boards in unprecedented numbers during the 60's by Governors Sanford, Daniel K. Moore and Robert W. Scott.

These then are a few of the highlights of the commitment by North Carolinians to the rights for which they have fought in wartime and worked so painfully toward in peace.

This brief historical perspective would be less than honest if it did not acknowledge that discrimination, prejudice and hatred, sometimes including violence, also are written in the pages of North Carolina history .

Blacks have been discriminated against and that discrimination has been exacerbated by the persistence of too much poverty and ignorance and disease of the state.

Women have been regarded and treated in the Victorian heritage that much of the nation has followed for much of its history since Sir Walter Raleigh sent a colony to Roanoke Island in 1587.

Persons of Catholic, Jewish and other minority religious faiths have at times suffered discrimination in varying degrees.

On occasion, Republicans also have been discriminated against when Democrats held power and Democrats have been discriminated against when Republicans controlled government offices at state, county and/or local levels.

Numerically, the largest single segment of North Carolin's population suffering economic, cultural, psychological and sociological deprivation over the years, has been poor whites--sometimes crudely referred to as "Red Necks" and "Lint Heads."

It was, at least in part, for "the poor white trash" that the General Assembly of North Carolina in 1887 founded N.C. College of Agriculture and Mechanic Arts, now grown to North Carolina State University at Raleigh.

The democratization of public higher education in North Carolina gained a tremendous thrust when this campus opened its doors.

The administration of this University acknowledges its obligation to continue to play its full role in the thrust toward democratizing higher education. We take that as our duty as North Carolinians, as Americans, as believers in the several religions and philosophies demanding honest and equality, and we seek that goal because less than that would be alien to educated minds.

We do so not so much because of edicts, which tend to be subject to varying interpretations; nor because of acts of the Congress, which tend to be amended on occasion; nor because of court orders, which sometimes are overruled by the highest Court in the land; nor because of White House Executive Orders, which tend to change with administrations.

North Carolina State University respects the spirit as well as the word of all lawful orders and we will obey such orders, in spirit as well as in word.

... as evidence during the noble experiment of national pro-
 ... during the civil ...

But, as evidenced during the "noble experiment" of national prohibition and, more recently, during the civil disobedience campaigns of people like Dr. Martin Luther King and opponents of the Vietnam War, law by itself can not be effectuated without the common consent of those it attempts to govern.

North Carolina State University recommits itself to a policy of equal treatment in regard to race, sex, national origin, regional, or religious status because North Carolina State University believes and attempts to practice its belief in the "inherent right of every child born of woman to burgeon out the best that there is within him".

In working to comply with federal and state laws and regulations, we promise no crash program of a dramatic and cosmetic nature.

The Regional Office of the Department of Health Education and Welfare has not ordered such a program.

And should this University attempt such a crash program, the educational process could well be crushed in the process.

We do pledge to our students, alumni, friends and our government, representing our owners, the people of North Carolina and the nation, that we will pursue a deliberate and diligent and non-dilatory course designed to recruit, and to retain, competent persons for administrative, faculty, professional and staff positions--and to enroll students without regard to race, religion, sex, creed, or national origin.

Women and blacks have helped to change the face of North Carolina State University in the past decade. What was for many years a citadel of white male education, today has emerged as an open University.

In student elections in 1973, women students were elected editor of the "Technician," the student newspaper; president of the Student Senate, president of the University Student Center, and president of the Young Men's Christian Association, among other campus-wide offices.

Mrs. Frances Thomas, secretary of the Alumni Association, was chosen for the Outstanding "Alumnus" award by the NCSU Alumni Association in 1973. Last year, Katharine Stinson, an official of the Federal Aviation Administration, was elected Outstanding Engineering Alumnus by the faculty of the School of Engineering.

In recent years, two blacks have been elected by the campus Publications Authority as managers of the student radio station and a black, Eric Moore of Durham, served as president of the Student Senate.

Student elections on this campus, and the campuses of other universities in this state, tend to serve as a laboratory for the social sciences and as a proving ground for what is to happen in state politics in the foreseeable future.

The immediate past Governor was Robert W. Scott, who earned a degree at NCSU. The current Lieutenant Governor is James B. Hunt, who was twice elected president of the NCSU student government in the late 50's. One of the secretaries in Gov. James Hoshouser's office is an NCSU graduate as is the administrative assistant to Lt. Gov. James Hunt. More than a dozen legislators, a congressman, the State Highway Administrator and the Commissioner of Agriculture are NCSU graduates. An increasing number of technologists serving at governmental levels from the Courthouse to the Statehouse are NCSU graduates.

What we are suggesting by this cursory review of office holders and government officials is that as women and blacks move through the

curricula in sciences and technologies and humanities at NCSU, they start their journeys to positions of decision-making in government, industry and the professions.

We will continue to broaden this University's base as to race, sex, and creed in the student body, the staff, the faculty and the administration because it is right.

We must do so without diminishing the scholarship which this University has so carefully seeded and nurtured over 84 years.

We will do so without discriminating against white males or any other class of humans.

Dr. David A. Lockmiller's History of North Carolina State College--1889-1939 records the way the boundaries were drawn for the 60 acres on which North Carolina College of Agriculture and Mechanic Arts was to be built:

" Mr. Pullen walked ahead of a plow, held by a small Negro boy, and Mr. J. Stanhope Wynne led the mule over the lines indicated by Mr. Pullen."

In our century, the mule has been replaced by the tractor and the mechanical harvester, the automobile, the airplane and the nuclear generator--on this Land-Grant University campus and across America.

We believe racial, religious, regional or sexual prejudice is more out of place and out of date on our campus and in our society in our century than the mule.

The talents of Negro citizens and the support of women, sometimes silent, have contributed substantially to the successes of North Carolina

State University in the vital business of creating and disseminating education from the Atlantic to the Appalachians and to Afghanistan.

We are seeking out greater participation in our University by all people as we move toward our centennial as a place of learning.

✓ Affirmative Action Plan
North Carolina State University

PART I

INTRODUCTION

A. THE EXTENT AND NATURE OF THE PLAN

^{the}
This plan for affirmative action to provide equal employment opportunity at North Carolina State University is designed to serve two functions. First, it represents the University's compliance with Federal regulations requiring a written affirmative action plan. Second, it represents the University's response to a letter of findings of September 27, 1972, which presented the results of a compliance review by the staff of Region IV of the Office for Civil Rights. Insofar as possible, the University has attempted to incorporate the recommendations of the letter in this affirmative action plan, but the recommendations in the letter have also been addressed in a separate section of this document.

Organization of the Plan. The affirmative action plan for N.C. State University consists of three parts: Part I, Introduction; Part II, Policies and Procedures; and Part III, Analysis, Goals and Timetables.

B. EQUAL OPPORTUNITY POLICY

In accordance with section 103 of The Code of the University of North Carolina and in accordance with the aims and intent of this institution, it is our policy that admission to, employment by, and promotion in North Carolina State University 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. It is also the policy of North Carolina State University to take positive action to further employment opportunity for women and minorities.

C. PROCEDURE USED TO DEVELOP THE PLAN

Initial steps in the development of the present affirmative action plan were taken in early November, 1972, when it was determined that the most effective method of developing a functional and effective plan for this campus would be to follow the regular patterns of organization and administration. Accordingly, on November 8, the following affirmative action planning units were identified: ^{as of} 8 Academic Schools, Div

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D. BASIC ASSUMPTIONS AND CONDITIONS UPON WHICH THE PLAN IS BASED

Certain basic assumptions and conditions underlie N.C. State University's affirmative action planning, and it seems prudent to list them at the beginning.

First, it is our position that N. C. State University has not been guilty of overt acts of discrimination in the past that have denied equal employment opportunity to individuals. We do acknowledge, however, that we have reflected societal patterns which have resulted in de facto if not de jure discrimination in employment. Our employment profile convinces us that we should take steps to change patterns that have developed over the years. Our focus, for this reason, has been on the future rather than on the situation as it now exists. We have concentrated on effecting changes.

Second, especially at the faculty level, many personnel decisions must be made on the basis of subjective evaluation of individual merit. For this reason, it is meaningless to attempt evaluation in terms of averages or formulas. Each case must be decided on its own merit. Although this condition means that comparisons are sometimes difficult, we think it is essential

that individuals be considered as individuals and that the unique needs and circumstances of the hiring unit be taken into account. In short, we reject a formula approach to personnel decisions. We are willing to undertake the additional work necessary to continue making decisions on an individual basis. In practice this approach means that we do not think that all individuals of the same rank with the same years of service in the same department should necessarily have the same salary.

Third, as will be noted in subordinate analyses of availability, we must point out that N.C. State University's academic mission means that it emphasizes technological fields that are not at present highly attractive to females and minorities. Some reluctance to enter these fields may be the result of traditional attitudes on which this University can only attempt some change. The problem of why some students have been and are attracted to some fields of study is complex and beyond the power of the University to control. We can only work on the problem affirmatively. We cannot guarantee that our recruitment efforts will be successful.

Fourth, like many other universities, N.C. State University is in a period of declining or stable resources. Enrollment, the basis on which we are allocated positions, is leveling off or increasing slightly. In addition, the General Assembly of North Carolina in 1971 changed the student-faculty ratio from 13.7 to 1 to 14.5 to 1. This means fewer faculty positions per 100 students. Federal support for research and student aid has declined significantly. For example, the value of our contracts and grants on July 1, 1972, was almost 40% lower than the previous year. Under these circumstances N.C. State University will have few new positions and because of the tight academic job market in general there will be few resignations. At the end of the 1972-73 academic year, only seven people with faculty rank resigned from our faculty

of more than 1,000. Concurrently there is on this campus a high percentage of faculty holding academic tenure. In several schools nearly 80 percent of the faculty already has tenure. As a result of these factors the competition for new positions will be keen, it will be impossible to produce dramatic changes in this employment profile of all units, and promotions will be extremely difficult to obtain.

Finally, in all of our affirmative planning we are cognizant of certain basic provisions of the laws and interpretation of the laws by HEW. We have noted the prohibition against preferential treatment contained in subsection (j), section 703 of Title VII of the Civil Rights Act of 1964, As Amended:

Nothing contained in this title shall be interpreted to require any employer, employment agency, labor organization, or joint labor-management committee subject to this title to grant preferential treatment to any individual or to any group because of race, color, religion, sex, or national origin of such individual or group on account of an imbalance which may exist with respect to the total number or percentage of persons of any race, color, religion, sex, or national origin employed by any employer....

We are reassured by HEW's statement that "a nondiscriminatory selection process does not mean that an institution should indulge in 'reverse discrimination' or 'preferential treatment' which leads to the selection of unqualified persons over qualified ones." Similarly we have developed our affirmative action plan on the assumption that there is a difference between the establishment of goals and quotas as stated by HEW. Our plan is presented in the context of compliance as described in the October 1, 1972, Higher Education Guidelines, Executive Order 11246:

The achievement of goals is not the sole measurement of a contractor's compliance, but represents a primary threshold for determining a contractor's level of performance and whether an issue of compliance exists. If the contractor falls short of its goals at the end of the period it has set, that failure in itself does not require a conclusion of noncompliance. It does, how-

ever, require a determination by the contractor as to why the failure occurred. If the goals were not met because the number of employment openings was inaccurately estimated, or because of changed employment market conditions or the unavailability of women and minorities with the specific qualifications needed, but the record discloses that the contractor followed its affirmative action program, it has complied with the letter and spirit of the Executive Order. If, on the other hand, it appears that the cause for failure was an inattention to the non-discrimination and affirmative action policies and procedures set by the contractor, then the contractor may be found out of compliance. It should be emphasized that while goals are required, quotas are neither required nor permitted by the Executive Order. When used correctly, goals are an indicator of probable compliance and achievement, not a rigid or exclusive measure of performance.

E. RESPONSE TO LETTER OF FINDINGS

1. Academic personnel hiring and recruitment.

Recommendation: An availability study and salary comparisons should be made to determine the validity of such statements. Further, a person should be designated as an Equal Employment Opportunity Officer to assist in assuring that the requirements of the Executive Order are met.

This recommendation has been followed as part of affirmative action planning.

2. Non-academic personnel hiring and recruitment.

Recommendation: The Central Personnel Office should assume complete control of all personnel functions of the University. The Equal Opportunity Employer tagline should be included in all job announcements and advertisements. Equal Employment Opportunity posters should be conspicuously placed on campus.

The Division of Personnel Services has increased its control over personnel functions to the extent to which present resources permit. Changes are described in the plan. The tagline has been added; posters have been placed.

The affirmative action plan speaks to the other points as well.

3. SPA placement.

Recommendation: The University should focus its employment practices on the non-utilization and under-utilization of Black and female employees. Further, the referral-to-job method should pro-

vide assurance that referrals will be made in accordance with Executive Orders 11246 and 11375.

The affirmative action plan deals with this recommendation.

4. Academic Personnel (EPA) Salary

Recommendation: The University shall be commended for steps taken to date. Continuous salary adjustments should be made until equality has been obtained. The University should set timetables for the achievement of pay equity as well as be prepared to substantiate any differences existing after such timetables have been met and notify this office.

Salaries for females have been given special attention with the aim of making them equal to the salaries of males with equal work qualifications. The significant differences that do exist are the result of judgments about the performance of individuals or the result of length of service.

5. Testing of SPA employees.

Recommendation: Strengthening of personnel functions such as having each department head notify the Personnel Office as to why a Black or female applicant was not chosen would reflect department practices as to whether such impromptu testing may be exclusionary.

The affirmative action plan shows that this action has been taken.

6. Academic personnel (EPA) advancement.

Recommendation: The University should develop procedures that will assure that promotion practices do not exclude eligible Blacks or females and notify Office for Civil Rights.

This affirmative action plan deals with this recommendation.

7. Non-academic personnel (SPA) advancement.

Recommendation: The University should become more involved in notifying directly eligible candidates for promotion. Procedures should be developed whereby the University can assure non-discrimination. Training programs should be provided with the ultimate goal of increasing job performance and providing the opportunity for advancement.

The affirmative action plan deals with this recommendation.

PART II

POLICIES AND PROCEDURES

A. POLICY DISSEMINATION

The equal employment opportunity policy and this University's commitment to taking positive action is stated in Part I, Section B above.

Specific efforts at dissemination will be as follows:

INTERNAL DISSEMINATION

| <u>Action</u> | <u>Responsibility</u> | <u>Date Effective</u> |
|---|---------------------------------------|--|
| EEO Posters posted | Director of Personnel and EEO officer | Implemented |
| EEO statement in <u>Faculty Handbook</u> | EEO officer | Implemented |
| Periodic memoranda to supervisors | EEO officer | Continuing (See appendix B) |
| Discussion and review of affirmative action plan with Deans, Directors and Department Heads | EEO officer and Provost | July 1, 1973 and continuing |
| Annual review of plan and progress with administration | EEO officer and Chancellor | January 1, 1974 |
| Review of affirmative action plan with general faculty | EEO officer | August 1973 |
| Review of affirmative action plan with Faculty Senate | EEO officer | August 1973 |
| Review of affirmative action plan with student government | EEO officer | August 1973 |
| Review of affirmative action plan with SPA personnel | EEO officer | July 1, 1973 or as soon as officer appointed |
| Discussion of plan and policy in new SPA employee orientation sessions | Director of Personnel and EEO officer | Implemented |
| Discussion of policy during staff training sessions | Director of Personnel | Implemented |

| <u>Action</u> | <u>Responsibility</u> | <u>Date Effective</u> |
|--|---------------------------------------|----------------------------|
| Summary of plan published in faculty newspaper | EEO officer | Fall 1973 |
| Discussion of plan with appropriate university committees | EEO officer <i>and higher</i> | Fall 1973 |
| Distribution of Plan | EEO officer | 30 days after HEW approval |
| EEO statement included on application routing sheets sent with application forms | Director of Personnel | Implemented |
| EEO statement included or notices of campus vacancies | Director of Personnel and EEO officer | Implemented |

EXTERNAL DISSEMINATION

| | | |
|---|---|-------------|
| EEO policy statement included on all recruitment material and advertisements for students, staff and faculty | Dean of Student Affairs Director of Personnel EEO officer | Implemented |
| EEO statement included on purchase orders, contracts, etc. as required by Exective Order 11246 | Vice Chancellor for Finance and Business | Implemented |
| National and regional minority and women's organizations, institutions, and groups informed by letter of EEO policy | EEO officer | Fall 1973 |
| Local community organizations informed of EEO policy by personal contact | EEO officer | Fall 1973 |
| Subcontractors, vendors, and suppliers notified in writing of EEO policy | Vice Chancellor for Finance and Business | Implemented |

B. RECRUITMENT PROCEDURES - EPA PERSONNEL

University recruitment procedures will be modified in several ways to insure affirmative action is taken in the process of recruiting. The following list represents steps all units must be able to show that they take in recruitment.

1. Use Equal Employment Opportunity slogan on all descriptions of vacancies.

2. Advertise the vacancies in ways that would reasonably lead to application by minorities and females.
3. Review files of previous applications to determine if qualified minorities or females are in these files.
4. Notify through official communication potential candidates on campus who may wish to be considered for the vacant positions.
5. Explain why the final candidate was chosen by means of an explicit comparison with other individuals considered.
6. Maintain complete records of the search process including correspondence with those candidates who decline, withdraw or are not offered the position.
7. Keep all applications on file for a period of two years.

The Provost has the responsibility for insuring that this procedure is followed and he shall be assisted by the Equal Employment Opportunity Officer.

Annually, all School and other affirmative action planning units will submit reports on their recruitment efforts which shall summarize the recruitment contacts for each position filled. Appendix B contains a reporting form which will be used.

C. INCREASING THE SUPPLY OF POTENTIAL EPA PERSONNEL

As the unit plans document, lack of available female and minority faculty is one of the major difficulties encountered by an institution with academic program emphases in the scientific, technological and professional fields. N.C. State University recognizes that one solution to this problem is the development of potential faculty through training. For this reason several School plans emphasize recruitment of students, especially graduate students. This emphasis is considered a major aspect of our affirmative action planning because it represents the best long-range positive action possible and such recruitment is considered a major element of our goals.

D. RECRUITMENT PROCEDURES - STAFF (SPA)

Several steps have been taken in the direction of centralized control of personnel actions by the Division of Personnel Services. This Division has

formalized a procedure to insure that female and minority applicants are given due consideration in filling vacancies. The basic mechanism used for this purpose is the application routing sheet which accompanies the personal information for each candidate. A copy of the routing sheet is attached as Appendix C. Each unit filling a position is required to supply the requested information for each applicant referred to them before the position can be filled. In addition, through a memorandum, the Chancellor has required all vacancies to be listed in the Personnel Office and all advertising to be placed by that office. A copy of this directive is attached as Appendix D. In order to provide opportunities for upward mobility for those females and minorities already on campus, it is now N.C. State University's policy that all staff vacancies must be listed with the Division of Personnel Services and posted campuswide five work days before outside applicants can be considered. The Division of Personnel Services has also encouraged present minority staff members to encourage other qualified individuals to apply at NCSU when vacancies arise.

External actions are also part of our plans for making positive action to recruit females and minorities for staff positions. The following statements indicate positive action already taken and continuing:

| Affirmative Action | Responsibility | Target Date |
|---|--|-------------|
| Place recruitment advertising with newspapers having predominantly minority or female circulation. All advertisements to include tagline "An Equal Opportunity Employer." | Director, Division of Personnel Services | Continuing |
| Expand mailing lists of staff vacancies to the Durham and Johnson County State Employment Offices. | Director, Division of Personnel Services | Continuing |

| Affirmative Action | Responsibility | Target Date |
|---|--|-------------|
| Established close working relationships with officers of various community manpower programs including W.I.N. (Work Incentive Program), Wake Opportunities, New Careers, and N.C. Manpower Development Program. Also furnished these offices lists of current job openings (<u>Personnel Notes</u>). | Director, Division of Personnel Services | Continuing |
| Established working relationships with local predominantly black institutions resulting in the exchanging of vacancies and subsequent employment of minorities at North Carolina State University. | Director, Division of Personnel Services | Continuing |
| Annually conduct on-campus recruitment at least five predominantly black colleges and universities in North Carolina. | Director, Division of Personnel Services | Continuing |
| Periodically mail "status" letters inviting inactive minority applicants to re-apply with the University. | Director, Division of Personnel Services | Continuing |
| Further disseminated staff vacancies through Wake Opportunities Manpower Pilot Program throughout the local black community. | Director, Division of Personnel Services | Continuing |
| Verbally reaffirm periodically our interest in employing minorities to current recruitment sources including Employment Security Commission, Office of State Personnel, manpower agencies, business schools, technical institutes, and Lion's Club Industries for the Blind. | Director, Division of Personnel Services | Continuing |

As a result of these plans the recruitment for staff positions at NCSU should include more female and minority candidates thereby creating a pool of talent from which campus units may recruit to reach their goals. In addition, the upward mobility of females and minority members already on campus should be improved by these processes.

E. NEPOTISM POLICY

On April 13, 1973, the Board of Governors of the University of North Carolina adopted a new nepotism policy for EPA employees which extends the permissible employment of close relatives so long as no supervisory relationship is involved. Faculty and staff have been informed of this new policy. A copy of the policy is included as Appendix E.

For staff personnel the State nepotism policy has recently been revised to make it consistent with Federal regulations. A copy of this policy is attached as Appendix F.

F. PLACEMENT, PROMOTION, SALARY AND CONDITIONS OF WORK - EPA PERSONNEL

Criteria for each rank as well as University policy on academic freedom and tenure, leave, and other benefits are explained in the Faculty Handbook, a copy of which is included as Appendix I. This handbook is distributed to all EPA personnel at the time of their arrival on campus. Evaluation for promotion and salary increases is based on subjective evaluations of individual merit related to the stated criteria. The primary evaluation occurs at the departmental level with reviews by the Dean and Provost. In order to insure that affirmative action for females and minority faculty will occur, the Provost will require each Dean to be able to produce an explanation in writing for any personnel action taken. If in the process of review of salary increases, for example, the Provost has concerns about the increase given one individual in comparison with another, he can ask for explanations of both actions. If the explanation does not appear to be satisfactory, appropriate action will be taken. Because N.C. State University recognizes the need to provide female and minority faculty the opportunity for advancement to higher ranks, reviews of promotions will be conducted with this need in mind. Similarly, salary

increases will be reviewed carefully in order to prevent differences arising that may be related to sex since the University has now virtually succeeded in eliminating such differences.

Workload for faculty is normally 12 credit hours of undergraduate teaching per semester with adjustment being made for teaching graduate courses and other appropriate academic duties as departmental resources permit. In essence workload is adjusted on an individual basis. To this date there does not appear to be any discrimination in workload at NCSU. To paraphrase the late Vince Lombardi, "all our faculty work alike, like dogs."

There is no discrimination in the policies or application of the policies related to other benefits for EPA employees.

G. PLACEMENT, PROMOTIONS, SALARY, AND CONDITIONS OF WORK - SPA PERSONNEL

A statistical evaluation of present staff positions indicates that on this campus there are 303 job classifications for the 2,140 staff employees. Of the 303 job classifications, the majority are filled by whites, with fewer than five persons in any one classification. Some of the job classifications at the lower skill level are all black; no black is in a job classification receiving pay over \$9,420 per annum. As one moves through the middle classifications and pay ranges into the upper job classifications and pay ranges, the race and sex of members occupying these classes show a predominance of white males.

Job classes in which there are five or more Blacks and no Whites are as follows:

Floor Maintenance Man
Housekeeping Foremen
Mail Clerk
Housekeeping Supervisor

Job classifications in which there are five or more Whites and no Blacks are as follows:

Job Title

Statistical Aide
 Agricultural Research Technician I
 Administrative Secretary
 Clerk IV
 Accounting Clerk III
 Carpenter II
 Maintenance Mechanic II
 Electrician II
 Grounds Foreman
 Statistical Analyst
 Administrative Assistant
 Air Conditioning Mechanic
 Research Mechanic II
 Maintenance Mechanic IV
 Electronic Technician II
 Computer Programmer I
 Electronic Technician III
 Instrument Maker II
 Farm Superintendent II
 Research Analyst
 Computer Programmer II
 Consulting Engineer I

Since the central State of North Carolina Office of State Personnel establishes job classifications and salary ranges for classified positions at the University and since most employees progress through the salary steps according to predetermined policy, salary and other benefit inequity is not a problem. The problem appears to be in the underutilization of minorities and women in certain job classifications as noted above.

In order to help eliminate or revise any policy or practice which in effect is discriminatory, the Division of Personnel Services commits itself to assist all campus departments through good personnel management to utilize the skills of minorities and women at all levels of classified employment in keeping with their capability and potential for development. To accomplish these tasks, efforts will continuously be made to identify and use existing talent and potential through upgrading and promoting present employees and by broadening the search for useable talent outside the

University. The following specific goals and timetables will substantiate this commitment. All of these activities will be undertaken in cooperation with the campus EEO officer.

| <u>Affirmative Action</u> | <u>Responsibility</u> | <u>Target Date</u> |
|---|--|---|
| Continue to work toward goal of identifying all underutilization of minority and female employees. | Director, Division of Personnel Services | Continuing |
| Make available to campus departments availability and work force data on recruiting area to be used for determining proper employee mix. | Director, Division of Personnel Services | Continuing |
| Implement a continuous review and as necessary make recommendations to Office of State Personnel to revise job specifications, especially minimum qualification requirements to achieve consistency with actual needs of the positions. (Initial review of present specifications to be completed by December, 1973.) | Director, Division of Personnel Services | Continuing |
| Prompt posting of all vacancies with attendant qualifications on weekly basis campuswide in conspicuous places accessible to all employees, to include language that clearly informs candidates that commensurate job experience will be considered in filling of vacancies. | Director, Division of Personnel Services | Effective immediately and continuing |
| Publication and notification to all staff employees of training programs (both formal and O-J-T) available to upgrade skills. | Training Officer | Completion date- September, 1973, and continuing as new programs become available |
| Training sessions at least twice a year to brief supervisors on subject of increased utilization of minorities and women at all levels of the staff work force and inclusion of the subject in all orientation sessions for new employees. | Training Officer | Continuing |

All departmental tests given to staff employees to demonstrate fitness to perform job, when required or appropriate, shall be approved by Division of Personnel Services, and shall in all cases be job related.

Director, Division of
Personnel Services

Effective immediately
and continuing

Campus policy on nepotism shall be implemented according to newly approved policy passed by State Personnel Board.

Vice Chancellor for
Finance and Business

Effective immediately

Each list of referrals made for staff job openings in campus departments where apparent underutilization of minority and female employees exists shall include the name of at least one minority and/or one female candidate for consideration if such candidates are available.

Director, Division of
Personnel Services

Effective immediately

Each referral will be accompanied by an application routing sheet which must be returned to Personnel Services with written justification why particular applicant was selected or why other applicants were not selected.

Director, Division of
Personnel Services

Continuing

A comprehensive recruitment program will be expanded and implemented as designed specifically to attract minority group members and women, and will include the following activities:

Director, Division of
Personnel Services

Effective immediately

- a. Increase on-campus recruitment activity at predominantly black colleges and universities to recruit research technicians, and at predominantly female colleges and universities to recruit females.
- b. Increase advertisements in media with predominantly black circulation or audiences.
- c. Control all advertisements for staff centrally by Division of Personnel Services.

| | | |
|---|---|---|
| <p>Interview, select, and refer in accordance with equal employment concept, including continuous review of recruitment procedures to assure that barriers to successful recruitment do not exist, (i.e., negative attitudes of the interviewer, assumptions about applicants' interest and presumptions of employment stability, and referral procedures that tend to channel applicants to jobs that are thought of as "female" jobs, "male" jobs and "minority" jobs).</p> | <p>Director, Division of Personnel Services and EEO officer</p> | <p>Continuing</p> |
| <p>Monitor departmental selection, promotion, demotion, transfer, disciplinary and layoff practices through internal audit and reporting system.</p> | <p>Director, Division of Personnel Services</p> | <p>Continuing</p> |
| <p>Campus visitation program in which the Personnel Director visits all School Deans for the purposes of discussing present equal employment policies and procedures (i.e., location and posting of Personnel Notes and E.E.O. posters, past employment practices of departments) and of gaining suggestions as to how the Division of Personnel Services can better serve in helping units to attain affirmative action goals.</p> | <p>Director, Division of Personnel Services</p> | <p>Continuing</p> |
| <p>Follow-up on minority referral by phone and/or visit to determine why individuals are hired or not hired.</p> | <p>Director, Division of Personnel Services</p> | <p>Immediate and continuing</p> |
| <p>Distribute letters under the Chancellor's signature encouraging minority and female employees to apply for promotional opportunities as they appear in <u>Personnel Notes</u>. The letter will include a statement which requests that employees who <u>do not</u> have access to <u>Personnel Notes</u> notify the Division of Personnel Services so that copies can be made available to them.</p> | <p>Director, Division of Personnel Services</p> | <p>Initial completion September, 1973-to be continued as needed</p> |

With the goal of increasing job performance and enhancing promotional opportunities, the University will continue to provide Supervisory Development Training programs for first -line and intermediate level supervisors. Adult Basic Education courses which have already been conducted on campus during work hours for employees with less than eighth-grade level education will be continued as need arises. Approved apprenticeship training programs have been established in the Print Shop and in the Physical Plant Division to be used for training purposes. Employees are eligible for and encouraged to attend, at no cost, job related courses on campus or at other Raleigh area colleges and universities.

Training Officer

Continuing

All of these programs will be continued with stress being placed upon enhancing promotional opportunities of women and minority groups. Additionally, if feasible to do so, a high school equivalency program will be established on campus in cooperation with the Department of Community Colleges for those employees with less than high school level education.

H. CHILD CARE

North Carolina State University does not have the resources necessary to offer a child care program for students, staff and faculty, singly or collectively.

I. TEST VALIDATION

N. C. State University does not test applicants for employment except in certain skills for certain staff positions. When such skills testing is conducted, it is done with work that is part of the regular operation of the unit and part of the regular responsibility of the position.

J. GRIEVANCE PROCEDURE

N. C. State University has an established grievance procedure for faculty personnel. The procedure is described in the Faculty Handbook.

It has already been used to hear one grievance related to sex discrimination. Staff employees have a grievance procedure available to them which is described in Appendix G. The procedure provides means of hearing charges of sex and race discrimination. Edited copies are placed in new employee orientation packets.

In addition to these grievance procedures, several unit affirmative action plans provide for a process of handling grievances through the unit equal opportunity officer or committee.

K. GOALS AND TIMETABLES

Part III, Sections A through N contain the analysis of utilization and availability, goals and timetables for the affirmative action planning units at N. C. State University. Most plans provide separate goals for faculty and staff personnel and, when appropriate, students.

A review of the plans reveals a variety of methods of stating goals. In our view such diversity is a strength of this plan because it couches goals in terms that are applicable for each unit and does not impose the same rigid format on all units. Since the goals and timetables have been developed by the units themselves, successful attainment by means of good faith efforts is also likely to occur. The plans have been reviewed by the Provost and Chancellor and are forwarded with their endorsement.

L. RESPONSIBILITY FOR IMPLEMENTATION

Each unit plan describes the responsibility for implementation within that unit. For N.C. State University as a whole, an equal opportunity officer will be designated and assigned to the central administration by the beginning of the 1973-74 academic year. At present such responsibility is handled by the Provost along with other responsibilities. It is our in-

tention to change this situation so that an officer will have as his primary responsibility the monitoring of affirmative action on this campus. The implementation of this plan will proceed and be organized along the following lines.

| Activity | Responsibility | Timetable |
|---|--|--|
| Disseminate policy and plan both internally and externally | EEO officer | July 1973 through January 1974 and continuing thereafter |
| Identify problems encountered in reaching goals | EEO officer and unit EEO officer | Continuing |
| Develop mechanism for handling reports and identify need for additional reports | EEO officer | June 1974 and continuing |
| Review reports and identify problems that need attention | EEO officer | January 1974 |
| Assist units in recruitment efforts | EEO officer | Fall 1973 |
| Establish contact with minority and women's groups | EEO officer | Fall 1973 |
| Liaison with Federal and State Government and UNC on EEO matters | EEO officer | As soon as appointed |
| Attend meetings and conferences in order to keep abreast of latest development in providing EEO | EEO officer | Continuing |
| Audit progress in meeting goals and taking other affirmative steps | EEO officer | June 1974 and continuing |
| Revise goals and timetables to reflect development and progress | EEO officer in cooperation with unit officers and committees | July 1974 |
| Periodic review of campus' technical compliance with laws and Executive Orders 11246 and 11375 | EEO officer | January 1974 and continuing |
| Annual report on affirmative action progress | EEO officer | July 1974 and continuing |

M. REPORTING PROCEDURE

A number of reports will be generated in order to monitor and assess the need for and progress in providing equal employment opportunity at N. C. State University. Copies of all reports will be available to the EEO officer who will be responsible for analysis and for bringing problems to the attention of appropriate individuals. The following list includes reports currently planned. The EEO officer will initiate additional reports as he deems them necessary.

| <u>Report</u> | <u>Type of Employee Covered</u> | <u>Date</u> |
|---|---------------------------------|---------------------------|
| Unit employment profile | EPA & SPA | December |
| Recruitment summary | EPA | June |
| Salary increase analysis | EPA | April (see appendix H) |
| Promotion review | EPA | April (see appendix H) |
| Application routing sheet | SPA | Continuous |
| Job order control sheet | SPA | Continuous |
| Applicant register | SPA | Continuous |
| Exit interviews | SPA | Continuous |
| Analysis of recruitment source by placement | SPA | June |
| Placement report | SPA | Monthly |
| Recruitment source evaluation | SPA | July |
| Affirmative Action Progress Report | EPA/SPA | July |
| 1) Progress in meeting goals and assess | | |
| 2) Review of changes in employment profile | | |
| 3) Review of changes in analysis of availability | | |
| 4) Plans for changes in procedure and goals for next year | | |

N. PUBLICATION

After its approval by HEW the University will make this plan available to all personnel.

PART III

ANALYSIS, GOALS AND TIMETABLES

A. AN OVERVIEW OF AVAILABILITY

Detailed analysis of utilization and availability is contained in the separate unit plans, but it also seems appropriate to provide a general discussion of availability.

Since faculty recruitment at North Carolina State is conducted on a national basis and since the doctorate or its equivalent remains a basic requirement for faculty appointment, a review of data on doctoral degrees awarded provides a valid means of assessing availability for faculty.

TABLE 1

Doctor's Degrees Awarded in Selected Disciplines in the United States by Sex, 1961-62 through 1970-71

| Discipline | Ten Year Total | Total Female | % Female |
|---------------------|-------------------|-----------------|-------------|
| Agriculture | 5,562 | 131 | 2% |
| Biological Sciences | 23,470 | 3,337 | 14% |
| Engineering | 24,948 | 123 | 0.5% |
| Mathematics | 8,492 | 578 | 7% |
| Physical Sciences | 32,449 | 1,591 | 5% |
| Social Sciences | 25,053 | 3,000 | 12% |

(Source: Office of Education, Bureau of Higher Education)

Table 1 shows doctorates awarded to females over a ten year period in disciplines emphasized at NCSU. The variation among disciplines is striking with the major implication being that in many instances females are simply not available or in very short supply. Since there is no comparable data on minorities, all discussion about availability must be based on estimates

which suggest that although about one percent of doctorates are held by blacks, there appears to be great variation among disciplines, as Table 2 shows.

TABLE 2

Distribution of Black PhD's by Discipline, 1969
(Results of Ford Foundation Survey with 1,096 respondents)

| Field | Number | Percent |
|--|--------|---------|
| Education | 313 | 29% |
| Social Sciences | 288 | 26% |
| Biological Sciences | 142 | 13% |
| Humanities | 136 | 12% |
| Physical Sciences | 129 | 12% |
| Other (Agriculture, Business, Engineering, Home Economics, Religion) | 88 | 8% |
| Total | 1,096 | |

Clearly there is a very limited supply of both blacks and females in many of the fields in which this University recruits faculty.

Closely related to availability of faculty is the question of availability of graduate students. Table 3 shows the number of females and blacks who received bachelor's degrees in North Carolina over a three-year period in selected disciplines closely related to the academic programs at North Carolina State.

TABLE 3

Number of Bachelor's Degrees Awarded in Selected Disciplines in North Carolina
by Race* and Sex, 1968-9, 1969-70, 1970-1

| | 1968-69 | 1969-70 | 1970-71 |
|---------------------------|---------|---------|---------|
| Agriculture Total | 106 | 101 | 212 |
| Black | 17 | 13 | 6 |
| Female | 1 | 6 | 11 |
| Biological Sciences Total | 788 | 863 | 850 |
| Black | 129 | 133 | 144 |
| Female | 274 | 318 | 295 |
| Engineering Total | 709 | 754 | 965 |
| Black | 33 | 28 | 40 |
| Female | 3 | 4 | 6 |
| Mathematics Total | 818 | 774 | 699 |
| Black | 68 | 88 | 63 |
| Female | 370 | 345 | 315 |
| Physical Sciences Total | 555 | 555 | 540 |
| Black | 38 | 30 | 38 |
| Female | 87 | 71 | 77 |
| Social Sciences Total | 3968 | 4246 | 4352 |
| Black | 525 | 567 | 737 |
| Female | 1391 | 1500 | 1578 |

*=Estimate based on graduates from predominantly black institutions.

Source: Statistical Abstract of Higher Education in North Carolina, 1969-70, 1970-71, 1971-72.

Looking at this data, one can estimate the pool of potential graduate students in North Carolina. If one assumes that about ten percent of bachelor's degree holders will pursue graduate study in the the field of the under-

graduate major, the number of potential black graduate students is very

graduate major, the number of potential black graduate students is very small except in the social sciences; and the number of potential female graduate students is small except in mathematics and the biological and social sciences. Because of the increased out-of-state tuition rate imposed by the 1971 General Assembly and the decline in Federal support of graduate study and research, this campus has to rely more upon in-state students to fill its programs. If few women and blacks are available as potential graduate students, it is difficult to honestly predict that we will be highly successful in attracting more female and minority graduate students in order to develop more potential female and minority faculty.

Although our non-academic personnel recruitment area is generally considered to be local, it is informative to look at the data in Table 4 which show production of trained manpower on a statewide basis for 1971-72.

TABLE 4

Number of Associate Degrees and Diplomas Awarded by North Carolina Community Colleges and Technical Institutes in 1971-72 by Race and Sex in Selected Disciplines

| | College Transfer Programs | | |
|--|---------------------------|-------|--------|
| | Total | Black | Female |
| Agriculture and Natural Science | 8 | 0 | 0 |
| Engineering | 20 | 0 | 0 |
| Mathematics | 13 | 0 | 7 |
| Science | 26 | 1 | 7 |
| Textiles | 0 | 0 | 0 |
| | Occupational Programs | | |
| | Total | Black | Female |
| Agricultural and Biological Science Technologies | 208 | 6 | 36 |
| Engineering and Science Technologies | 908 | 64 | 45 |
| Office Technologies | 1653 | 267 | 956 |
| Trades and Industry Occupations | 2391 | 471 | 455 |

Source: Department of Community Colleges

It is obvious that among community college and technical institute students there is very little interest in programs emphasized by NCSU, and thus a potential source of transfer students has not materialized. More significant is the data on occupational programs which show that except for the office technologies and trade and industry vocations neither blacks nor females appear to be available in significant numbers. If these data are typical, then NCSU should expect to encounter great difficulty in locating blacks and females qualified for many of its SPA classifications in agriculture, the sciences, and engineering. Tables 5 and 6 provide a framework for assessing availability of potential SPA personnel locally.

TABLE 5

1971 Civilian Work Force Estimate for Wake County

| | Total | Female | | Minority | |
|------------------|---------|--------|-----|----------|-----|
| | | # | % | # | % |
| Total Work Force | 118,170 | 49,150 | 42% | 22,660 | 19% |
| Employed | 115,320 | 47,510 | 41% | 21,560 | 19% |
| Unemployed | 2,850 | 1,640 | 57% | 1,100 | 39% |

TABLE 6

1970 Census Data Showing Personnel in Selected Occupational Groups in Wake County by Sex and Race

| | Total | Female | % | # Black | % |
|--|--------|--------|-----|---------|-----|
| | | # | | | |
| Clerical and Kindred Workers | 20,234 | 15,424 | 76% | 1,627 | 8% |
| Craftsmen, Foremen and Kindred Workers | 9,929 | 624 | 6% | 1,651 | 17% |
| Laborers, except farm | 3,326 | 306 | 9% | 1,645 | 49% |
| Service Workers except private household | 9,620 | 5,280 | 55% | 4,017 | 42% |

Although minorities are estimated to comprise about 19% of the work force in Wake County, the information in Tables 4 and 6 suggests that the qualified workers in every job category who are minorities do not represent 19 percent of the work force in each category. Availability at the SPA level varies as much by type of position as does EPA availability by academic discipline.

DRAFT

North Carolina State University
~~1973-74 (Interim)~~
Affirmative Action Update Report

In June, 1973 North Carolina State University submitted its Affirmative Action Plan to the HEW District Office in Atlanta, Georgia, and in mid-February, 1974 submitted a revised and expanded plan for this University. In the original and the revised edition, the first year of the goals and timetables was July 1, 1973 to June 30, 1974. Overall, the Affirmative Action Plan is based on a three-year period from July 1, 1973 to June 30, 1976. At the end of each year (June 30), a brief yearly report will be made on the progress and/or lack of progress toward the affirmative action goals.

The NCSU Affirmative Action Plan follows the regular pattern of organization and administration of the University and is divided into 13 planning units which include the eight degree-granting Schools, Student Affairs, Library, Business Affairs, University Extension, and Special Units. Each unit established a planning committee which developed plans applicable to that unit. In combination with the general statement on policy and description of procedure, these 13 plans constituted the Affirmative Action Plan for NCSU.

With the conclusion of the first year each unit reported on the results of the good faith efforts made within that unit on the following groups of personnel:

- | | |
|----------------|---|
| EPA Nonfaculty | Employees exempt from the State Personnel Act without faculty rank (example: librarian). |
| EPA Faculty | Employees exempt from the State Personnel Act with faculty rank (example: assistant professor). |

SPA

Employees subject to the State Personnel Act

(example: secretary).

Attached are tables from each of the 13 units plus a University total on race and sex on the three categories listed above.

A summary of the tables indicates the following:

Race Summary

EPA Nonfaculty Increase in blacks from 25 to 27 with a goal of 38 by 1976. The two increases of blacks were both in the professional classification. Under the other race category (American Indians, American Orientals, Spanish surnames) the increase was from two to four with a 1976 goal of five. Both of these individuals also were employed under the professional classification. The total of whites in EPA nonfaculty positions was reduced by three from 375 to 372.

EPA Faculty In the faculty ranks progress has been slower than expected with only two blacks added at the associate professorship level during the year. This increased the total of black faculty members to 14 but well below the hoped for progress toward the June, 1976 goal of 44 black faculty. There was no overall change in the other race category total, but within this category full professors were increased from five to six but this was affected by a reduction of one in the assistant professor total.

SPA

Overall increase of blacks from 538 to 554. Twelve of the 16 additions came in the clerical area. One bright spot showed a black addition in the officials and managers job classification where a year ago there were none. The increase in SPA positions during the year totaled 27 with 16 of the total being black. The Division of Student Affairs equalled or surpassed their one-year SPA goals in both the employment of blacks and females.

Looking at the total University employees, the number of employees increased from 3694 to 3732 (+38) with blacks increasing in number by 20, other races by 2, and whites by 16.

Sex Summary

EPA Nonfaculty The D. H. Hill Library had a goal of two blacks for the three-year timetable and reached their EPA nonfaculty goal during the year with the employment of two black females, one as head of the Catalog Department and the other as Assistant Acquisitions Librarian. In addition the Library employed a Spanish surnamed female in the Reference Department. With the addition of the two black females the University reached one-third of its three-year goal.

EPA Faculty

Female progress has been extremely slow with a three-year goal of 50 females. Between July 1, 1973 and June 30, 1974

the University gained overall only one full-time female faculty member. The increase in female associate professors made a gain of three from five to eight, and assistant professors made a gain of one from 31 to 32. Instructors fell from 28 to 24 which was predicted as either promotions occurring or new appointments made at higher levels.

SPA

Two additional females came under the officials and managers classification during the year to surpass the predicted goal of no new females in this category. However, under the classification of professionals (-1), craftsmen (-2), and operations (-4), slight decreases were noted. Female increases came in the classification of officials and managers (+2), clerical (+13), laborers (+1), and service workers (+10). The overall increase of females in SPA positions showed an increase of 19 and surpassed the one-year goal by eight.

It is very clear after the first year of the three-year period the University as a whole has a long way to go to meet the goals set last year for blacks and females, particularly in the EPA faculty area. One death and several resignations kept the EPA faculty results from looking better than the record shows in both the minority and female count. The first year was expected to be the least productive of the three as the various departments, Schools, and divisions expanded their efforts in the attempted recruitment

of minorities and females. Availability of qualified applicants became a problem with many of our more technical departments and Schools such as Forest Resources, Engineering, Textiles, and various departments within the Schools of Agriculture and Life Sciences, Design, and Physical and Mathematical Sciences.

An affirmative action form that accompanies each regular University appointment form was used during the year to review the good faith efforts made on each new EPA faculty and nonfaculty appointment prior to the official offer being made. In cases where the effort appeared to be too limited in scope for the position or not enough good faith effort was made to publicize the open position, then the EEO Officer contacted the responsible persons and either received additional information on the efforts made or asked that the opening be further publicized or additional efforts be made before being approved. A copy of this Affirmative Action Report Form is attached.

Although the first year results are not as dramatic as hoped for, there were several encouraging reports. During the year a black became the Associate Dean of the School of Education, a female became the Director of Student Health Services, and a black was appointed as an assistant basketball coach. Appointments made effective July 1, 1974 included several blacks and females, among them a black Assistant Provost and professor of Mathematics Education and a black assistant professor of Chemical Engineering.

The Equal Employment Opportunity Officer chaired the Affirmative Action Committee consisting of one representative from each of the 13 units of the University. This Committee met several times during the year to discuss affirmative action, equal employment, and the revising of the Affirmative Action Plan.

During the year the EEO Officer met and reported on the University Plan to the University Board of Trustees, University Good Neighbor Council, Committee W of the AAUP, and the Chancellor's Administrative Council.

Effective July 1, 1974, Dr. Lawrence M. Clark was appointed Assistant Provost and assumed the duties of the Equal Employment Opportunity Officer for NCSU.

7/22/74

DRAFT

North Carolina State University
1973-74 (Interim)
Affirmative Action Update Report

In June, 1973, North Carolina State University submitted its Affirmative Action Report to the HEW District Office in Atlanta, Georgia, and in mid-February, 1974, submitted a revised and expanded report for this University. In the original and the revised edition, the first year of the goals and timetables was July 1, 1973 to June 30, 1974. Overall, the Affirmative Action Report is based on a three-year period from July 1, 1973 to June 30, 1976. At the end of each year (June 30) a brief yearly report will be made on the progress and/or any lack of progress toward the affirmative action goals.

The NCSU Affirmative Action Plan follows the regular pattern of organization and administration of the University and is divided into 13 planning units which include the eight degree-granting Schools, Student Affairs, Library, Business Affairs, University Extension, and Special Units. Each unit established a planning committee which developed plans applicable to that unit. In combination with the general statement on policy and description of procedure, these 13 plans constituted the Affirmative Action Plan for NCSU.

With the conclusion of the first year each unit reported on the results of the good faith efforts made within ~~that~~ that unit on the following groups of personnel:

EPA Nonfaculty - employees exempt from the State Personnel Act without faculty rank (example: librarian).

EPA Faculty - Employees exempt from the State Personnel Act with faculty rank (example: assistant professor).

SPA - employees subject to the State Personnel Act (example: secretary).

Attached are tables from each of the 13 units plus a University total on race and sex on the three categories listed above.

A summary of the tables indicates the following:

Race Summary

EPA Nonfaculty - Increase in blacks from 25 to 27 with a goal of 38 by 1976. The two increases of blacks were both in the professional classification. Under the other race category (American Indians, American Orientals, Spanish surnames) the increase was from two to four with a 1976 goal of five. Both of these individuals also were employed under the professional classification. The total of whites in EPA nonfaculty positions was reduced by three from 375 to 372.

EPA Faculty - In the faculty ranks progress has been slower than expected. with only two blacks added at the associate professorship level during the year. This increased the total of black faculty members to 14 but well below the hoped for progress toward the June, 1976 goal of 44 black faculty. There was no overall change in the other race category total, but within this category full professors were increased from five to six but this was affected by a reduction of one in the assistant professor total.

SPA - Overall increase of blacks from 538 to 554. Twelve of the 16 additions came in the clerical area. One bright spot showed

a black addition in the officials and managers job classification where a year ago there were none. The increase in SPA positions during the year totaled 27 with 16 of the total being black.

Looking at the total University employees, the number of employees increased from 3694 to 3732 (+38) with blacks increasing in number by 20, other races by 2, and whites by 16.

Sex Summary

EPA Nonfaculty -An increase of two females in officials and managers brought the total in this classification from 8 to 10. These two increases were the only female additions but with a three-year goal of six, the University reached one-third of its goal.

EPA faculty Female progress has been extremely slow with a three-year goal of 50 females. Between July 1, 1973 and June 30, 1974 the University gained overall only one full-time ~~FEMALE~~ female faculty member. The increase in female associate professors made a gain of three from five to eight, and assistant professors made a gain of one from 31 to 32. Instructors fell from 28 to 24 which was predicted as either promotions occurring or new appointments made at higher levels.

SPA Two additional females came under the officials and

managers classification during the year to surpass the predicted goal of no new females in this category. However, under the classification of professionals (-1), craftsmen (-2), and operations (-4), slight decreases were noted. Female increases came in the classification of officials and managers (+2), clerical (+13), laborers (+1), and service workers (+10). The overall increase of females in SPA positions showed an increase of 19 and surpassed the one-year goal by eight.

It is very clear after the first year of the three-year period the University as a whole has a long way to go to meet the goals set last year for blacks and females, particularly in the EPA faculty area. One death and several resignations kept the EPA faculty results from looking better than the record shows in both the minority and female count. The first year was expected to be the least productive of the three as the various departments, Schools, and divisions expanded their efforts in the attempted recruitment of minorities and females. Availability of qualified applicants became a problem with many of our more technical departments and Schools such as Forest Resources, and Engineering, Textiles, various departments within the ~~XXXXXX~~ Schools of Agriculture and Life Sciences, Design, and Physical and Mathematical Sciences.

An affirmative action form that accompanies each regular University appointment form was used during the year to review the good faith efforts made on each new EPA faculty and nonfaculty appointment prior to the official offer being made. In cases where the effort appeared to be too limited in scope for the position or not enough effort

was made to publicize the open position, then the Affirmative Action Officer contacted the responsible persons and either received additional information on the efforts made or asked that the opening be further publicized or additional efforts be made before being approved. A copy of this Affirmative Action Report Form is attached.

Although the first year results are not as dramatic as hoped for, there were several encouraging reports. During the year a black became the Associate Dean of the School of Education, a female became the Director of Student Health Services, and a black was appointed as an assistant basketball coach. Appointments made effective July 1, 1974 included several blacks and females, among them a black Assistant Provost and professor of Mathematics Education and a black assistant professor of Chemical Engineering.

The D. H. Hill Library had a goal of two blacks for the three-year timetable and reached their EPA nonfaculty goal during the year with the employment of two black females, one as head of the Catalog Department and the others as Assistant Acquisitions Librarian. In addition the Library employed a Spanish surnamed female in the Reference Department.

The Division of Student Affairs equalled or surpassed their one-year SPA goals in both the employment of blacks and females.

The Equal Employment Opportunity Officer chaired the Affirmative Action Committee consisting of one representative from each of the 13 units of the University. This committee met several times during the year to discuss affirmative action, equal employment, and the revising of the Affirmative Action Plan.

During the year the EEO officer met and reported on the University Plan to the

University Board of Trustees, University Good Neighbor Council, Committee W of the AAUP, and the Chancellor's Administrative Council.

Effective July 1, 1974, Dr. Lawrence M. Clark was appointed Assistant Provost and assumed the duties of the Equal Employment Opportunity Officer for NCSU.

North Carolina State University
1973-74 (Interim)
Affirmative Action Update Report

In June 1973 NCSU submitted its Affirmative Action Report to ^{the} HEW ^{State Office} in Atlanta, Georgia and in mid-February 1974 submitted a revised and expanded report for this University. In the original and the revised, ^{edition} the first year of ^{the} goals and timetables ~~began with July 1, 1972~~ was July 1, 1973 to June 30, 1974. The ~~Exempt from the State Personnel Act employees (EPA) including separate reports on EPA Faculty and EPA Non-Faculty.~~ Overall the Affirmative Action Report is based on a three-year period from July 1, 1973 to June 30, 1976. At the end of each year (June 30) a brief yearly report will be made on the progress ^{and} or any lack of progress toward the Affirmative Action goals.

The NCSU Affirmative Action Plan follows the regular pattern of organization and administration of the University and is divided into 13 planning units which include the 8 degree-granting schools, the ~~Division of Student Affairs~~, Library, Business Affairs, University Extension, and Special Units. Each unit established a planning committee which developed plans applicable to that unit. In combination with the general statement on policy and description of procedure, these 13 plans constituted the Affirmative Action Plan for NCSU.

With the conclusion of the first year each unit reported on the results of the good faith efforts made within their units on the following groups of personnel:

EPA Nonfaculty - employees exempt from State Personnel Act without parity rank (Example: Librarians)

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EPA Faculty - employees exempt from state
Personnel Act with faculty rank (Example:
Assistant Professor)

SPA - employees subject to the state
Personnel Act (Example: Secretary)

Attached are tables from each of the thirteen units plus a
University total ^{on race and sex} on the three categories listed above: EPA Non-Faculty,
EPA Faculty and SPA personnel.

A summary of the tables indicates the following:

Race Summary - EPA Non-Faculty - Increase in Blacks from 25 to 27 with a
goal of 38 by 1976. The two increases of Blacks were
both in the Professional Classification. Under ^{the} Other Race
category (American Indian and American Oriental, Spanish
Surnames) the increase was from 2 to 4 with a 1976
goal of 5. Both of these individuals also were
employed under the Professional Classification. The total
of Whites in the EPA Non-Faculty was reduced by 3 from
375 to 372.

EPA Faculty - In the Faculty ranks progress has been slower
than expected with only 2 Blacks added at the
Associate Professorship level during the year. This
increased the total of Black Faculty members to 14
but well below the hoped for progress toward the
June 1976 goal of 44 Black Faculty. There was no
^{overall} change in the Other ^{race} category total but within this
category full professors were increased ~~from~~ from 5 to 6
but this was offset by a reduction of 1 in the
Assistant Professor total.

SPA - Overall increase of Blacks from 538 to 554. Twelve of the 16 additions came in the clinical area. One bright spot showed a Black ^{position} in the Official and Manager ^{positions} Classification where a year ago there were none. The increases in SPA positions during the year totaled 27 with 16 of the total being Black.

Looking at the total University Employees the number of employees increased from 3694 to 3732 (+38) with Blacks increasing in number by 20, Other races by 2, and Whites by 16.

Sex Summary

EPA Non Faculty - ^{an} Increase of 2 Females in Officials and Managers ^{reached the} total in this classification from 8 to 10. This two increases was the only female ^{addition} but with a three-year goal of 6 the University ^{reached} is one third of its goal.

EPA Faculty - Female progress has been extremely slow with a three-year goal of 50 females. ~~and~~ between July 1, 1973 and June 30, 1974 the University gained ^{overall} only 1 fulltime female faculty member. The increase in Female Associate Professors made a gain of 3 from 5 to 8, ^{and} in Assistant Professors a gain of ^{from} 14 to 31 to 32 total. Instruction fell from 28 to 24 which was predicted as either promotions ^{or} new ^{occupying}

* Insert - Page 4

One death and several resignations
kept the EPA Faculty results from
looking better than the record shows
in both the ~~minority~~ and ~~Female~~ count.

appointments ~~were~~ made at higher levels.

SPA - Two additional ^{positions} ~~positions~~ came under the ~~Official and Manager~~ classification during the year to surpass the predicted goal of no new Females in this category. However under the classification of ~~Professional (-1)~~, ~~Craftsman (-2)~~, and ~~Operator (-4)~~ slight decreases were noted. Female increases came in the classification of ~~Official and Manager (+2)~~, ~~Clerical (+13)~~, ~~Laborers (+1)~~, and ~~Service Workers (+10)~~.

The overall increase of Females in SPA positions slowed on minus of 19 and surpassed the one year goal by 8.

It is very clear after the first year of the three-year period the University as a whole, has a long way to go to meet the goals set last year, ^{for Black and Female} particularly in the EPA Faculty area.* The first year was expected to be the least productive of the three as the various departments, ~~Schools~~ and divisions expanded their efforts in the attempted recruitment of Minorities and Females. Availability ^{of qualified applicants} is a problem with many of our more technical departments and schools such as Forest Resources, Engineering, ^{Textiles and} various departments within the Schools of Agriculture and Life Sciences, Design and Physical Science and Mathematics.

An Affirmative Action form that accompanies each regular University Appointment Form was used during the year to ~~to~~ review the good faith efforts made on each new EPA Faculty and EPA Nonfaculty appointment prior to all official offer being made. In cases where the effort appeared to be too limited in scope for the position or not enough effort was made to publicize the

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open position, then the Affirmative Action Officer contacted the responsible persons and either received additional information on the efforts made or asked that the opening be further publicized ^{in addition to effort already made} before being approved. A copy of this Affirmative Action Report Form is attached.

Although the first year results are not as dramatic as hoped for, there were several encouraging reports. During the year a Black became the Associate Dean of the School of Education, a Female became the Director of the Student Health Services, ^{and} a Black was appointed as an Assistant Basketball Coach. Appointments made effective July, 1974 included several Blacks and Females, among them a Black Assistant Provost and Professor of Mathematics Education and a Black Assistant Professor of Chemical Engineering.

The D. H. Hill Library had a goal of ² Blacks for the three-year timetable and reached this goal ^{EPA highlights} during the year with the employment of two Black Females, one as Head of the Catalog Department and the other as Assistant Acquisitions Librarian. In addition the library employed one special summer Female in the Reference Department.

The Division of Student Affairs equaled or surpassed their one year SPA goal in both the employment of Blacks and Females.

The ~~Affirmative Action~~ ^{Equal Employment Opportunity Act} Officer chaired the Affirmative Action Committee consisting of one representative from each of the thirteen units of the University. This committee met several times during the year to discuss Affirmative Action, equal employment and the revising of the Affirmative Action Plan.

During the year the ^{EEO} ~~Affirmative Action~~ ^{Office} ~~Committee~~ and
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Effective July 1, 1974 Dr. Lawrence M. Clark ^{was appointed Assistant} ^{Provost} and assumed the
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