

## MEMORANDUM

To: All persons with administrative responsibility for EPA personnel, including academic deans, directors, and department heads

From: Provost  
Vice Chancellor-Health Sciences  
Vice Chancellor and Dean of the Graduate School  
Vice Chancellor-Development and Public Service  
Vice Chancellor-Business and Finance  
Dean of Student Affairs  
Registrar

For: Affirmative Action Program Committee

Date: 12 April 1973

Subject: Assistance needed in preparing that part of affirmative action program for the University dealing with EPA personnel

Response: Responses must be returned to appropriate officer named above not later than 1 May 1973

## Introduction

You were notified by Chancellor Taylor's memorandum of 29 March 1973 and its annexed documents that The University of North Carolina at Chapel Hill (in company with the other 15 component institutions of The University of North Carolina) is in the process of drafting an affirmative action program for submittal to the United States Department of Health, Education and Welfare. The immediate purpose of this affirmative action program is to enable HEW to find that this institution is in compliance with Executive Orders 11246 and 11375, which require that all contractors with the federal government refrain from discriminating on the basis of race, sex, religion, or national origin in all matters of employment and that they take affirmative action to ensure that job applicants and employees are treated without regard to those factors. Sanctions for noncompliance include the suspension or cancellation of federal contracts and disqualification for future contracts.

A preliminary report from this University is to be submitted via the Chancellor and President to the Atlanta office of HEW on 1 May 1973. The second and final report from this University, setting forth its affirmative action program in full, is being drafted by this Committee for submission to the Chancellor by 10 June and by him to the President and HEW-Atlanta by the end of June. Your help in the preparation of this final report is essential. It is equally essential to the interest of your department that you participate fully so that the special circumstances and problems that each of you faces may be taken into account.

We must have your response to this memorandum by 1 May 1973.

This memorandum is intended to describe all of the information and material that we will ask of the departments with respect to their personnel, both faculty and non-faculty, who are EPA (Exempt from the Personnel Act). The term "department" is used throughout this memorandum in a generic sense to include schools, departments, institutes, and other units that originate EPA personnel actions.

We regret no less than you do the inconvenient timing and urgency of this request, but we assure you that we have no control over either factor.

At this point, please re-read Part IV of the letter from Mr. Thomas to President Friday, dated 27 September 1972, attached to Chancellor Taylor's memorandum of 29 March 1973 (copy attached). It is the several requirements there set forth that we ask you to help us to meet. The requests set forth on page 4 and after of this memorandum are numbered in the same sequence as items 1 through 8 on pages 45 through 49 of Mr. Thomas' letter.

#### Observations

Preliminarily, we set forth several approaches and assumptions that we are following in drafting the affirmative action program for this University:

1. Although the affirmative action program must embrace both EPA (faculty and non-faculty) and SPA personnel, this memorandum deals only with EPA personnel.
2. We are specifically concerned in this memorandum with discrimination based on race (chiefly black/white) and sex (male/female) because these are the kinds of discrimination that HEW has alleged to exist here, although the Executive Orders and

statutes also prohibit discrimination on the basis of religion and national origin.

3. As used in this memorandum, the term "black" means American Negro. Negroes of other nationalities are classified under the "other races" category.
4. The fiscal year (1 July-30 June) will be used wherever plans, etc., must be expressed in terms of years.
5. The affirmative action program will cover three years (1 July 1973 to 30 June 1976) for EPA personnel and two years (1 July 1973 to June 1975) for SPA personnel.
6. The Committee must rely heavily on the departments for information and guidance in the preparation of an affirmative action program. The material received from the departments will be reviewed by the Committee and where necessary, further information or clarification will be sought from the departments.
7. For intra-University purposes, we must proceed on a departmental basis; however, the Committee will attempt to aggregate data as to employment plans into groupings larger than departments (for example, by voting division in the College of Arts and Sciences and by school in the Division of Health Affairs) for purposes of reporting to HEW-Atlanta.

Requirements

1. Availability Studies and Hiring Goals

a. Faculty

(1) Availability

Determine, for the disciplines represented in your department, the total number of people who possess the formal educational qualifications (for example, degrees) you normally require for appointment to your faculty, and within that group the number who are black and the number who are women (irrespective of race). Your professional association is the most likely source of this data. The Report of the Committee on the Role and Status of Women (March 1973) contains some information on this point and the Committee may be of additional help to you. So might the University Women for Affirmative Action with respect to the availability of women and the Committee on the Recruitment of Black Faculty with respect to the availability of blacks. Ms. Barbara Kramer, Assistant to the Vice Chancellor-Health Sciences and Mr. Carl Smith, Assistant to the Provost, may be able to help you find availability data.

Bear in mind that the pool of available personnel includes those who have received degrees over many years and who now may be employed or unemployed, not only those currently receiving degrees.

We realize that many departments seek faculty members in an international and not a national market, but figures probably are not available except for the United States.

The availability figures given should relate as nearly as is feasible to 1 July 1973.

See Form No. 1, attached.

(2) Needs, 1973-76

State the number of faculty positions, by rank, that your department will have filled in the fall of 1973. (Count persons on leave; omit visiting faculty members.)

See Form No. 2.

Assuming that there will be no increase over the next three years in the number of faculty positions available to your department, determine for your department, on the basis of your recent experience and your best judgment in the light of all known factors (for example, stable enrollments, prospective retirements and resignations, acquisition of new positions, reduction of staff due to termination of federal funding, etc.) for each of the next three fiscal years (1973-74, 1974-75, and 1975-76) the number of faculty positions you will have to fill by appointment, the special qualifications (for example, subdiscipline) to be required of each, and the rank (if known) that each position will carry. For the sake of University-wide consistency, we are asking that you assume that everyone reaching 65 will retire at that age, although we recognize that, in practice, some persons will retire earlier and some later than that age.

(3) Goals

Determine in the light of the availability of black and women candidates for appointment as indicated under (1), above, and your best judgment as to the availability to this University of blacks and women to meet the particular anticipated needs stated under (2), above, the number of blacks and women that you can expect to add to your faculty

during each of the next three fiscal years on a full-time, non-visiting basis, with an indication of the rank to be held by each where that is now known. Optimism is to be admired but realism is essential, for we must sooner or later justify to HEW any failure to attain our own projected hiring goals for blacks and women.

See Form No. 3, attached.

b. Non-faculty EPA personnel

Note: This section does not apply to students enrolled in this University who are in consequence given appointments as teaching assistants and the like.

(1) Availability

Determine through means appropriate to your department the total number of people who possess the formal educational qualifications (for example, degrees) you normally require for EPA non-faculty appointments in your department, and within that group the number who are black and the number who are female (irrespective of race). This must necessarily be a more approximate determination than that involved in estimating the availability of faculty candidates. These numbers should be grouped according to appropriate functional categories that you use for your internal purposes. The availability figures should relate as nearly as feasible to 1 July 1973.

See Form No. 4, attached.

(2) Needs, 1973-76

State the number of EPA non-faculty positions that your department will have in the fall of 1973.

See Form No.5, attached.

Assuming that there will be no increase over the next three years in the number of EPA non-faculty positions available to your department, determine for your department, on the basis of your recent experience and your best judgment in the light of all known factors (for example, stable enrollment, prospective resignations and retirements, acquisition of new positions, loss of positions, etc.) for each of the next three fiscal years

(1973-74, 1974-75, and 1975-76) the number of non-faculty EPA positions, by appropriate functional category, that you will have to fill by appointment and the special qualifications to be required of each category. For the sake of University-wide consistency, we are asking that you assume that everyone reaching 65 will retire at that age.

(3) Goals

Determine in the light of the availability of black and women candidates for appointment as indicated under (1), above, and your best judgment as to the actual availability to this University of blacks and women to meet the particular needs stated under (2), above, the number of blacks and women that you can expect to add to your EPA non-faculty ranks during each of the next three fiscal years and the functional category to which each will be assigned. Realism is essential here as in the case of faculty appointments.

See Form No. 6, attached.

2. Recruitment

a. Faculty

(1) Present Procedures

Describe briefly the procedures your department now uses in recruiting faculty members. How do you define your needs? How do you make your needs known to prospective candidates? How do you become aware of the identity of individual candidates? What procedures generally are followed from the time an individual's availability is made known to you to the time a departmental decision is made to recommend the appointment of one who is to be hired?

(2) Planned Changes in Procedures

One of the first requisites to gaining larger representation of blacks and women on the faculty is that more of both groups be brought into the pool of people given serious consideration for appointment. Therefore, the initial steps in the recruiting process are critically important. It is no less important that the procedures for candidate evaluation be free of bias for or against any candidate on the basis of race or sex.

With these considerations in view, describe the modifications in your present recruiting and evaluation processes that you intend to undertake with the specific purpose of bringing to serious consideration by your department a larger number of black and female candidates for appointment. A date for the initiation of these modified processes should be stated.

The Report of the Dixon Committee on the Recruitment of Black Faculty (September 1972) and its accompanying draft manual offer several helpful suggestions with respect to the recruitment of black faculty members.

That Committee, the Committee on the Role and Status of Women, and several other local organizations are available to aid you by providing information as to sources of faculty candidates, both blacks and women. Your respective professional associations should also be able to help you in this respect, as most of them are becoming increasingly aware of the need to place more of their black and women members in institutions where they have not been proportionately represented.

b. Non-faculty EPA Personnel

(1) Present Procedures

Describe briefly the procedures your school or department now uses in recruiting EPA non-faculty personnel. (See the suggestive questions stated in a (1), above.)

(2) Planned Changes in Procedures

For the same reasons stated in a (2), above, describe for the Committee the modifications in your present recruiting and evaluation for appointment processes that you intend to undertake with the specific purpose of bringing to serious consideration by your department a larger number of black and female candidates for EPA non-faculty appointments. A date for the initiation of these modified processes should be stated. The groups mentioned in a (2), above, may be able to help you with respect to EPA non-faculty personnel also.

3. Personnel Development

a. Faculty

Employing the criteria developed in accordance with requirement 4 (page 11), review all current members of your faculty for the purpose of determining whether anyone is occupying a rank or receiving a salary that, in comparison with others of similar qualifications in your department, is inequitable and make recommendations for appropriate corrective action where inequities are found. Include in your report a statement that such a review has been made, the resulting findings, and the corrective actions (if any) that are being recommended. (We recognize that corrective actions with respect to rank and salary require the affirmative action of several other officers and bodies, but ordinarily they are initiated at the department level and therefore that is where first responsibility must rest.)

b. Non-faculty EPA Personnel

Follow the same procedure for this group as for the faculty, as outlined above.

4. Appointment, Promotion, and Salary-Setting Criteria

a. Faculty

(1) General Observations

We understand this requirement to have the general objective of directing that the considerations on which the University bases the appointments, promotions, and salaries of its faculty members be made sufficiently explicit that those who judge, those who are judged, and the affirmative action authority may have a common understanding of the factors considered (and those not considered) in making judgments on these important matters -- even though they may still differ at times in their opinions as to the correctness of the judgments made.

There are within this University approximately 85 units -- departments, schools, institutes, and others -- that initiate appointment, promotion, and salary recommendations with respect to their faculty. (The term "recommendations" is used advisedly, for in no case is the departmental decision on these matters final.) These 85 units necessarily vary in ways scarcely imaginable to many within the University, much less to those not intimately familiar with the great variety of educational endeavors maintained by this University and with the varying types of education, skills, and experience they require for their maintenance. Thus the criteria for appointment, promotion, and salary decisions, and to some extent the procedures for making them, must vary correspondingly among departments and vary so widely that they must be declared initially by the departments. There is much common ground from one department to

another, no doubt, and many will consider the same factors but assign them relatively more or less weight, depending on the department and at times on the role to be played by the particular faculty member.

To provide at least a common format for each school or department to follow in formulating a response to the Committee's request, we ask that the outlines set out in (3) through (5) below, be followed. The department may weight the factors and give them specific meaning as it sees fit. If it adds factors to the list or omits one or more factors from the list it should explain why it has done so.

(2) Professional Judgment

Few judgments about faculty members -- including especially judgments as to their merits for appointment, promotion, and salary increases -- can be made by entirely objective means, that is, by means that require no subjective judgment or opinion and produce results on which reasonable persons could not differ. These judgments deal essentially with qualitative considerations -- with how well the faculty member has performed as a teacher, researcher, writer, clinician, performer, or in other roles pertinent to his responsibilities in the past and how well he can be expected to perform these roles in the future. In making decisions on appointments and promotions, and especially on permanent tenure conferrals, an estimate of the subject's future performance and growth potential over a professional lifetime may be involved. There is no way to quantify such an estimate. It must depend on familiarity with the subject and his work, informed by the kind of professional competence

that will enable valid distinctions to be drawn on a qualitative basis.

For all of these reasons, we will insist with you that any set of criteria that may be laid down to guide decisions on appointments, promotions, and salaries must accord substantial opportunity for the department to make qualitative judgments on the merits of individuals. The exercise of professional judgment by its nature will produce differences in result from case to case. Unless there is evidence of the abuse of that responsibility by the department in ways traceable to considerations of race or sex, the Committee is disposed to accept the validity of its exercise.

We stress this matter of quality not with the thought that it is the sole measurement to be applied in valuing faculty members, but to emphasize its importance and ensure that it not be subordinated to the more obvious and measurable factors such as quantity of work and length of service.

With respect to these qualitative judgments, informed opinion from outside the ranks of the faculty of the department -- professional colleagues in other institutions and students who have taken courses under the faculty member being evaluated, for example -- will be helpful in providing insights not readily available to the faculty members of the department.

(3) Criteria for Appointment

- (a) The needs of the department.
- (b) The resources (chiefly salary funds) of the department.
- (c) The professional characteristics of the candidate, qualitatively and quantitatively measured, including:
  - [1] Education and training.
  - [2] Experience.
  - [3] Skills.
  - [4] Accomplishments.
  - [5] Reputation and recognition.
  - [6] Potential for growth and achievement.
  - [7] Competitive demand for a person of the qualifications involved.
- (d) Personal qualities of the candidate, including:
  - [1] Integrity.
  - [2] Good judgment.
  - [3] Initiative.
  - [4] Industry.
  - [5] Self-reliance.
  - [6] Capacity for cooperation.
- (e) But not race, color, sex, religion, or national origin.

(4) Criteria for Reappointment and Promotion

- (a) The needs of the department.
- (b) The resources (chiefly salary funds) of the department.
- (c) The professional characteristics of the candidate, qualitatively and quantitatively measured, including:
  - [1] Education and training.
  - [2] Experience.
  - [3] Skills.
  - [4] Accomplishments.
  - [5] Reputation and recognition.
  - [6] Potential for growth and achievement.
  - [7] Competitive demand for a person of the qualifications involved.
  - [8] Contributions to the department.
  - [9] University-sponsored public service.
  - [10] Contributions through extra-departmental service to the University.
  - [11] Length of service.
- (d) Personal qualities of the candidate, including:
  - [1] Integrity.
  - [2] Good judgment.
  - [3] Initiative.
  - [4] Industry.
  - [5] Self-reliance.
  - [6] Capacity for cooperation.
- (e) Rank and tenure patterns within the school or department.
- (f) But not race, color, sex, religion, or national origin.

(5) Criteria for Salary Determinations

- (a) The salary funds available to the department.
- (b) The professional characteristics of the faculty member, qualitatively and quantitatively measured, including:
  - [1] Education and training.
  - [2] Experience.
  - [3] Skills.
  - [4] Accomplishments.
  - [5] Reputation and recognition.
  - [6] Potential for growth and achievement.
  - [7] Competitive demand for a person of the qualifications involved.
  - [8] Contributions to the school or department.
  - [9] University-sponsored public service.
  - [10] Contributions through extra-departmental service to the University.
  - [11] Length of service.
  - [12] Rank.
  - [13] Special administrative or similar duties performed for the department in addition to the normal expectations of the position.
- (c) Personal qualities of the faculty member, including:
  - [1] Integrity.
  - [2] Good judgment.
  - [3] Initiative.
  - [4] Industry.
  - [5] Self-reliance.
  - [6] Capacity for cooperation.
- (d) But not race, color, sex, religion, or national origin.

(6) Procedures for Appointment

Describe the procedures your department typically uses in evaluating candidates for recommendation for appointment to your faculty, and the extent to which faculty members normally participate in those decisions. (You may cross refer to your response to requirement 2, above, where appropriate.) Procedures beyond the level of your department need not be described, as that information will be obtained by other means. Note any modifications you intend to make in your procedures to guard against decisions being influenced by considerations of race or sex, and when those modifications will be initiated.

(7) Procedures for Reappointment and Promotion

Describe the procedures your department typically uses in evaluating candidates for recommendation for promotion to higher rank or for reappointment within your faculty, and the extent to which faculty members normally participate in those decisions. Procedures beyond the level of your department need not be described. Note any differences between the procedures used for promotions or reappointments that carry permanent tenure and those that do not. Note any modifications that you intend to make in your procedures to guard against decisions being influenced by considerations of race or sex, and when those modifications will be initiated.

(8) Procedures for Making Salary Determinations

Describe the procedures your department typically uses in making decisions on recommendations for salaries of faculty members, both at the time of initial appointment and annually thereafter, and the extent to which faculty members normally participate in those

decisions. Procedures beyond the level of your department need not be described. Note any modifications that you intend to make in your procedures to guard against decisions being influenced by considerations of race or sex, and when those modifications will be initiated.

b. Non-faculty EPA Personnel

Appointing, promoting, and setting the salaries of non-faculty EPA personnel involves many of the same considerations as those applied to members of the faculty, for much of the work performed by these people is closely akin to one or more aspects of that of the faculty. Therefore the Committee asks that you provide them with a statement of the criteria you apply in making appointment, promotion, and salary decisions with respect to your non-faculty EPA personnel, following insofar as they may be applicable the outlines on pages 14, 15, and 16. Describe briefly the procedures used in making those decisions.

5. Anti-nepotism Policies

Response to this requirement will be made by the Committee and no action on the part of the schools and departments is indicated.

6. Employment Testing

Response to this requirement, which appears to relate primarily or entirely to SPA personnel, will be made by the Committee and no action on the part of the schools and departments is indicated.

7. Technical Requirements

This requirement pertains, for example, to the terms of contracts made by the University with building contractors and the suppliers of goods to the University. Response will be made by the Committee and no action on the part of the schools and departments is indicated.

8. Administering the Affirmative Action Program

- a. The Committee will respond to this requirement and no action on the part of the schools and departments is indicated.
- b. The Committee will respond to this requirement and no action on the part of the schools and departments is indicated.
- c. The Committee will give assurances that this requirement will be complied with by all elements of the University. Departments must comply with this requirement in composing advertisements, letters to sources of prospective faculty, and other general communications with respect to recruiting.

d. Effective immediately, the departments must keep for at least two years records as to the race, sex, referral source, and type of work applied for by each job applicant, and the disposition of each such application. Applicants should not be asked their race, color, sex, religion, or national origin, however, even where those factors are not otherwise made known to the department.

An "applicant" is defined, for the purposes of this requirement, as a person who, in response to a general or specific solicitation of indications of interest in appointment to the faculty of the department (for example, the listing of a position with a professional association's placement office, the publication of notice of a vacancy in a journal, or a direct inquiry to an individual), affirms his availability to the department, or otherwise comes under consideration by the department. Thus an unsolicited inquiry as to the availability of a position need not be considered as an "application" for this purpose. Doubtful cases should be resolved in favor of treating the individual as an applicant, however.

Note that all personnel records are now subject to inspection by federal agents at any time in the course of investigating any complaint as to a discriminatory action based on race or sex, and the right to examine records is not limited to the records of the complainant.

e. You will receive information with respect to the reporting system to be devised for the regular collection of information on the operation of the affirmative action program.

f. The Committee will respond to this requirement and no action on the part of the departments is indicated.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
REGION IV  
50 7TH STREET N.E.  
ATLANTA, GEORGIA 30323

September 27, 1972

OFFICE OF THE  
REGIONAL DIRECTOR

Dr. William C. Friday  
President  
The University of North Carolina  
Chapel Hill, North Carolina 27514

Dear Dr. Friday:

This letter is to report to you the results of our contract compliance reviews at North Carolina State University at Raleigh, and the University of North Carolina at Chapel Hill. In addition, we have analyzed the print-out material your office provided us, covering the work forces at the University of North Carolina at Wilmington, Asheville, Charlotte and Greensboro.

As you know, the North Carolina State University System, as a Government contractor is subject to the provisions of Executive Orders 11246 and 11375, covering equal employment opportunity. Although we found evidence of compliance within the structure of the University System, there are additional requirements prescribed by the Orders which have not been met. As a result, we must conclude that the North Carolina State University System is not fully meeting its obligations under the provisions of Executive Orders 11246 and 11375, and we must ask for written commitments to take appropriate corrective action in each of the areas wherein discrepancies appeared. Such commitments are essential so that we may continue to certify that the North Carolina State University System is a responsible Government contractor.

For purposes of clarity, we have structured this letter into the following sections:

- I. Specific findings covering the North Carolina State University at Raleigh.
- II. Specific findings covering the University of North Carolina at Chapel Hill.

Page 2

Dr. William C. Friday

- III. Comments relating to our analysis of the print-out material covering the University of North Carolina at Wilmington, Asheville, Charlotte and Greensboro.
- IV. Universal requirements covering all schools within the North Carolina State University System.

IV. Universal Requirements Applying to All Schools Within the North Carolina State University System

A. As provided for in Sec. 60-1.20 of Subpart B, of the Rules and Regulations of Executive Order 11246 where deficiencies are found to exist, reasonable efforts shall be made to secure compliance through conciliation and persuasion. Before you as a contractor can be found to be in compliance with the Order must make a specific commitment, in writing, to correct any such deficiencies. The commitment must include the precise action to be taken and the dates for completion. The following eight major deficiencies have been found in the North Carolina State University System and apply to each school within the System to a greater or lesser degree. It is recognized that each school

Dr. William C. Friday

has achieved some varying degree of compliance and, further, specific problem areas were found at one school which were not present at other schools. In regard to these specific problem areas, it is expected that the corrective action taken or proposed would be included in the corrective action plan related to that particular school. Although the format and style of the corrective action plan rests with the officials of the North Carolina University System, we are suggesting that a general policy statement covering the equal employment opportunity requirements applicable to all schools within the System be prepared. Following this statement, a corrective action plan should be prepared for each school within the System, based on the Specific and Universal Requirements contained in this letter as relevant. Since Section III relates to our analysis of print-out data alone, suggesting that at least some of the problems found at the two schools where on-site reviews were conducted are present, we believe the corrective action plan for these schools should relate to our comments in Section III, plus any additional requirements covered by Executive Orders 11246 and 11375. This means that the four schools which were not subjected to an on-site review should examine closely their own equal employment opportunity practices to assure that any needed corrective action is taken.

1. In view of the apparent complete absence or underutilization of both females and Blacks in numerous position classifications at both the academic and non-academic levels of employment, we are requiring that an availability study of both Blacks and females be conducted in these job classifications where they are either underutilized or absent.

On the basis of this study, you must then develop a set of projected new-hire goals covering all of the academic and non-academic positions where the underutilization of Blacks and females exists. These goals must cover six-month increments for non-academic positions, and 12-month increments for academic positions.

As provided in the Regulations covering Executive Orders 11246 and 11375, goals may include similar position classifications as a group; however, each position classification included

within such groupings must be identified for reference and later analysis.

Projected new-hire goals must take into consideration availability, attrition, expansion and termination rates.

Your corrective action plans must also indicate the dates when your availability studies will be completed and your goal setting can be established.

2. Develop a well-defined recruitment plan focusing on Black and female recruitment, indicating what specific recruitment methods will be utilized toward the achievement of the University's stated numerical employment goals. This recruitment plan should address itself to the various recruitment deficiencies and problem areas pointed up in this letter. Provide a date for completion of this requirement.

3. Develop to the greatest extent feasible, a training and promotion plan specifically designed to encourage and activate the upward mobility of Blacks and females into or toward those job levels and classifications where they are non-utilized or underutilized. This plan should include a statement to the effect that the University has undertaken and completed a study of its work force and personnel files for the purpose of identifying possible under-employment among its Black and female employees and communicate an assurance that any such employees identified will be given priority consideration for promotional purposes. This plan, the under-employment study and its results, and semi-annual goals covering at least a 12-month period must be defined in an acceptable time frame.

4. Develop a set of objective criteria by which the monetary worth of faculty members might be comparatively adjudged, and by which said faculty members might be comparatively graded or rated. On the basis of these standardized criteria, analyze and rate each faculty member in each department. Where faculty members in an academic department are graded higher, but receive the same or less money than their male faculty counterparts, immediate corrective action should be taken. The same or similar

criteria should be developed for rank and promotion comparisons, with needed corrective actions forthcoming. The criteria developed and utilized by the University for purposes of comparison and rating should be applied on a consistent and standardized basis within the various academic departments of the institutions. The set of criteria adopted along with the analyses and corrective action taken by the University should also prescribe an established time frame for completion.

5. Identify spouse-pairs employed by the University and undertake an analytical study of their credentials and employment status to ascertain whether and to what extent female spouses, as a class, have been equitably dealt with. It is possible that the study's results might indicate the University's need to alter or discontinue its current policies pertaining to the employment of relatives. An explanatory statement regarding the University's intentions relative to maintaining, altering or discontinuing its current nepotism policies should be submitted with the above requested materials. The time frame for completion of this action should also be indicated.

6. Enclosed with this letter is a copy of Federal Rules and Regulations pertaining to employment testing. Against the back-drop of these Rules and Regulations, the University is advised to inform our office as to their specific intentions regarding the future use or discontinuation of those invalidated employment tests in current use.

7. Take immediate action to ensure the fulfillment of each of those technical requirements outlined by this letter as having not been satisfactorily met. Submit definitive particulars.

8. Develop a plan designed to upbuild and strengthen the University's equal employment opportunity policy, to communicate said policy to all University personnel, and to monitor and control equal employment opportunity activities and progress. Such a plan should, at a minimum, address itself to each of the following elements: (If any of these elements are already operative, in part or in full, simply note appropriate particulars.)

a. The appointment of one or more equal employment opportunity officers with well-defined powers and responsibilities who has (have) direct-line communication with the President of the University.

b. The continuing development and dissemination of the University's equal employment opportunity policy and activities to all personnel.

c. The development and dissemination of official University policy to the effect that: No advertisements of any sort will be published in which racial or sexual (except in those rare situations where sex can be established as a bona fide occupational qualification) preference is indicated; that all University advertisements -- academic, professional and non-academic -- will carry the required employment tagline, "An Equal Opportunity Employer;" and that qualified applicants, regardless of sex, will be given serious and equitable consideration for each and all University job openings, irrespective of the nature of the work involved and of traditional male and female connotations associated with the work.

d. The auditing of all incoming job applicants as to sex, race, referral source and type of work applied for, and the auditing of the routing and results of the internal referral of job applicants to University hiring officials.

e. The development of a periodic and systematic reporting system by which the various section and department heads of the University keep the Equal Employment Opportunity Officer(s) and the University President informed as to their affirmative action efforts and results.

f. The development of a well-defined plan showing how the Personnel Office, in the non-academic sphere, and appropriate designated administrator(s) in the academic sphere, will be supplied with the opportunity resources, flexibility and authority to develop and utilize policy, procedures, and programs which will "get the job done," insofar as equal employment opportunity activity and results are concerned. This plan should

Page 49

Dr. William C. Friday

clearly outline provisions which will enable the Personnel Office and/or the University to deal firmly and effectively with hiring officials at all levels who, by their action or inaction, show disregard for or lack of understanding of the University's equal employment opportunity emphasis, insofar as the hiring of employees is concerned.

In conclusion, this letter represents our findings as a result of the contract compliance reviews covering the University of North Carolina System. Within a period of approximately two weeks, representatives of our office will plan to meet with you to discuss the contents of this letter and other implicit procedures contained therein. Our representative will telephone your office to establish the actual time and date of our meeting.

We wish to thank you and your staff for the excellent cooperation and interest shown our representatives during this review. Because of this cooperation and interest we are convinced that rapid progress toward amelioration of problem areas will be accomplished.

Sincerely yours,



William H. Thomas  
Regional Civil Rights Director  
Office for Civil Rights

AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

1. What are the basic educational requirements for members of your faculty?

2. How many people in the United States meet the basic educational requirements stated above?

	<u>Number</u>	<u>Percentage</u>
Blacks		
Women		
Other	_____	_____
Total		

3. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population noted under 2, above,

a. Describe the pool:

b. How many people constitute that special pool?

	<u>Number</u>	<u>Percentage</u>
Blacks		
Women		
Other	_____	_____
Total		

Affirmative  
Action  
Program  
Committee

Form No. 2  
April 1973

FACULTY COMPLEMENT, FALL 1973 (Full Time Only)

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

	<u>Black</u>	<u>Women</u>	<u>Other</u>	<u>Total</u>
Professors				
Associate Professors				
Assistant Professors				
Instructors				
Lecturers	_____	_____	_____	_____
Total				

Affirmative  
Action  
Program  
Committee

Form No. 3  
April 1973

FACULTY HIRING GOALS, 1973-76 (Full Time Only)

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

	1973-74				1974-75				1975-76			
	Black	Women	Other	Total	Black	Women	Other	Total	Black	Women	Other	Total
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Lecturer												
Undetermined at present												
Total												

AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

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

1. What are the basic educational requirements for appointment to your EPA non-faculty positions?
  
  
  
  
  
  
  
  
  
  
2. How many people are there in the geographical area from which you can reasonably expect to recruit who meet the basic educational requirements stated above?

	<u>Number</u>	<u>Percentage</u>
Blacks		
Women		
Other	_____	_____
Total		

Affirmative  
Action  
Program  
Committee

Form No. 5  
April 1973

EPA NON-FACULTY COMPLEMENT, FALL 1973 (Full Time Only)

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

Functional Categories

Black   Women   Other   Total

Total

\_\_\_\_\_



AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT ADULT AND COMMUNITY COLLEGE EDUCATION COMPLETED BY EDGAR J. BOONE

DATE JUNE 10, 1975

June 1973 EPA  
Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA  
Non-Faculty Complement

June 1975 EPA  
Non-Faculty Complement

	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>FULL-TIME</b>																								
Officials & Managers																								
Professionals		1					1	1							1									1
Technicians																								
<b>SUB-TOTAL</b>		1					1	1							1									1
<b>*PERMANENT PART-TIME</b>																								
Officials & Managers																								
Professionals																								
Technicians																								
<b>SUB-TOTAL</b>																								
<b>TOTAL</b>		1					1	1							1									1

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



**AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY**

SCHOOL/DEPARTMENT Education  
Center for Occupational Education

COMPLETED BY W. Maxwell, Assoc. Dean

DATE 19 June 1975

	June 1973 EPA Non-Faculty Complement				Projected 1975-76 Complement				June 1974 EPA Non-Faculty Complement				June 1975 EPA Non-Faculty Complement											
	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
<b>FULL-TIME</b>																								
<b>Officials &amp; Managers</b>																								
<b>Professionals</b>	7	2					7	2	5	1					5	1	6	1					6	1
<b>Technicians</b>																	5	1					5	1
<b>SUB-TOTAL</b>	7	2					7	2	5	1					5	1	6	1					6	1
<b>*PERMANENT PART-TIME</b>																								
<b>Officials &amp; Managers</b>																								
<b>Professionals</b>																								
<b>Technicians</b>																								
<b>SUB-TOTAL</b>																								
<b>TOTAL</b>	7	2					7	2	5	1					5	1	6	1					6	1

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Admissions

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

June 1973 EPA  
Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA  
Non-Faculty Complement

June 1975 EPA  
Non-Faculty Complement

FULL-TIME	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Officials & Managers	1						1		1							1		1						1	
Professionals	1	1		1			1	2	1	1	1					2	1	1	1	1				2	1
Technicians																									
<b>SUB-TOTAL</b>	<b>2</b>	<b>1</b>		<b>1</b>			<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>				<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>					<b>2</b>	<b>2</b>
<b>*PERMANENT PART-TIME</b>																									
Officials & Managers																									
Professionals																									
Technicians																									
<b>SUB-TOTAL</b>																									
<b>TOTAL</b>	<b>2</b>	<b>1</b>		<b>1</b>			<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>				<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>					<b>2</b>	<b>2</b>

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

*Library Services*



AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Counseling

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

June 1973 EPA  
Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA  
Non-Faculty Complement

June 1975 EPA  
Non-Faculty Complement

FULL-TIME	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Officials & Managers	1						1		1						1		1						1	
Professionals	6	1					6	1	5	1		1			5	2	3	1		1			3	2
Technicians																								
SUB-TOTAL	7	1					7	1	6	1		1			6	2	4	1		1			4	2
*PERMANENT PART-TIME																								
Officials & Managers																								
Professionals		1					1		1						1	2	2						2	2
Technicians																								
SUB-TOTAL		1					1		1						1	2	2						2	2
TOTAL	7	2					7	2	6	2		1			6	3	6	3		1			6	4

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Financial Aid

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

June 1973 EPA  
Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA  
Non-Faculty Complement

June 1975 EPA  
Non-Faculty Complement

FULL-TIME	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Officials & Managers	1						1		1							1		1						1	
Professionals	1	1					1	1	1	1			1			1	2	1	1				1	1	
Technicians																									
SUB-TOTAL	2	1					2	1	2	1			1			2	2	2	1				2	1	
*PERMANENT PART-TIME																									
Officials & Managers																									
Professionals				1				1									1						1		
Technicians																									
SUB-TOTAL				1				1									1						1		
TOTAL	2	1		1			2	2	2	1			1			2	2	2	1			1		2	2

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Music

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

	June 1973 EPA Non-Faculty Complement						Projected 1975-76 Complement						June 1974 EPA Non-Faculty Complement						June 1975 EPA Non-Faculty Complement					
	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
FULL-TIME																								
Officials & Managers	1						1								1		1							1
Professionals	4						3	1					3	1	2		2					1		3
Technicians																								
SUB-TOTAL	5						4	1					4	1	3		2					1		4
*PERMANENT PART-TIME																								
Officials & Managers																								
Professionals																								
Technicians																								
SUB-TOTAL																								
TOTAL	5						4	1					4	1	3		2					1		4

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Registration and Records

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

	June 1973 EPA Non-Faculty Complement				Projected 1975-76 Complement				June 1974 EPA Non-Faculty Complement				June 1975 EPA Non-Faculty Complement			
	White M F	Black M F	Other M F	Total M F	White M F	Black M F	Other M F	Total M F	White M F	Black M F	Other M F	Total M F	White M F	Black M F	Other M F	Total M F
FULL-TIME																
Officials & Managers	1			1	1			1	1			1	1			1
Professionals	3			3	2	1		2	1	2	1	3	1	2	1	3
Technicians																
SUB-TOTAL	4			4	3	1		3	1	3	1	4	1	3	1	4
*PERMANENT PART-TIME																
Officials & Managers																
Professionals																
Technicians																
SUB-TOTAL																
TOTAL	4			4	3	1		3	1	3	1	4	1	3	1	4

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Religious Affairs

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

	June 1973 EPA Non-Faculty Complement				Projected 1975-76 Complement				June 1974 EPA Non-Faculty Complement				June 1975 EPA Non-Faculty Complement											
	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
<b>FULL-TIME</b>																								
Officials & Managers	1						1	1							1		1							1
Professionals																								
Technicians																								
<b>SUB-TOTAL</b>	1						1	1							1		1							1
<b>*PERMANENT PART-TIME</b>																								
Officials & Managers																								
Professionals																								
Technicians																								
<b>SUB-TOTAL</b>																								
<b>TOTAL</b>	1						1	1							1		1							1

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



AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Residence Life

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

June 1973 EPA  
Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA  
Non-Faculty Complement

June 1975 EPA  
Non-Faculty Complement

	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>FULL-TIME</b>																								
Officials & Managers	1						1		1						1			1						1
Professionals	1	2	1				2	2	2	2	1				3	2	2	2	1				3	2
Technicians																								
<b>SUB-TOTAL</b>	2	2	1				3	2	3	2	1			4	2	3	2	1				4	2	
<b>*PERMANENT PART-TIME</b>																								
Officials & Managers																								
Professionals																								
Technicians																								
<b>SUB-TOTAL</b>																								
<b>TOTAL</b>	2	2	1				3	2	3	2	1			4	2	3	2	1				4	2	

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Activities

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

June 1973 EPA  
Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA  
Non-Faculty Complement

June 1975 EPA  
Non-Faculty Complement

	June 1973 EPA				Projected 1975-76 Complement				June 1974 EPA				June 1975 EPA			
	White	Black	Other	Total	White	Black	Other	Total	White	Black	Other	Total	White	Black	Other	Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
FULL-TIME																
Officials & Managers		1							1							
Professionals																
Technicians																
DEPARTMENT ELIMINATED																
SUB-TOTAL		1							1							
*PERMANENT PART-TIME																
Officials & Managers																
Professionals																
Technicians																
SUB-TOTAL																
TOTAL		1							1							

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Affairs Research

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

	June 1973 EPA Non-Faculty Complement				Projected 1975-76 Complement				June 1974 EPA Non-Faculty Complement				June 1975 EPA Non-Faculty Complement			
	White M	Black F	Other M	Total F	White M	Black F	Other M	Total F	White M	Black F	Other M	Total F	White M	Black F	Other M	Total F
<b>FULL-TIME</b>																
Officials & Managers	1			1	1			1	1			1	1			1
Professionals																
Technicians																
<b>SUB-TOTAL</b>	1			1	1			1	1			1	1			1
<b>*PERMANENT PART-TIME</b>																
Officials & Managers																
Professionals																
Technicians																
<b>SUB-TOTAL</b>																
<b>TOTAL</b>	1			1	1			1	1			1	1			1

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Development

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

June 1973 EPA  
Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA  
Non-Faculty Complement

June 1975 EPA  
Non-Faculty Complement

FULL-TIME	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Officials & Managers	1						1		1							1		1						1
Professionals	2						2		1							2		2						2
Technicians																								
<b>SUB-TOTAL</b>	<b>3</b>						<b>3</b>		<b>2</b>							<b>3</b>		<b>3</b>						<b>3</b>
<b>*PERMANENT PART-TIME</b>																								
Officials & Managers																								
Professionals																								
Technicians																								
<b>SUB-TOTAL</b>																								
<b>TOTAL</b>	<b>3</b>						<b>3</b>		<b>2</b>							<b>3</b>		<b>3</b>						<b>3</b>

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Health Service

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

	June 1973 EPA Non-Faculty Complement						Projected 1975-76 Complement						June 1974 EPA Non-Faculty Complement						June 1975 EPA Non-Faculty Complement												
	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total
FULL-TIME	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Officials & Managers	1						1		1						1		1						1		1					1	
Professionals	1						1		1	1					1	1	2	1					2	1	2	1				2	
Technicians																															
SUB-TOTAL	2						2		2	1					2	1	2	2					2	2	2	2				2	
*PERMANENT PART-TIME																															
Officials & Managers																															
Professionals	1	1					1	1	1						1		1						1		1					1	
Technicians																															
SUB-TOTAL	1	1					1	1	1						1		1						1		1					1	
TOTAL	3	2					3	1	3	1					3	1	3	2					3	2	3	2				3	

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

AFFIRMATIVE ACTION PLAN  
EPA NON-FACULTY

SCHOOL/DEPARTMENT University Student Center

COMPLETED BY Thomas H. Stafford, Jr.

DATE June 27, 1975

June 1973 EPA  
Non-Faculty Complement

Projected 1975-76 Complement

June 1974 EPA  
Non-Faculty Complement

June 1975 EPA  
Non-Faculty Complement

	June 1973 EPA Non-Faculty Complement						Projected 1975-76 Complement						June 1974 EPA Non-Faculty Complement						June 1975 EPA Non-Faculty Complement													
	White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total		White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Officials & Managers	4						4		4						4		4								4		4					
Professionals	4	3	1				5	3	4	2	1				5	2	4	1	1			2		5	3	4		1		2	5	2
Technicians																																
SUB-TOTAL	8	3	1				9	3	8	2	1				9	2	8	1	1		2		9	3	8		1		2	9	2	
*PERMANENT PART-TIME																																
Officials & Managers																																
Professionals																	1						1		1						1	
Technicians																																
SUB-TOTAL																	1						1		1						1	
TOTAL	8	3	1				9	3	8	2	1				9	2	8	2	1		2		9	3	8	1	1		2	9	3	

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

*Thomas H. Stafford, Jr.*

TABLE 1a. Summary by race on all employees of North Carolina State University

Job Classification	Employment Status	Time Period	Black	Other	White	Total	
<u>EPA NON-FACULTY</u>							
Officials & Managers	Full-time	June 1973	7 (6.4) <sup>1</sup>	0 (0.0)	102 (93.6)	109 (27.1) <sup>2</sup>	
		June 1974	7 (6.5)	0 (0.0)	100 (93.5)	107 (26.6)	
		1975-76	9 (8.4)	0 (0.0)	98 (91.6)	107 (26.1)	
	Part-time	June 1973	0 (0.0)	0 (0.0)	1 (100.0)	1 (8.3)	
		June 1974	-	-	-	-	
		1975-76	0 (0.0)	0 (0.0)	1 (100.0)	1 (12.5)	
Professionals	Full-time	June 1973	18 (6.2)	2 (0.7)	270 (93.1)	290 (72.1)	
		June 1974	20 (6.8)	4 (1.4)	268 (91.8)	292 (72.4)	
		1975-76	29 (9.6)	5 (1.7)	266 (88.7)	300 (73.2)	
	Part-time	June 1973	1 (9.1)	0 (0.0)	10 (90.9)	11 (91.7)	
		June 1974	0 (0.0)	0 (0.0)	11 (100.0)	11 (100.0)	
		1975-76	0 (0.0)	0 (0.0)	7 (100.0)	7 (87.5)	
Technicians	Full-time	June 1973	0 (0.0)	0 (0.0)	3 (100.0)	3 (0.8)	
		June 1974	0 (0.0)	0 (0.0)	4 (100.0)	4 (1.0)	
		1975-76	0 (0.0)	0 (0.0)	3 (100.0)	3 (0.7)	
	Part-time	June 1973		N/A	N/A	N/A	N/A
		June 1974					
		1975-76					
Total	Full-time	June 1973	25 (6.2)	2 (0.5)	375 (93.3)	402	
		June 1974	27 (6.7)	4 (1.0)	372 (92.3)	403	
		1975-76	38 (9.3)	5 (1.2)	367 (89.5)	410	
	Part-time	June 1973	1 (8.3)	0 (0.0)	11 (91.7)	12	
		June 1974	0 (0.0)	0 (0.0)	11 (100.0)	11	
		1975-76	0 (0.0)	0 (0.0)	8 (100.0)	8	
<u>EPA FACULTY</u>							
Department Head	Full-time	June 1973	0 (0.0)	1 (1.8)	56 (98.2)	57 (4.9)	
		June 1974	0 (0.0)	1 (1.7)	57 (98.3)	58 (4.9)	
		1975-76	0 (0.0)	1 (1.7)	57 (98.3)	58 (4.6)	
Part-time	June 1973 June 1974 1975-76		N/A	N/A	N/A	N/A	

TABLE 1a. - continued

Job Classification	Employment Status	Time Period	Black	Other	White	Total
Professors	Full-time	June 1973	0 (0.0)	5 (1.4)	346 (98.6)	351 (29.9)
		June 1974	0 (0.0)	6 (1.7)	355 (98.3)	361 (30.5)
		1975-76	2 (0.5)	6 (1.5)	401 (98.0)	409 (32.6)
	Part-time	June 1973	0 (0.0)	0 (0.0)	6 (100.0)	6 (14.0)
		June 1974	0 (0.0)	0 (0.0)	6 (100.0)	6 (11.8)
		1975-76	0 (0.0)	0 (0.0)	4 (100.0)	4 (12.1)
Associate Professors	Full-time	June 1973	3 (1.0)	5 (1.6)	302 (97.4)	310 (26.5)
		June 1974	5 (1.6)	5 (1.6)	308 (96.8)	318 (26.9)
		1975-76	8 (2.2)	9 (2.4)	353 (95.4)	370 (29.5)
	Part-time	June 1973	0 (0.0)	0 (0.0)	5 (100.0)	5 (11.6)
		June 1974	0 (0.0)	0 (0.0)	5 (100.0)	5 (9.8)
		1975-76	0 (0.0)	0 (0.0)	5 (100.0)	5 (15.2)
Assistant Professors	Full-time	June 1973	4 (1.3)	4 (1.3)	304 (97.4)	312 (26.6)
		June 1974	4 (1.2)	3 (0.9)	319 (97.9)	326 (27.6)
		1975-76	27 (8.2)	1 (0.3)	302 (91.5)	330 (26.3)
	Part-time	June 1973	0 (0.0)	0 (0.0)	4 (100.0)	4 (9.3)
		June 1974	0 (0.0)	0 (0.0)	6 (100.0)	6 (11.8)
		1975-76	0 (0.0)	0 (0.0)	3 (100.0)	3 (9.1)
Instructors	Full-time	June 1973	4 (3.0)	0 (0.0)	130 (97.0)	134 (11.4)
		June 1974	4 (3.6)	0 (0.0)	106 (96.4)	110 (9.3)
		1975-76	6 (7.4)	1 (1.2)	74 (91.4)	81 (6.4)
	Part-time	June 1973	2 (13.3)	0 (0.0)	13 (86.7)	15 (34.9)
		June 1974	2 (9.5)	0 (0.0)	19 (90.5)	21 (41.2)
		1975-76	0 (0.0)	0 (0.0)	12 (100.0)	12 (36.3)
Lecturer	Full-time	June 1973	0 (0.0)	0 (0.0)	1 (100.0)	1 (0.1)
		June 1974	0 (0.0)	0 (0.0)	1 (100.0)	1 (0.1)
		1975-76	0 (0.0)	0 (0.0)	1 (100.0)	1 (0.1)
	Part-time	June 1973	0 (0.0)	0 (0.0)	5 (100.0)	5 (11.6)
		June 1974	0 (0.0)	0 (0.0)	5 (100.0)	5 (9.8)
		1975-76	0 (0.0)	0 (0.0)	3 (100.0)	3 (9.1)
Other	Full-time	June 1973	1 (14.3)	0 (0.0)	6 (85.7)	7 (0.6)
		June 1974	1 (12.5)	0 (0.0)	7 (87.5)	8 (0.7)
		1975-76	1 (14.3)	0 (0.0)	5 (85.7)	6 (0.5)
	Part-time	June 1973	0 (0.0)	0 (0.0)	8 (100.0)	8 (18.6)
		June 1974	0 (0.0)	0 (0.0)	8 (100.0)	8 (15.6)
		1975-76	2 (33.3)	0 (0.0)	4 (66.7)	6 (18.2)

TABLE Ia. - Continued

Job Classification	Employment Status	Time Period	Black	Other	White	Total
Total	Full-time	June 1973	12 (1.0)	15 (1.3)	1145 (97.7)	1172
		June 1974	14 (1.2)	15 (1.3)	1153 (97.5)	1182
		1975-76	44 (3.5)	18 (1.4)	1193 (95.1)	1255
	Part-time	June 1973	3 (7.0)	0 (0.0)	40 (93.0)	43
		June 1974	2 (3.9)	0 (0.0)	49 (96.1)	51
		1975-76	2 (6.1)	0 (0.0)	31 (93.9)	33
<b>SPA &amp; UNCLASSIFIED STUDENT SUPPLY STORE EMPLOYEES</b>						
Officials & Managers	Full-time	Oct 1973	0 (0.0)	0 (0.0)	59 (100.0)	59 (2.8)
		June 1974	1 (1.6)	0 (0.0)	61 (98.4)	62 (2.9)
		1973-74	0 (0.0)	0 (0.0)	59 (100.0)	59 (2.8)
	Part-time	Oct 1973				
		June 1974	N/A	N/A	N/A	N/A
		1973-74				
Professionals	Full-time	Oct 1973	2 (2.8)	2 (2.8)	67 (94.4)	71 (3.3)
		June 1974	2 (2.9)	1 (1.4)	67 (95.7)	70 (3.3)
		1973-74	2 (2.8)	2 (2.8)	67 (94.4)	71 (3.3)
	Part-time	Oct 1973				
		June 1974	N/A	N/A	N/A	N/A
		1973-74				
Technicians	Full-time	Oct 1973	37 (9.2)	6 (1.5)	357 (89.3)	400 (18.9)
		June 1974	36 (9.0)	7 (1.8)	357 (89.2)	400 (18.6)
		1973-74	37 (9.2)	6 (1.5)	357 (89.3)	400 (18.7)
	Part-time	Oct 1973	0 (0.0)	0 (0.0)	3 (100.0)	3 (3.7)
		June 1974	0 (0.0)	0 (0.0)	3 (100.0)	3 (3.4)
		1973-74				
Sales	Full-time	Oct 1973	1 (1.8)	0 (0.0)	56 (98.2)	57 (2.7)
		June 1974	1 (1.7)	0 (0.0)	57 (98.3)	58 (2.7)
		1973-74	3 (4.9)	0 (0.0)	58 (95.1)	61 (2.9)
	Part-time	Oct 1973				
		June 1974	N/A	N/A	N/A	N/A
		1973-74				
Clerical	Full-time	Oct 1973	81 (10.6)	3 (0.4)	682 (89.0)	766 (36.1)
		June 1974	93 (12.0)	3 (0.4)	681 (87.6)	777 (36.2)
		1973-74	97 (12.5)	2 (0.3)	676 (87.2)	775 (36.3)
	Part-time	Oct 1973	1 (1.3)	0 (0.0)	76 (98.7)	77 (93.9)
		June 1974	1 (1.4)	0 (0.0)	73 (98.6)	74 (93.7)
		1973-74	1 (1.2)	0 (0.0)	82 (98.8)	83 (94.3)

Job Classification	Employment Status	Time Period	Black	Other	White	Total
Craftsman	Full-time	Oct 1973	59 (23.9)	0 (0.0)	188 (76.1)	247 (11.7)
		June 1974	59 (24.1)	0 (0.0)	186 (75.9)	245 (11.4)
		1973-74	62 (24.8)	0 (0.0)	188 (75.2)	250 (11.7)
	Part-time	Oct 1973				
		June 1974	N/A	N/A	N/A	N/A
		1973-74				
Operations (Semi-skilled)	Full-time	Oct 1973	34 (31.5)	2 (1.8)	72 (66.7)	108 (5.1)
		June 1974	37 (32.4)	1 (0.9)	76 (66.7)	114 (5.3)
		1973-74	36 (33.0)	2 (1.9)	71 (65.1)	109 (5.1)
	Part-time	Oct 1973				
		June 1974	N/A	N/A	N/A	N/A
		1973-74				
Laborers	Full-time	Oct 1973	79 (63.7)	0 (0.0)	45 (36.3)	124 (5.8)
		June 1974	82 (59.9)	1 (0.7)	54 (39.4)	137 (6.4)
		1973-74	79 (63.7)	0 (0.0)	45 (36.3)	124 (5.8)
	Part-time	Oct 1973	0 (0.0)	0 (0.0)	2 (100.0)	2 (2.4)
		June 1974	0 (0.0)	0 (0.0)	2 (100.0)	2 (2.5)
		1973-74	0 (0.0)	0 (0.0)	2 (100.0)	2 (2.3)
Service Workers	Full-time	Oct 1973	245 (85.1)	1 (0.3)	42 (14.6)	288 (13.6)
		June 1974	243 (85.6)	1 (0.4)	40 (14.0)	284 (13.2)
		1973-74	245 (85.1)	1 (0.3)	42 (14.6)	288 (13.4)
	Part-time	Oct 1973				
		June 1974	N/A	N/A	N/A	N/A
		1973-74				
Total	Full-time	Oct 1973	538 (25.3)	14 (0.7)	1568 (74.0)	2120
		June 1974	554 (25.8)	14 (0.7)	1579 (73.5)	2147
		1973-74	561 (26.2)	13 (0.6)	1563 (73.2)	2137
	Part-time	Oct 1973	1 (1.2)	0 (0.0)	81 (98.8)	82
		June 1974	1 (1.3)	0 (0.0)	78 (98.7)	79
		1973-74	1 (1.1)	0 (0.0)	87 (98.9)	88
TOTAL EMPLOYEES	Full-time	Jun/Oct 1973	575 (15.6)	31 (0.8)	3088 (83.6)	3694
		June 1974	595 (15.9)	33 (0.9)	3104 (83.2)	3732
		Goals	643 (16.9)	36 (0.9)	3123 (82.2)	3802
	Part-time	Jun/Oct 1973	5 (3.6)	0 (0.0)	132 (96.4)	137
		June 1974	3 (2.1)	0 (0.0)	138 (97.9)	141
		Goals	3 (2.3)	0 (0.0)	126 (97.7)	129

<sup>1</sup>Number of employees and (percent within this employment status group)

<sup>2</sup>Number and (percent of total) within this job classification.

TABLE 1b. Summary by sex on all employees of North Carolina State University

Job Classification	Employment Status	Time Period	Female	Male	Total
<u>EPA NON-FACULTY</u>					
Officials & Managers	Full-time	June 1973	8 (8.3)	101 (92.7)	109 (27.1)
		June 1974	10 (9.3)	97 (90.7)	107 (26.6)
		1975-76	11 (10.3)	96 (89.7)	107 (26.1)
	Part-time	June 1973	1 (100.0)	0 (0.0)	1 (8.3)
		June 1974	-	-	-
		1975-76	1 (100.0)	0 (0.0)	1 (12.5)
Professionals	Full-time	June 1973	74 (25.5)	216 (74.5)	290 (72.1)
		June 1974	74 (25.3)	218 (74.7)	292 (72.4)
		1975-76	77 (25.7)	223 (74.3)	300 (73.2)
	Part-time	June 1973	5 (45.5)	6 (54.5)	11 (91.7)
		June 1974	3 (27.3)	8 (72.7)	11 (100.0)
		1975-76	3 (42.9)	4 (57.1)	7 (87.5)
Technicians	Full-time	June 1973	2 (66.7)	1 (33.3)	3 (0.8)
		June 1974	2 (50.0)	2 (50.0)	4 (1.0)
		1975-76	2 (66.7)	1 (33.3)	3 (0.7)
	Part-time	June 1973			
		June 1974	N/A	N/A	N/A
		1975-76			
Total	Full-time	June 1973	84 (20.9)	318 (79.1)	402
		June 1974	86 (21.3)	317 (78.7)	403
		1975-76	90 (22.0)	320 (78.0)	410
	Part-time	June 1973	6 (50.0)	6 (50.0)	12
		June 1974	3 (27.3)	8 (72.7)	11
		1975-76	4 (50.0)	4 (50.0)	8
<u>EPA FACULTY</u>					
Department Head	Full-time	June 1973	1 (1.8)	56 (98.2)	57 (4.9)
		June 1974	1 (1.7)	57 (98.3)	58 (4.9)
		1975-76	1 (1.7)	57 (98.3)	58 (4.6)
	Part-time	June 1973			
		June 1974	N/A	N/A	N/A
		1975-76			

TABLE 1b. - Continued

Job Classification	Employment Status	Time Period	Female	Male	Total
Professors	Full-time	June 1973	2 (0.6)	349 (99.4)	351 (29.9)
		June 1974	2 (0.6)	359 (99.4)	361 (30.5)
		1975-76	6 (1.5)	403 (98.5)	409 (32.6)
	Part-time	June 1973	0 (0.0)	6 (100.0)	6 (14.0)
		June 1974	0 (0.0)	6 (100.0)	6 (11.8)
		1975-76	0 (0.0)	4 (100.0)	4 (12.1)
Associate Professors	Full-time	June 1973	5 (1.6)	305 (98.4)	310 (26.5)
		June 1974	8 (2.5)	310 (97.5)	318 (26.9)
		1975-76	22 (5.9)	348 (94.1)	370 (29.5)
	Part-time	June 1973	0 (0.0)	5 (100.0)	5 (11.6)
		June 1974	0 (0.0)	5 (100.0)	5 (9.8)
		1975-76	0 (0.0)	5 (100.0)	5 (15.2)
Assistant Professors	Full-time	June 1973	31 (9.9)	281 (90.1)	312 (26.6)
		June 1974	32 (9.8)	294 (90.2)	326 (27.6)
		1975-76	62 (18.8)	268 (81.2)	330 (26.3)
	Part-time	June 1973	0 (0.0)	4 (100.0)	4 (9.3)
		June 1974	0 (0.0)	6 (100.0)	6 (11.8)
		1975-76	0 (0.0)	3 (100.0)	3 (9.1)
Instructors	Full-time	June 1973	28 (20.9)	106 (79.1)	134 (11.4)
		June 1974	24 (21.8)	86 (78.2)	110 (9.3)
		1975-76	25 (30.9)	56 (69.1)	81 (6.4)
	Part-time	June 1973	1 (6.7)	14 (93.3)	15 (34.9)
		June 1974	5 (23.8)	16 (76.2)	21 (41.2)
		1975-76	7 (58.3)	5 (41.7)	12 (36.3)
Lecturers	Full-time	June 1973	0 (0.0)	1 (100.0)	1 (0.1)
		June 1974	0 (0.0)	1 (100.0)	1 (0.1)
		1975-76	0 (0.0)	1 (100.0)	1 (0.1)
	Part-time	June 1973	1 (20.0)	4 (80.0)	5 (11.6)
		June 1974	0 (0.0)	5 (100.0)	5 (9.8)
		1975-76	1 (33.3)	2 (66.7)	3 (9.1)
Other	Full-time	June 1973	1 (14.3)	6 (85.7)	7 (0.6)
		June 1974	2 (25.0)	6 (75.0)	8 (0.7)
		1975-76	2 (33.3)	4 (66.7)	6 (0.5)
	Part-time	June 1973	2 (25.0)	6 (75.0)	8 (18.6)
		June 1974	3 (37.5)	5 (62.5)	8 (15.7)
		1975-76	2 (33.3)	4 (66.7)	6 (18.2)

TABLE 1b. - Continued

Job Classification	Employment Status	Time Period	Female	Male	Total
Total	Full-time	June 1973	68 (5.8)	1104 (94.2)	1172
		June 1974	69 (5.8)	1113 (94.2)	1182
		1975-76	118 (9.4)	1137 (90.6)	1255
	Part-time	June 1973	4 (9.3)	39 (90.7)	43
		June 1974	8 (15.7)	43 (84.3)	51
		1975-76	10 (30.3)	23 (69.7)	33
<b>SPA &amp; UNCLASSIFIED STUDENT SUPPLY STORE EMPLOYEES</b>					
Officials & Managers	Full-time	Oct 1973	4 (6.8)	55 (93.2)	59 (2.8)
		June 1974	6 (9.7)	56 (90.3)	62 (2.9)
		1973-74	4 (6.8)	55 (93.2)	59 (2.8)
	Part-time	Oct 1973			
		June 1974	N/A	N/A	N/A
		1973-74			
Professionals	Full-time	Oct 1973	38 (53.5)	33 (46.5)	71 (3.3)
		June 1974	37 (52.9)	33 (47.1)	70 (3.3)
		1973-74	38 (53.5)	33 (46.5)	71 (3.3)
	Part-time	Oct 1973			
		June 1974	N/A	N/A	N/A
		1973-74			
Technicians	Full-time	Oct 1973	125 (31.2)	275 (68.8)	400 (18.9)
		June 1974	125 (31.2)	275 (68.8)	400 (18.6)
		1973-74	125 (31.2)	275 (68.8)	400 (18.7)
	Part-time	Oct 1973	1 (33.3)	2 (66.7)	3 (3.7)
		June 1974	1 (33.3)	2 (66.7)	3 (3.8)
		1973-74	1 (33.3)	2 (66.7)	3 (3.4)
Sales	Full-time	Oct 1973	28 (49.1)	39 (50.9)	57 (2.7)
		June 1974	28 (48.3)	30 (51.7)	58 (2.7)
		1973-74	29 (47.5)	32 (52.4)	61 (2.9)
	Part-time	Oct 1973			
		June 1974	N/A	N/A	N/A
		1973-74			
Clerical	Full-time	Oct 1973	721 (94.1)	45 (5.9)	766 (36.1)
		June 1974	734 (94.5)	43 (5.5)	777 (36.2)
		1973-74	729 (94.1)	46 (5.9)	775 (36.3)
	Part-time	Oct 1973	77 (100.0)	0 (0.0)	77 (93.9)
		June 1974	73 (98.6)	1 (1.4)	74 (93.7)
		1973-74	82 (98.8)	1 (1.2)	83 (94.3)

TABLE 1b. - Continued

Job Classification	Employment Status	Time Period	Female	Male	Total
Craftsman	Full-time	Oct 1973	13 (5.3)	234 (94.7)	247 (11.7)
		June 1974	11 (4.5)	234 (95.5)	245 (11.4)
		1973-74	13 (5.2)	237 (94.8)	250 (11.7)
	Part-time	Oct 1973			
		June 1974	N/A	N/A	N/A
		1973-74			
Operations (Semi-skilled)	Full-time	Oct 1973	64 (59.3)	44 (40.7)	108 (5.1)
		June 1974	60 (52.6)	54 (47.4)	114 (5.3)
		1973-74	66 (60.6)	43 (39.4)	109 (5.1)
	Part-time	Oct 1973			
		June 1974	N/A	N/A	N/A
		1973-74			
Laborers	Full-time	Oct 1973	6 (4.8)	118 (95.2)	124 (5.8)
		June 1974	7 (5.1)	130 (94.9)	137 (6.4)
		1973-74	6 (4.8)	118 (95.2)	124 (5.8)
	Part-time	Oct 1973	2 (100.0)	0 (0.0)	2 (2.4)
		June 1974	2 (100.0)	0 (0.0)	2 (2.5)
		1973-74	2 (100.0)	0 (0.0)	2 (2.3)
Service Workers	Full-time	Oct 1973	133 (46.2)	155 (53.8)	288 (13.6)
		June 1974	143 (50.4)	141 (49.6)	284 (13.2)
		1973-74	133 (46.2)	155 (53.8)	288 (13.4)
	Part-time	Oct 1973			
		June 1974	N/A	N/A	N/A
		1973-74			
Total	Full-time	Oct 1973	1132 (53.4)	988 (46.6)	2120
		June 1974	1151 (53.6)	996 (46.4)	2147
		1973-74	1143 (53.5)	994 (46.5)	2137
	Part-time	Oct 1973	80 (97.6)	2 (2.4)	82
		June 1974	76 (96.2)	3 (3.8)	79
		1973-74	85 (96.6)	3 (3.4)	88
TOTAL EMPLOYEES	Full-time	Jun/Oct 1973	1284 (34.8)	2410 (65.2)	3694
		June 1974	1306 (35.0)	2426 (65.0)	3732
		Goals	1351 (35.5)	2451 (64.5)	3802
	Part-time	Jun/Oct 1973	90 (65.7)	47 (34.3)	137
		June 1974	87 (61.7)	54 (38.3)	141
		Goals	99 (76.7)	30 (23.3)	129

THE UNIVERSITY OF NORTH CAROLINA

*General Administration*

CHAPEL HILL 27514

RICHARD ROBINSON  
*Assistant to the President*

November 11, 1974

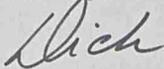
Dean Jackson A. Rigney  
International Programs  
209 Daniels  
North Carolina State University  
Raleigh, North Carolina

Dear Jack:

Prior to his meeting with you and other members of the Chancellor Selection Committee on Saturday, Bill Friday asked that I prepare a brief summary of currently applicable legal constraints in the area of equal employment opportunity to which we need to be sensitive in connection with the Committee's efforts. Bill has now asked that I share that memorandum with you, and a copy is enclosed. As Bill noted to you in conversation on Saturday morning, I shall be available to assist you with this matter or any other aspect of the total process, at your pleasure.

Best of luck in this so very important effort. The University is indeed fortunate to have the benefit of your services.

Sincerely,



Richard H. Robinson, Jr.

Enclosure

AFFIRMATIVE ACTION COMMITTEE MEETING

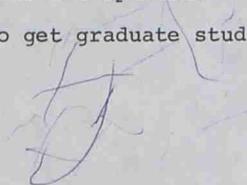
It was stated that the Administrators need to hunt for minorities. The Committee felt that the Personnel Office is improving in recruiting minorities and the the organizational structure is O.K.

There was a feeling that a committee may be needed for reviewing the situation at given times. The Central Administration especially the Provost Office should bring out reports periodically as to the status of Affirmative Action. Each unit needs and should receive information from each unit for comparison and information.

Computer Printouts were handed out by Dr. Gehle. The effective date was Oct. 1. Nonpaid adjuncts are to be deleted. Dr. Gehle requested that the printouts be corrected by Jan. 1, and stated that the printouts would probably be run quarterly and hopes that the members can see progress in time for spring recruiting. The recruitment this year will be 1976's quota.

Central Listing Service from 16 universities will be sent out periodically showing positions available on campuses. It will be necessary to show good faith effort if the unit cannot meet the goal in recruiting. By letter of law each unit needs to look into also recruiting American Indians and Spanish.

The goal of the Graduate School is to get graduate students into faculty positions.



Panel Discussion: Participants from Winston-Salem

People invited would be:

1. Central Administration
2. Deans
3. Dept. Heads
4. Affirmative Action Committee Members
5. Faculty Senate

Proposed for the week of Jan. 20 or Jan. 27

Race Relations Workshop: Two staff members Miss Corby and Miss Dabey last year attended a workshop by Urban Crisis. These women felt that a workshop would be of value and made a proposal to the Good Neighbor Council; it was then recommended to the Chancellor. The Chancellor would like to know if this group is the right group to run this workshop, who would be included, and the budget.

Cost of workshop would be \$3,000 for 20 people to attend.

The workshops have been slanted to industry, but have produced favorable comments. The Committee felt that the workshop would be beneficial and helpful in group problem solving.

The Provost felt that little progress had been made in black and female faculty and staff recruitment. More progress has been shown in student recruitment. The Committee must encourage the units to take more positive efforts. The Provost also felt that there should be substantial positions here at NCSU.

*Sylvia*

AGENDA

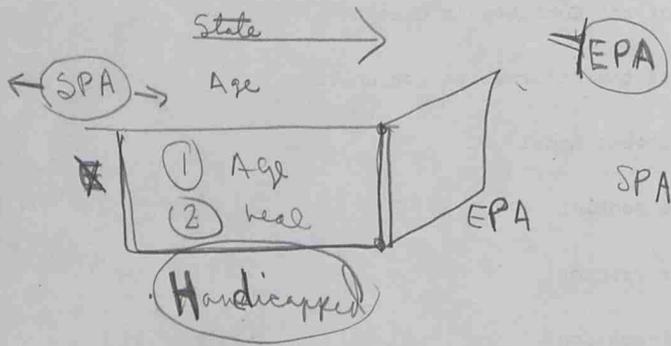
Affirmative Action Committee  
November 21, 1974  
1:30 p.m.

1. Review of the Committee's Charge
2. Status of the Affirmative Action Plan
3. Subcommittees' Model
4. Resource Booklet
5. Computer Printout
6. Panel Discussion
7. Provost Comments
8. Race Relation Workshop

# 1. Chancellor governs

Age  
Name

State  
Unmensch



September 18, 1974

MEMORANDUM

TO: Dr. Clark

FROM: N. N. Winstead

*NN Winstead*

Attached is a copy of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems. We have sent copies to the following:

Dr. I. T. Littleton	- 1 copy
Dr. J. B. Wilson	- 1 copy
Dr. B. C. Talley	- 2 copies
Mr. J. D. Wright	- 1 copy
Dr. W. L. Turner	- 1 copy
Dean E. G. Droessler	- 1 copy
Dean J. A. Rigney	- 1 copy
Dean R. J. Peeler	- 1 copy
Mr. Rudolph Pate	- 1 copy
Mr. Hardy Berry	- 1 copy
School Deans	- 1 copy each

We have two copies of the report remaining-- one copy which I will keep in my office, and the other copy for the office files.

NNW:gj

Enclosure

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

COMPUTING CENTER  
P. O. Box 5445  
RALEIGH, N. C. 27607

MEMORANDUM

TO: Mr. Clayton Stalnaker  
FROM: LeRoy B. Martin, Jr.  
DATE: July 8, 1975  
SUBJECT: Affirmative Action Report

Totals listed below represent the Computing Center, Administrative Computing Services and University Systems Analysis and Control Center SPA personnel.

<u>June 30, 1974</u>				<u>June 30, 1975</u>			
<u>White</u>		<u>Black</u>		<u>White</u>		<u>Black</u>	
<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
21	20	2	1	22	22	2	1

LBM/bs

*LeRoy B. Martin, Jr.*

DRAFT

APPLICANT STATISTICAL DATA FORM (EMPLOYMENT)

Dear Applicant:

In compliance with Federal and State requirements, we are requesting that you provide us with the information requested below. This information will be used for statistical purposes only and will be retained independent of your application. In this regard, it will neither enhance nor impede your receipt of favorable consideration.

Although your submission of the requested information is optional, your cooperation in this matter will be most helpful to us.

Sincerely,

Lawrence M. Clark  
Affirmative Action Officer

-----  
Race/Ethnicity: \_\_\_\_\_

Position Applied For: \_\_\_\_\_ Age: \_\_\_\_\_

Department: \_\_\_\_\_ Sex: \_\_\_\_\_

Citizenship (Country): \_\_\_\_\_ Handicap: \_\_\_\_\_

I learned of this vacancy through a:

Personal Contact \_\_\_\_\_  
(Name of Contact and Institution/Agency)

Job Announcement Sent to My Department \_\_\_\_\_  
(Name of Dept. and College)

Notice in a Professional Journal \_\_\_\_\_  
(Name of Journal)

Newspaper Ad \_\_\_\_\_  
(Name of Newspaper)

Placement Service \_\_\_\_\_  
(Name of College, Private and/or Professional Meeting Placement Service)

Other \_\_\_\_\_  
(List)

-----  
( Please return to Affirmative Action Officer  
North Carolina State University  
Raleigh, North Carolina 27607 )

TITLE IX / OCTOBER 30, 1975 - ATTACHMENT C

PROPOSED TITLE IX SCHEDULES -- PERIODS ENDING JANUARY 30 and APRIL 18, 1976

2. BY JANUARY 30, 1976

a. <sup>Unit</sup> ~~Institutional~~ Evaluation and Change

Action required: Complete and document <sup>Unit</sup> ~~institutional~~ self-evaluation, and initiate any necessary changes on a permanent basis, in all areas except: (i) intercollegiate athletics; and (ii) those areas where interpretation has been sought from H.E.W. or system-wide <sup>(University System)</sup> action has been undertaken, and necessary information has not been provided to the institution. For each area of activity, provision should be made for monitoring to assure identification of any future noncompliance, with reports provided ~~to you~~ at least annually.

Report required: Your report should be a summary, rather than a recapitulation of the entire inquiry, but it should have sufficient detail to stand alone as proof of your compliance effort (e.g., upon review by H.E.W.). <sup>Title IX Advisory Committee</sup> Within that guideline, it should be as concise as possible.

The report should identify each area of evaluation, state briefly the questions you sought to answer and the conclusions you formed, and either indicate why you believe no change was necessary, or describe the changes implemented and how they will meet whatever problems were identified. If a change will not be fully implemented until after spring semester 1976, please give the schedule for implementation and the basis for selecting it. You should also describe the monitoring system you will use and how it will demonstrate

Samy

Thanks for letter

me copy this. It

looks forbidding as

far as detail!!!

Coeycke

TITLE IX / OCTOBER 30, 1975 - ATTACHMENT D

SAMPLE TITLE IX ANALYSIS -- FINANCIAL ASSISTANCE TO STUDENTS

There are 6 sections of the regulation which could apply specifically to student financial assistance. This paper addresses three: 86.37(a), which mandates nondiscrimination generally in the award and administration of financial aid; 86.37(b), which establishes a "pooling" concept for certain kinds of aid restricted on the basis of sex; and 86.38, which regulates institutional student employment (considered here as financial aid rather than an ad hoc source of intermittent income). Excluded here are 86.31(c), matching funds for restricted foreign study awards; 86.37(c), athletic scholarships; and 86.31(b)(6), classification for in-state tuition.

1. What is the Standard of Nondiscrimination?

The initial step is identifying the standards of nondiscrimination which must be met. A clear idea of what institutional activities might be embraced, and of how they must or must not operate, will make the inquiry far more efficient, and particularly will help avoid repetitive demands on the key people involved. The regulatory sections addressed here establish essentially three rules, which may be summarized as follows:

- a. An institution may not treat students differently on the basis of sex in the award of any financial aid [86.37(a)(1)]. This prohibition applies to any criterion used in determining the amount, type, or mix (e.g., grant/loan/job) of aid: e.g., "need," geography, preparatory school, expected academic achievement, availability of "outside" aid, parental or other family support or other siblings' educational costs, marital or parental status and dependents, spouse's current or projected occupation, earnings or educational expenses, the applicant's own current and projected occupation, earnings, or educational expenses [86.37(a)(3), 86.40]. You must discover and evaluate every criterion used, paying particular attention to informal or tacit "rules of thumb" which are not part of established institutional procedure.

To take a perhaps common example, if you discount future resources in any way based upon an expressed intention to raise children, and thus award grants instead of loans (or, conversely, nothing instead of a loan), you must do so equally for the male student and the female student. You may assume that the amount of money available for educational obligations may decrease, but you may not assume that the father (whether student or spouse) will or should have first

call within the family on using whatever income is left for education, and the mother second.

- b. Except as set out in paragraph (c), an institution may not "through sollicitation, approval, provision of facilities, or other services, assist" any entity in making aid available to its students in a manner which discriminates, applying "discriminates" to the same wide range of criteria set out in paragraph (a). We assume that HEW intends the broadest possible meaning of "assist"--this section does not bar only "significant" assistance, as is done with regard to, e.g., student activities. Thus we interpret the section to prohibit any help given by a member of the institution, acting in that capacity, to a provider such as a foundation, alumni or civic group, or employer: including the furnishing of, e.g., transcripts recommendations, interviewing space, the names of potential candidates, publicity, or any other administrative service (except simply posting communications from the provider on a bulletin board so that students may make their own responses, if this is done generally for scholarship programs).

Our obligation here, apparently, extends to withdrawing even the appearance of institutional sanction for what otherwise might be thought more or less private action. Thus a faculty member may respond to a personal inquiry from a local civic group as to which students from its area deserve men-only scholarships; but he or she may not do so in any official capacity, and if requested to do so must make clear that Title IX, and therefore institutional policy, prohibit institutional cooperation. A student may personally request and be given materials for whatever purposes he or she wishes to use them; a faculty member may not have such access on the student's behalf for use in answering inquiries about appropriate recipients of restricted scholarships.

- c. Restricted aid "established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments" (or by acts of a foreign government)--i.e., those which the donor cannot change--may be administered under a pooling mechanism, as described below [86.37(b)(2), paragraph 61 of the Preamble]. Aid which the donor retains the capacity to make available without restriction may not be "pooled"; "assistance" in the administration of such aid on a restricted basis is prohibited.

In non-technical language, the pooling process works as follows. The institution first makes its financial aid decisions without reference to sex and without reference to the existence of any restrictions. Recipients are then matched with funds from appropriate sources, whether restricted or not. If the only funds available for any student then turn out to be barred by any type of sex-based restriction, the institution must either find other funds for that student, or award no

funds which carry a restriction. This section does not prohibit more "male" than "female" awards if there are more needy or otherwise qualified male applicants than female ones. It does prohibit use of any such funds if, after each recipient has been matched with a funding source, a single male or female is denied aid because the only funds available are restricted.

2. What kinds of information must be obtained?

With regard to aid awarded by the institution itself (including federal or state monies administered through the institution), a list of programs should be compiled, by type (e.g., loan) and minimum eligibility requirements (e.g., family income, veteran status), including: scholarship funds administered directly by the institution (including endowed scholarships), identified as unrestricted or restricted to either sex; each federal and state program separately (including veterans' assistance); institutional employment which is deemed financial aid or considered in awarding other aid; off-campus employment procured with institutional assistance if considered in awarding financial aid. Next, the criteria for awarding aid (both type and amount) must be identified, as discussed above. Again, particular attention must be paid to identifying beliefs, policies, or practices which are not explicit or formal, but which have the effect of treating males and females differently as to when aid is awarded or in what "mix" or package. Third, actual patterns of awarding aid must be examined to assure that similarly-situated males and females actually are being treated equally in all respects.

A list must also be compiled of all "outside" programs which the institution or its representatives may be "assisting" (again, reading the verb broadly), and the standards of those programs examined and catalogued. Finally, if there are either in-house or outside funds which carry restrictions under a bequest or similar instrument qualifying for the pooling mechanism, both the institutional process and the resultant pattern of aid must be re-examined, to assure that no student is denied aid because the only funds available are barred to him or her by a restriction.

3. Who has the information and how should it be gotten?

There will be different sources for each type of information: some persons will be involved extensively in the entire process and others only as to particular type of aid. Obviously, there will be a financial aid officer at one end and numerous student recipients at the other. Award of aid may also involve the placement office; administrators of federally-funded programs, if those programs do not come within the financial aid office; the office of university employment, if on-campus student employment as

part of financial assistance is not carried on through the financial aid office; the various faculties and departments within the school, all of whom may administer or help administer fellowships and other outside aid; and any separate office which administers fellowships, trusts, bequests, etc. Your major task in designing the inquiry is to assure that you will learn about everybody who is actually involved, all the criteria which are actually used, and what patterns of aid actually result.

We would suggest as one approach the following. The financial aids office should be reviewed to learn the types of aid available, both in-house and outside, the identities of those who help administer or award it, and the criteria which should be used in doing so. You should also solicit student perceptions about how aid is awarded for help in identifying possible tacit biases. Inquiry should then be made of the placement, university employment, and state and federal programs staffs to fill in gaps which you or the financial aids staff think may still exist, or to confirm common understandings of responsibilities and criteria for allocating aid. At the same time, a survey should be undertaken of department heads and other faculty positions who may be involved in assisting in off-campus aid, to secure information on the kinds and amounts of aid involved and on possible restrictions, as well as their perceptions of the institutional aid program.

At this point you will know, of course, whether there are any explicitly impermissible standards. You should also know how much aid of what kinds is available, by what "neutral" standards it is supposed to be awarded, and how trade-offs among various kinds of aid should be made, as well as whether there are restricted awards which might require a pooling framework and analysis. You should also know whether students, administrators, or other persons involved in the process think there are questionable standards, informal predilections, or possible biases which may have discriminatory results or which may need a second round of inquiry. You can thus design a sampling or other statistical analysis to see if similarly-situated students actually have been treated similarly without regard to sex--i.e., if the "neutral" criteria really work--focusing on any specific criteria or tacit biases you believe may be a problem, and doing whatever check on "pooling" may be necessary.

MEETING OF  
TITLE IX COORDINATORS  
November 19, 1975

A G E N D A

1. Overview of Title IX
2. Self-evaluation organization
3. Time Table
4. Suggested Method of Inquiry
5. Questions and Answers

TITLE IX / OCTOBER 30, 1975 - ATTACHMENT A

Nondiscrimination Statement

CONSTITUENT INSTITUTION is dedicated to equality of opportunity within its community. Accordingly, CONSTITUENT INSTITUTION does not practice or condone discrimination, in any form, against students, employees, or applicants on the ground of race, color, national origin, religion, sex, age, or handicap. CONSTITUENT INSTITUTION commits itself to positive action to secure equal opportunity regardless of those characteristics.

CONSTITUENT INSTITUTION supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246. For information concerning these provisions, contact:

NAME

TITLE

CAMPUS ADDRESS (both location and mailing, if different)

CAMPUS TELEPHONE

NORTH CAROLINA STATE UNIVERSITY  
AT RALEIGH

CHANCELLOR'S OFFICE

TO: Larry Clark

ACTION REQUESTED ON ATTACHED

NOTE AND RETURN

NEED NOT RETURN

PLEASE HANDLE

PLEASE ADVISE ME/FURNISH DATA

PLEASE ANSWER AND FURNISH ME COPY

PLEASE DRAFT REPLY FOR MY SIGNATURE

REQUIRES YOUR APPROVAL

PLEASE CALL ME ON THIS



National Civil Service League



Dear Colleague:

With the promulgation of the Title IX Regulations, many educational institutions have felt additional pressure to develop affirmative action programs which are designed to remedy the present effects of past discriminations and promote equal employment opportunity for women and minorities. School superintendents, personnel directors, higher education administrators, and affirmative action officers are also being held accountable by feminist and minority organizations.

To assist educational institutions in this very important area, the College and University Personnel Association and the Center for Public Personnel Management of the National Civil Service League have developed a series of workshops which are capacity-building in nature, and designed to increase your in-house competence for implementing affirmative action programs. To meet the needs articulated by many educators, two separate workshops have been prepared which cover a wide range of subjects.

1. Clean Slate: Affirmative Action Planning for Educational Institutions  
A three-day intensive workshop designed to cover pertinent EEO legislation and litigation; components of an affirmative action plan; and provide tools and techniques for mounting an EEO program.
2. Universe Two: Analysis, Measurement, Implementation and Evaluation in Affirmative Action  
A two-day workshop to equip the affirmative action practitioner with skills necessary for successful implementation of an existing affirmative action program, by increasing personal effectiveness in the areas of problem-solving, collective bargaining, evaluation and monitoring, and strategies for increasing the numbers of minorities and women in a job freeze situation.

We hope you or your representative will attend one or both of these sessions. Workshops 1 and 2 are scheduled for the same week, thus allowing for attendance at both sessions for the cost of one plane ticket.

R. Frank Mensel, Executive Director  
College and University Personnel Association

Daniel G. Price, Executive Director  
National Civil Service League

CORNELL UNIVERSITY

ITHACA, NEW YORK

*Office of the Dean of Students*  
103 Barnes Hall

April 3, 1975

Dear Sir or Madam:

I am writing a report on the development of affirmative action with respect to women in universities. I would be grateful if you would send me any reports that you have in this area.

Thank you.

Sincerely,



Florence Berger  
Assistant Dean of Students  
for Counseling

FB:sk



609-921-9000

We are pleased to announce the publication of

**Graduate and Professional School Opportunities  
for Minority Students, sixth edition, 1975-1977**

which has been compiled to help Black, Chicano, Puerto Rican, and Native American college students in their search for appropriate advanced degree programs.

The book summarizes information about graduate and professional schools and departments in all parts of the country. The graduate fields covered range from agriculture to zoology; the professions include law, business, medicine, dentistry, optometry, and podiatry. All the summaries contain both general information and data specifically relevant to minority students; many also include statements provided by school or department administrators about minority student policies or programs.

Also included are descriptions of the best-known sources of financial aid for graduate study, many of them specifically for minority students, and a bibliography of other timely publications that may be helpful to minority students in making realistic career plans involving graduate and professional education.

Foundation funds, which underwrote publication of previous editions, have been depleted. We have priced the new edition at \$3 for the first copy and \$1 for each additional copy ordered at the same time. Thus, we hope to recover some of the publication cost, but at the same time encourage organizations and agencies in touch with minority students to purchase multiple copies and have them available for students who come to them for assistance.

October 1975

Maryann A. Lear  
Project Director

Detach order form along fold.

**ORDER FORM**  
for

**Graduate and Professional School Opportunities  
for Minority Students, sixth edition, 1975-1977**

Please send the following:

First copy at \$3 ..... = \$ 3  
 \_\_\_\_\_ additional copies at \$1 each ..... = \$

**PAYMENT ENCLOSED**  
 (Please make check payable to GPSOMS.) ..... \$

**Payment must accompany all orders.**

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State, Zip \_\_\_\_\_

**The order form and mailing label should be filled out completely.  
PLEASE TYPE OR PRINT.**

Graduate and Professional School 328-10  
 Opportunities for Minority Students  
 Educational Testing Service  
 Princeton, NJ 08540

TO: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# University of Illinois at Urbana-Champaign

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GRADUATE COLLEGE · 330 ADMINISTRATION BUILDING · URBANA, ILLINOIS 61801 · (217) 333-0035

February 6, 1975

Dean of Academic Affairs  
North Carolina State University  
Raleigh, North Carolina 27607

Dear Sir:

The Minority Student Affairs Office of the Graduate College at the University of Illinois at Urbana-Champaign is currently compiling a job inventory for our graduate students. The purpose of this inventory is to open channels of communication between an employing institution and the University of Illinois graduate seeking employment.

One of the main functions of our office is to communicate with, on a nation-wide basis, qualified minority students, informing them of graduate programs on the Urbana-Champaign campus. There are outstanding minority students presently enrolled in all disciplines of the Graduate College. This includes masters candidates as well as doctoral candidates. Annually, a significant number complete their degrees and are interested in obtaining academic positions.

This inventory will include job vacancy announcements from the participating academic institutions and a referral list. The referral list will be primarily used by the candidate who wishes to inquire on his own to the various schools who have indicated a strong interest in recruiting minority faculty.

It should be noted that the Minority Student Affairs Office is not a placement office and is not staffed to conduct placement activities. All correspondence is between the prospective employer and the applicant.

If you will kindly fill out the enclosed forms, we will be more than happy to include your school in our inventory.

Sincerely,

*Eddie Lawrence, Jr.*  
(-eo)

Eddie Lawrence, Jr.  
Director  
Minority Student Affairs

EL:eo

Enclosures

PLEASE CHECK:

- I do not wish to participate in your job inventory.
- I wish to send position vacancy announcements to the Minority Student Affairs Office at the University of Illinois at Urbana-Champaign for the purpose of disseminating to potential applicants. (Note: all announcements should include the following - position, salary, qualifications, job description, deadline for application and person to contact.)
- Please include us in the referral listing. We invite employment inquiries from your graduate students. (Note: Form 2 must also be filled out.)

Name of institution: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Date: \_\_\_\_\_

Person completing form: \_\_\_\_\_

Title: \_\_\_\_\_

Form 2

The following information is needed for the referral directory:

1. Person in charge of minority faculty recruitment

Name \_\_\_\_\_

Title \_\_\_\_\_

2. A short description of your school and its community: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_. (Attach additional sheet if necessary.)

3. If available, please attach brochures describing your school.
4. Please attach any additional information and/or materials that you feel we should have.

University of Illinois  
at Urbana-Champaign

---

GRADUATE COLLEGE  
330 Administration Building  
Urbana, Illinois 61801

Dean of Academic Affairs  
North Carolina State University  
Raleigh, North Carolina 27607



Date \_\_\_\_\_

PROVOST'S OFFICE

TO: Dr. N. N. Winstead  
Mr. W. H. Simpson  
Dr. Marvin H. Gehle  
~~Dr. Lawrence M. Clark~~  
Dr. Murray S. Downs  
Dr. Leroy B. Martin

Bonnie Denkins  
Veronica Gooch  
Gloria Johnson  
Leslie Shelton  
Elsie Stephens  
Mary Strickland

After document has been  
approved/initialed, please

Return to \_\_\_\_\_

Return for filing

*Do you want me  
to call this  
office & get  
your little  
straight on their  
records -  
ES*

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF EDUCATION

OFFICE OF THE DEAN  
P. O. Box 5096  
Zip 27607

MEMORANDUM FOR: Dr. Nanette Henderson  
Department of Plant Pathology

FROM: William Maxwell, Jr.  
Associate Dean

SUBJECT: SPECIAL BLACK FRESHMAN ORIENTATION

DATE: July 29, 1974

1. The committee appointed to suggest a program (George Creed, William Maxwell, Ron Swain, Tommy Wynn) met on 26 July and suggests the attached program for the Special Black Freshman Orientation.

2. Since this program must be approved by the Faculty Group of which you are the coordinator and since we recommend a directory of Black Faculty Members be given to each student at that meeting, we suggest that you call a meeting of the group prior to August 23rd.

3. We suggest that such a directory include: Full Name, Office location, Department or office, Telephone, courses teaching or role on campus, and educational background.

WM, Jr./s

Copy furnished: Dr. George Creed  
Mr. Ron Swain  
Dr. Tommy Wynn  
Mr. John Plummer (City Hall)  
✓ Dr. Lawrence Clark  
Dr. A. M. Witherspoon  
Mrs. Sylvia Coles  
Mr. Larry Campbell

SPECIAL BLACK FRESHMAN ORIENTATION

Sunday, August 25, 1974

11:00 Religious Service (Arranged by Mr. Larry Guest)

FACULTY PRESENTATION

2:00 Welcome Dr. Nanette Henderson

2:05 Welcome to Raleigh Mr. John Plummer  
Raleigh City Government

2:15 Introduction of Black Faculty and Staff

2:20 Panel Discussion: An Introduction to the Academic Life

Chairman: Associate Dean William Maxwell

Panelists: Assistant Provost and Professor Lawrence Clark  
Assistant Prof. A. M. Witherspoon  
Assistant Prof. Tommy Wynn  
Mrs. Sylvia Coles  
Mr. Larry Campbell

Themes:

- I. Advantages of a Large University and How  
not to get lost in a large University, (Also  
CRC) - Clark
- II. Scientific Careers and American Blacks and  
the Supply of Black Doctoral Students -  
Witherspoon
- III. Secrets of Making "A"s - Wynn
- IV. Where to go when in Trouble Coles
- V. The Social and Cultural Life  
and the Value of Extra Curricular  
Activities Campbell

3:00        Some Questions and Answers  
3:25        Announcements:        Mr. Ron Swain  
3:30        Cokes by SAAC  
4:00        SAAC Presentations  
            (Student Organixations)  
6:00        Closing Remarks        SAAC

Monday, 26 August, 1974

4:00-6:00    Picnic

Dr. Lawrence Clark  
Assistant to Provost  
Holladay  
NCSU Campus

~~Bill~~ note 602 -

You + C. J. are working thru  
School Deans - must be ready  
by Dec 1, 1973. What will be  
Fac Senate role here -

We'll need to change Fac Handbook  
note last page on Equal Employment  
Section -

February 28, 1972

MEMORANDUM

TO: EPA Faculty and Professional Personnel  
FROM: Harry C. Kelly, Provost *HCK*  
SUBJECT: University Committees

University Committees will be named for 1972-73 in the next few months. In order that we may have some expression of faculty interest in committee assignments, will you please indicate your choices below and return the form to 201 Holladay Hall not later than March 17, 1972. The University Committee on Committees will try to make appointments in accordance with your interests.

NAME \_\_\_\_\_ RANK \_\_\_\_\_ DEPT. \_\_\_\_\_  
(Please Print)

Listed below are the University Committees. Please indicate the ones on which you would prefer to serve by placing the committee number in the spaces provided.

- | 1st Choice _____   | 2nd Choice _____              | 3rd Choice _____                        |
|--|-------------------------------|---|
| 1. Admissions  | 13. Food Services             | 25. Safety                              |
| 2. Art Acquisitions  | 14. O. Max Gardner Award      | 26. Scholarships & Student Aid          |
| 3. Calendar  | 15. Good Neighbor Council     | 27. Student Health Advisory             |
| 4. Campus Planning & Environment                               | 16. Group Insurance & Welfare | 28. Student Orientation                 |
| 5. Campus Stores Advisory                                      | 17. Harrelson Fund            | 29. Teaching Effectiveness & Evaluation |
| 6. Coliseum Advisory   | 18. International Programs    | 30. Television Advisory                 |
| 7. Commemoration, Institutional History, & Naming of Buildings | 19. Library                   | 31. Use of Human Subjects in Research   |
| 8. Commencement Advisory                                       | 20. Natural Areas             |   |
| 9. Computer Affairs Advisory                                   | 21. Parking & Traffic         |   |
| 10. Courses & Curricula  | 22. Radiation Protection      |   |
| 11. Extension & Continuing Education                           | 23. Refund of Fees            |   |
| 12. Faculty Hospitality & Orientation                          | 24. Research                  |   |

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RAYMOND H. DAWSON  
Vice President — Academic Affairs

April 26, 1973

MEMORANDUM

TO: The Chancellors

FROM: Raymond Dawson *RD*

Enclosed is a copy of Chapter Six of The Code, as approved by the Board of Governors on April 13. Please note also the accompanying resolution approved with Chapter Six. (2) *Important!*

A more lengthy memorandum concerning Chapter Six and its implementation will be sent to you next week.

In its meeting on April 13, the Board of Governors also voted to delete the present Section 903 of The Code and adopted the new Section 103. A copy of Section 103 is also enclosed. (9)

Enclosures

*Dawson will send in an additional memo suggestion items which Code Committee thinks we should take into account. Should reach us within the week.*

*RD*

## CHAPTER SIX

### ACADEMIC FREEDOM, RIGHTS AND RESPONSIBILITIES

#### SECTION 600. FREEDOM AND RESPONSIBILITY IN THE UNIVERSITY COMMUNITY

(1) The University of North Carolina is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. The University therefore supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion and publication, free from internal or external restraints which would unreasonably restrict their academic endeavors.

(2) The University and each constituent institution shall protect faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth.

(3) Faculty and students of The University of North Carolina shall share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected.

#### Section 601. ACADEMIC FREEDOM AND RESPONSIBILITY OF FACULTY

(1) It is the policy of The University of North Carolina to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research and publication for all members of the academic staffs of the constituent institutions. Members of the faculty are expected to recognize that accuracy, forthrightness and dignity befit their association with The University and their position as men and women of learning. They should not represent themselves, without authorization, as spokesmen for The University of North Carolina or any of its constituent institutions.

(2) The University and its constituent institutions shall not penalize or discipline members of the faculty because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility.

#### SECTION 602. ACADEMIC TENURE

(1) To promote and protect the academic freedom of its faculty, the Board of Trustees of each constituent institution shall enact policies and regulations governing academic tenure.

(2) In all instances, the tenure conferred on a faculty member is held with reference to employment by a constituent institution, rather than employment by The University of North Carolina.

1 (3) The tenure policies and regulations of each institution shall be  
2 published by the institution and made available to its faculty members. These  
3 policies and regulations shall prescribe the procedures by which decisions  
4 concerning appointment, reappointment, promotion and the conferral of permanent  
5 tenure shall be made; the duration of terms of appointment to positions which do  
6 not carry permanent tenure; and the intervals at which the review of candidates  
7 for reappointment and promotion, including the conferral of permanent tenure,  
8 shall occur; and they shall prescribe further that the permissible grounds for  
9 the discharge or suspension of either a faculty member with permanent tenure or  
10 a faculty member without permanent tenure before the expiration of an appointment  
11 of fixed term are incompetence, neglect of duty, and misconduct of such a nature  
12 as to indicate that the individual is unfit to continue as a member of the faculty.  
13

14 (4) The tenure policies and regulations of each institution shall provide  
15 that permanent tenure will be awarded only on the basis of evidence of  
16 demonstrated professional competence, service to the academic community, and  
17 commitment to the welfare of the institution.  
18

19 (5) The tenure policies and regulations of each institution shall be subject  
20 to approval by the President and the Board of Governors. Because of the importance  
21 of such policies and regulations, the President periodically shall review and  
22 reevaluate these policies and report his findings and recommendations, if any,  
23 to the Board of Governors.  
24

25  
26 SECTION 603. DUE PROCESS IN THE SUSPENSION OR DISCHARGE OF FACULTY  
27

28 No faculty member who is the beneficiary of institutional guarantees of  
29 tenure shall be discharged from employment during the period of such guarantees  
30 except in accordance with the following procedures. For purposes of these  
31 regulations, a faculty member serving a stated term shall be regarded as having  
32 tenure until the end of that term.  
33

34 (1) A written statement of intention to discharge shall be transmitted to  
35 the faculty member by the Chancellor or his delegate; such statement shall  
36 include notice of the faculty member's right to request written specification of  
37 the reasons for the intended discharge and notice of the faculty member's right  
38 to a hearing, upon request, by a standing faculty committee on hearings.  
39

40 (2) If within ten days of receipt of the notice referred to in paragraph (1)  
41 hereof the faculty member makes no written request for either a specification  
42 of reasons or a hearing, the faculty member may be discharged without recourse to  
43 any institutional grievance or appellate procedure.  
44

45 (3) If within ten days of receipt of the notice referred to in paragraph (1)  
46 hereof the faculty member makes written request for a specification of reasons,  
47 the Chancellor or his delegate shall supply such specification in writing within  
48 ten days of receipt of such request; if after the elapse of ten days from the  
49 receipt of such specification, the faculty member makes no written request for  
50 a hearing, the faculty member may be discharged without recourse to any  
51 institutional grievance or appellate procedure.

1 (4) If the faculty member makes timely written request for a hearing, it  
2 shall be accorded before a standing committee of the institution's faculty. The  
3 hearing shall be upon the written specification of reasons for the intended  
4 discharge. The hearing committee shall accord the faculty member twenty days  
5 from receipt of his written request for a hearing within which to prepare his  
6 defense. The faculty hearing committee may, upon request in writing from the  
7 faculty member, for good cause extend this time by written notice to the faculty  
8 member.  
9

10 The hearing shall be closed to the public unless the faculty member and the  
11 hearing committee shall both concur that the hearing be open. The faculty member  
12 shall have the right to counsel, the right to present the testimony of witnesses  
13 and other evidence, the right to confront and cross-examine adverse witnesses,  
14 the right to examine all documents and other demonstrative evidence adverse to  
15 the faculty member. A written transcript of all proceedings shall be kept;  
16 upon request, a copy thereof shall be furnished to the faculty member at the  
17 expense of the institution.  
18

19 The Chancellor, or his delegate or counsel, may participate in the hearing  
20 for the purposes of presenting evidence, cross-examining witnesses and making  
21 argument. In reaching decisions on which its written recommendations to the  
22 Chancellor shall be based, the committee shall consider only the evidence  
23 presented at the hearing and such written and oral arguments as the committee,  
24 in its discretion, may allow. The recommendations of the committee shall be  
25 based on a determination that the expressed intention to discharge the faculty  
26 member either is or is not consistent with the existing policies and regulations  
27 concerning academic tenure and the grounds for termination of employment of a  
28 faculty member. The committee shall make its written recommendations to the  
29 Chancellor within ten days after the conclusion of the committee hearing.  
30

31 (5) If the Chancellor concurs in a recommendation of the committee which is  
32 favorable to the faculty member, the decision of the Chancellor shall be final.  
33 If the Chancellor declines to accept a recommendation of the committee which is  
34 favorable to the faculty member or concurs in a recommendation of the committee  
35 which is unfavorable to the faculty member, the faculty member may appeal the  
36 decision of the Chancellor to the Board of Trustees. The appeal to the Board of  
37 Trustees shall be transmitted through the Chancellor and addressed to the  
38 Chairman of the Board, and it shall be filed within ten days after receipt by the  
39 faculty member of the decision of the Chancellor. The appeal to the Board of  
40 Trustees shall be decided by the full Board. However, the Board may delegate to  
41 a standing or ad hoc committee, composed of not less than three members, the duty  
42 of conducting a hearing. The Board of Trustees, or its committee, shall consider  
43 the appeal on the written transcript of hearings held by the faculty hearings  
44 committee, but it may, in its discretion, hear such other evidence as it may deem  
45 necessary. The decision of the Board of Trustees shall be final; provided, that a  
46 written petition for review may be filed by the faculty member with the Board of  
47 Governors upon allegation that there has been a violation of one or more specified  
48 provisions of The Code of The University of North Carolina; all such petitions to the  
49 Board of Governors shall be transmitted through the President and the Board shall  
50 accept or reject said petition or take such other action as it deems advisable.

1 (6) The Chancellor shall have authority to suspend a faculty member from  
2 employment at any time, incident to providing notice of intention to discharge,  
3 and to continue such suspension in effect until final decision concerning  
4 discharge has been reached by the procedures prescribed herein, in those  
5 instances where in the judgment of the Chancellor the charges against the faculty  
6 member are of such a nature that, if assumed to be true, they demonstrate  
7 incompetence, neglect of duty or misconduct of a character clearly indicating  
8 that the faculty member is unfit to continue in the performance of his  
9 employment. Suspension shall always be with full pay.

10  
11 SECTION 604. STUDENTS' RIGHTS AND RESPONSIBILITIES  
12

13 (1) The University of North Carolina affirms that the first goal of each  
14 of its constituent institutions is the education of students admitted to its  
15 programs. The freedom of students to learn is an integral and necessary part of  
16 academic freedom to which The University and its constituent institutions are  
17 dedicated. Each constituent institution shall provide opportunity for its students  
18 to derive educational benefits, within the allotted functions and available  
19 resources of such constituent institution, through developing their intellectual  
20 capabilities, through enhancing their knowledge and experience applicable to the  
21 effective discharge of civic, professional, and social responsibilities, and  
22 through encouraging their increased wisdom and understanding. No constituent  
23 institution shall abridge the academic freedom of students engaged in the  
24 responsible pursuit of knowledge or the right of students to fair and impartial  
25 evaluation of their academic performance.

26  
27 (2) All students shall be responsible for conducting themselves in a  
28 manner which contributes to the maintenance of an environment of learning in  
29 which the rights, dignity, worth and freedom of each member of the academic  
30 community are respected.

31  
32 (3) In applying regulations in the area of student discipline, each  
33 constituent institution shall adhere to the requirements of due process as set  
34 forth in Section 502 D (3) of this Code.

RESOLUTION TO ACCOMPANY CHAPTER SIX

Whereas each constituent institution of The University of North Carolina is required by Section 602 (1) of this Code to enact policies and regulations governing academic tenure for faculty, including permanent tenure; now therefore be it resolved:

- (1) That each institution shall proceed to conduct a thorough study of tenure policies and regulations, with the participation of its faculty, and thereafter to request approval by the President and the Board of Governors of tenure policies and regulations which may be proposed as a result of such study; and ①
- (2) That each institution shall complete such study and submit its proposals concerning tenure policies and regulations to the President and the Board of Governors not later than December 1, 1973; and ②
- (3) That except as governed by Chapter Six of The Code, institutional policies and regulations governing tenure which were in effect on July 1, 1972 shall continue in effect until the same shall have been superseded by action of the Board of Governors; and ③
- (4) That Chapter Six of The Code shall be operative at all institutions thirty days after its adoption by the Board of Governors. ④

RECOMMENDATION CONCERNING  
SECTION 903 OF THE CODE

It is recommended by the Code Committee that the present Section 903 ("Equal Employment Opportunity") be deleted, and that in its place the following shall be incorporated into The Code on page 2:

SECTION 103. EQUALITY OF OPPORTUNITY IN THE UNIVERSITY

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

Mr. Simpson  
April 30

THE UNIVERSITY OF NORTH CAROLINA

General Administration

P. O. BOX 2638

CHAPEL HILL 27514

April 26, 1974

*C*  
TELEPHONE (919) 933-6281

JOHN L. SANDERS  
Vice President—Planning

MEMORANDUM

TO: Chancellors of The University of North Carolina

FROM: John Sanders *JS*

Attached is a copy of a letter from Mr. Holmes of HEW to Governor Holshouser, together with a series of comments by Mr. Holmes and his staff on the North Carolina State Plan. This item will be discussed at the Administrative Council meeting on Tuesday, April 30.

dj  
Attachment



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF THE SECRETARY  
WASHINGTON, D.C. 20201

April 24, 1974

Honorable James E. Holshouser, Jr.  
Governor of North Carolina  
Raleigh, North Carolina 27611

Dear Governor Holshouser:

On April 15, 1974, I and members of my staff had an opportunity to meet with Dr. William C. Friday, President of the University of North Carolina; Dr. Benjamin E. Fountain, State President of the Department of Community Colleges; and other North Carolina higher education officials to discuss The North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems.

As you know, we have requested this plan as part of our actions to comply with the order of the United States District Court as modified by the Court of Appeals in the case of Adams v. Weinberger. The terms of the court order were recently revised to allow the Department up to June 21, 1974, either to obtain an acceptable desegregation plan from North Carolina and each of the eight other States with which we are currently negotiating, or to initiate enforcement proceedings against States which do not submit acceptable plans.

During the meeting, I indicated that we would provide a memorandum which sets forth those revisions which we believe are necessary for the plan to be acceptable as required by Title VI of the Civil Rights Act of 1964. In addition, I indicated that we would furnish additional comments on the current plan by May 21, but that by June 21 the State would only be required to submit a commitment to resolve any further issues raised by these comments in a timely manner, rather than to propose specific acceptable solutions. I am hereby officially transmitting to you the document provided at the April 15 meeting.

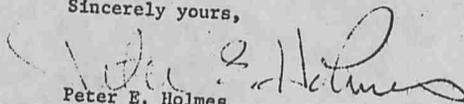
In order for us to meet the June 21 deadline, we request that the revised North Carolina plan be submitted to this Office by June 1, 1974. In view of the limited time available to effect the necessary changes to the plan, I respectfully request that you take whatever steps are necessary to have the appropriate boards act upon this matter in time for the State to incorporate their actions in the revision which we are requesting by June 1.

Page 2 - Honorable James E. Holshouser, Jr.

I was encouraged by the April 15 meeting and believe that the modifications we are seeking by June 1 are attainable. If during this period I or members of my staff may be of assistance, we will do everything that we can to bring about a mutually satisfactory resolution to this matter.

Your past assistance in this matter has been greatly appreciated and we look forward to a continuing, close working relationship with you and higher education officials of the State.

Sincerely yours,



Peter E. Holmes  
Director  
Office for Civil Rights

Enclosure

cc: Dr. William C. Friday  
Dr. Benjamin E. Fountain  
Presidents, North Carolina Institutions  
of Higher Education  
Director, Office of Civil Rights, Region IV  
HEW Regional Director, Region IV  
HEW Regional Attorney, Region IV

Office for Civil Rights Response to the North Carolina State Plan for the Further Elimination of Racial Duality in the Public Postsecondary Education Systems - February 8, 1974.

I. Introduction

Stated below are those actions which are of critical importance in the improvement of North Carolina's plan for the elimination of racial duality in its public institutions of higher education as required under Title VI of the Civil Rights Act of 1964. Should the plan be revised to meet each of the critical actions, it will be accepted. These statements (Parts II and III), however, are not inclusive of all questions, issues, and concerns which we have regarding your submission of February 8, 1974; OCR will provide a further statement regarding its reactions no later than May 21, 1974. Both OCR and North Carolina realize that questions may arise during implementation of the plan, and that new concerns may emerge even as the plan begins to produce results. However, so long as the State responds to such matters promptly, effectively, and in good faith, and otherwise carries out the commitments requested in this memorandum, its implementation of the plan, once it is accepted, will continue to be deemed acceptable. Your revised plan should be submitted no later than June 1 to allow the Office for Civil Rights time for its evaluation.

In general, your revised plan should continue to be submitted in the form of a single document, encompassing coordinated State level approaches to the elimination of the dual system, applicable to all of the State's institutions of higher education. This document should include methodology conceived and implementable at the State level, reflecting an integration, at the State level, of steps which are applicable to both the University of North Carolina and the Community College systems.

Additionally, we would appreciate a clarification as to the nature, function, and authority of the newly created State Committee for Equal Education Opportunity in Higher Education (p. 235). We are uncertain of its relationship to the State plan and to the Department of Health, Education, and Welfare.

II. Requirements Applicable Generally Throughout the Plan

A. Specificity of Action

As to each action requested in section III of this memorandum, your revised plan should state precisely when it is to be started and completed and who is to be responsible for its implementation. Where any action you describe may require further planning or development

D. Reporting

The revised plan should indicate the information which will be provided at specified intervals to demonstrate progress (or lack thereof) in implementing those actions susceptible to immediate implementation, and in developing the various actions which require further development prior to implementation. The plan should thus indicate what information will be provided relating to the "milestones" discussed above. OCR will provide you with a format for reporting required statistical data on students and faculty.

In general, reports should be made, as you propose (p. 238), semi-annually beginning February 1, 1975, but of necessity may not be uniform as to the items reported. Depending on the nature of the plan, more frequent reporting may be appropriate during the early stages of implementation.

III. Requirements in Specific Critical Areas

A. Desegregation Impact Determinations

Your revised plan should contain a commitment to determine the impact upon desegregation of any action listed below:

1. Academic programs - addition, deletion or substantial expansion or contraction.
2. Facilities - construction of new facilities, or closing or substantial expansion of existing facilities. 9
3. Institutions - establishing new institutions (including conversion or a private institution to public control or closing existing ones).
4. Modification of admissions standards.

There should be a further commitment that no action of the type listed above will be undertaken unless the net effect of such action and any other action would not impede the disestablishment of the dual system.

All impact determinations must be reviewed at the State level, and final determinations as to whether the actions in question would impede desegregation must be made at that level. The plan should identify the agency which would be responsible, state its authority, and define the process by which it will accomplish these tasks.

*by whom?  
in NC*

Impact statements and the State's disposition of proposed actions should be submitted to OCR as part of the periodic reporting system, or whenever else necessary to give OCR reasonable advance notice of an action whose favorable impact on desegregation is questionable and which might not readily be reversed.

**B. Resources**

Your revised Plan should show that the proposed study, included in your Long Range Plan for the North Carolina System of higher education, to determine and remedy the material and fiscal deficiencies of five predominantly black institutions (pages 186-187), will demonstrate that, in all respects, resources at those schools are at least equal to those of their white counterparts, or it must contain a commitment to provide for equalization of such resources at the earliest feasible date but in no event later than the outset of the 1976-77 academic year.

Your revision should be specific as to who will participate in the above mentioned study, on what date and to whom this study will be presented, and what group will then determine that "prompt and appropriate remedial action will then be taken" (p. 187). The method by which such determinations are made should be explained, and a date for such decisions to be made should be included.

Resources considered by the State should include:

- (a) the number and quality of facilities;
- (b) level of per capita expenditures (including the financial resources supporting academic programs);
- (c) amount and availability of student financial aid (see Section III - E).
- (d) quality of programs, services and staff;
- (e) number and quality of degree offerings available;

- (f) number of library holdings;
- (g) number and quality of faculty and administrative staff (Equality in the number of faculty would be demonstrated by the faculty-student ratios in similar programs at comparable institutions. Equality in quality would be indicated by a comparison of faculty by rank and highest degree earned in similar programs at comparable institutions. Equality in compensation should also be measured.)

*Not sufficient  
action*

The revised plan should also commit the Boards to a procedure to measure and monitor all construction to insure that new construction at the predominantly black institutions is not lower in quality than that at the predominantly white institutions.

*Not enough  
put into  
standards*

C. Institutional Roles and Duplicative Curricula

1. Statement of the Role of Each Institution

The revised plan should contain a statement of the role of each institution in non-racial terms which includes: (1) a summary of the progress offered, (2) the students to be served, (3) opportunities provided by the programs for employment or further education. The area from which students are drawn should be identified and the institution should be characterized as local, regional or state-wide. Where one or more predominantly black and white institutions are located in the same area, there should be sufficient differentiation in their roles to ensure increased enrollment at each institution by students of the race previously excluded.

*Not possible*

The roles of the predominantly black colleges must be ones which will attract students of all educational backgrounds and races competitively with other institutions, and which will not limit career choices for those students who chose to attend.

*Yes Way  
to success*

Your plan also mentions (p. 200), that within the next 12 months you will have developed, within the Long Range Plan for the higher education system of North Carolina, the future role of all institutions in the University of North Carolina system, and especially that of the predominantly black institutions. A description of the role of each institution was requested in our November 10, 1973, letter which asked for a revision in your Program for Equal Educational Opportunity. Therefore, the revised plan should contain at least a preliminary non-racial statement of each institution's role.

In this regard, you should also specify in your revised plan when this part of the Long Range Plan will be completed; who will participate in the development of these future roles; how and when these determinations will be made a part of the State plan for the further elimination of the dual system in North Carolina; who will determine what implementing action will need to be taken; and when such a determination will be made. It should include not only the above requested information; but also, it should undertake to rigorously examine the racial impact of the inherited functional roles now assigned to the constituent institutions (i.e., six, five, and four-year institutions).

2. Duplicative Curricula

Your revised plan should contain a commitment that new curricula (or implementation of recently approved curricula) will be awarded to institutions in a manner which does not perpetuate competition based upon duplication of offerings among predominantly black and white institutions. This proscription of duplication does not apply to basic undergraduate curricula. However, the revised plan should define the criteria by which the State distinguishes between basic and specialized curricula offerings. As a part of this commitment, your revised plan should provide for an annual determination of the need for further resources or programs at the predominantly black institutions detailed in the July 1 reports to OCR, and should commit the appropriate governing board to attempt to secure those resources.

A report of the study on duplication, a part of the Long Range Plan now being projected (p. 202), should be provided in your revised plan. It should specify who is participating in the study; the date by which this part of the Long Range study will be completed; how and when the findings will be made a part of the State plan; who will determine what implementing action will need to be taken; and when such a determination will be made. To be effective as a technique to achieve the dis-establishment of the dual system in North Carolina, the study should survey the entire University of North Carolina and Community College systems, as well as, pairs and larger groupings of specific institutions, with particular sensitivity to programs which will possibly perpetuate or accentuate the historic function or dual character of the predominantly black schools. The study should take into account graduate, professional, and undergraduate programs; the role and scope of each institution; and possible special programs, or areas of specialization designed to attract students on a non-racial basis.

*Oversee  
the central  
authority*

Your recommendation (p. 202) of special conferences between the University of North Carolina at Greensboro and North Carolina A&T, and between Elizabeth City State University and the College of the Albermarle is a strong proposal. However, it implies a limited view as to those institutions which merit strict scrutiny. We would, therefore, encourage you to extend your definition of "community" (p. 202) to provide for similar conferences and for strict scrutiny of duplication between the following named schools:

1. The University of North Carolina at Greensboro, North Carolina A&T, and Winston-Salem State University (especially with regard to programs in home economics, education, and nursing);
2. The University of North Carolina at Chapel Hill and North Carolina Central University (especially with regard to programs in education, library science, and social sciences);
3. North Carolina State University, North Carolina A&T, and the University of North Carolina at Charlotte (especially with regard to programs in education, agriculture, animal science, and engineering, and in extension service programs);
4. Penbroke and Fayetteville State University (especially with regard to education and social science programs);
5. North Carolina Central University, Elizabeth City State University, and East Carolina University (especially with regard to education and social science programs);
6. We also suggest that similar conferences also be scheduled between proximate community colleges, technical institutes, and constituent institutions of the University of North Carolina system.

The focus of this scrutiny should encompass current situations, as well as, racial discrimination in the history of their institutional development.

Your revised plan should include copies of the present written procedures (p. 200) for review, evaluation, and approval at the staff, committee, and Board levels of all proposals for major program change. These procedures should assure, if they do not already, that henceforth no action with regard to academic program changes will be permitted unless it is determined that such action would not impede the elimination of the dual system of higher education in North Carolina.

D. Recruitment of Students

The revised plan should contain a program coordinated at the State level to assure that black colleges have full access to white students through traditional high school referral or recruitment programs. Such a program should address the potential barrier which high school counselors or administrators may pose to black college recruitment of white students. Further, the program should assure that white students will not be counseled or otherwise channeled away from the predominantly black schools and that black students will not be channeled to predominantly black institutions.

*McComb  
S. S. S. S.*

More focused efforts of these types should accomplish greater enrollment of minority students at the predominantly white institutions than your plan now anticipates.

Little is known to us of the North Carolina unit of the Carolinas Association of College Registrars and Admissions Officers (CACRAAO), (p. 126), the professional organization which sponsors cooperative recruiting efforts by colleges and universities at high schools. Therefore, we request some additional information about that organization in your revised plan. The plan should include a list of member institutions in CACRAAO, and an explanation of CACRAAO's procedures in organizing member institutions for cooperative recruiting efforts.

We also note your commitment (p. 115) to convert the Education Opportunity Information Center (EOIC) into an agency which would provide information and assistance, at minimum or no cost, to any student interested in enrolling in public postsecondary education in North Carolina. Your plan should indicate that this information, consistent with your suggestion concerning all institution catalogues and brochures (p.120), will contain, at a prominent place, a statement of the State's equal educational opportunity policy.

We encourage your development of a single application for all 16 campuses of the University of North Carolina (p. 117). It too should include a statement of the State's equal educational opportunity policy. Your revised plan should indicate whether this application process will eliminate the institutional processing fees now required.

96

We believe your proposal to standardize tuition schedules for all institutions (p. 129) is a positive step. However, we are unsure of how the standardization, being based upon the three categories of constituent institutions (i.e., six, five four-year institutions), will effect the further disestablishment of the dual system in North Carolina. Your revised plan should explain why the standardization is based on the different types of functional categories (especially since there are no predominantly black institutions with six-year programs and only two with five-year programs); and what other factors are considered in determining tuition charges.

E. Financial Aid

Your revised plan should commit the Boards to analyze student needs and the availability of financial aid resources (from whatever source) at each institution.

We encourage your use of \$300,000 (p. 134) in financial incentives to increase "minority presence" at the constituent institutions of the University of North Carolina. However, for us to understand exactly what it is you are proposing, your first semi-annual report should specify: the dates (academic years) for which this program will operate; how and by what criteria these funds will be distributed to the various institutions; the dates of this distribution; the person or agency delegated, at the State level, to disburse these funds; whether this grant will be in addition to or substitution for any institution funds already allocated for this purpose; what alternatives will be pursued in the event the General Assembly declines to allocate these funds; and any criteria developed to determine "demonstrated need."

*1*  
*What effect*  
*reduces*  
*at black*

The Community College and Technical Institute system should propose in the revised plan specific action designed to effect their recommendations proposed on page 122.

F. Retention of Black Students

Your revised plan must contain commitments to take all reasonable steps to accomplish the fundamental objective of at least maintaining the percentage of four-year public college graduates in North Carolina who are black, and to maintain the data necessary to measure success in this area beginning with the fall 1974 semester. Retention data for each class and degrees awarded by each degree-granting unit, by race for each institution, should be submitted in the State's July 1 reports. The method by which retention data will be utilized should be described in the revised plan.

The plan should also state specifically what counseling, academic assistance, and other actions will be undertaken by the various institutions, distinguishing among those currently in effect, those discussed in the current State plan and should state precisely how these actions will implement the commitment described.

We encourage your study designed to increase the capacity and scope of your remedial program in the higher education system of North Carolina. However, in order for us to understand the contribution this study can make in the implementation of the plan, you should explain and provide specific dates for the determination of "...projected need...", "...use parameters...", the development of "...programs...", the "...training of personnel...", and "...budget evaluation..." to which you refer on page 107.

G. Discrimination Within Individual Institutions

Your Plan's statement of the University of North Carolina and the Community College systems' policy regarding non-discrimination in institutional services, housing, and facilities represents a serious initiative regarding improvement of human relations. It does not, however, encompass specific procedures for identifying and eliminating possible discrimination in areas such as social organizations, assignment of student teachers, and off-campus housing and employment discrimination affecting students.

The revised plan must commit both Boards, to assure establishment at each campus, during the fall 1974 semester, of procedures for identifying and eliminating racial discrimination of all types, to receiving periodic reports about and giving necessary direction to such activities, and to initiating such state-wide activity as may be necessary to eliminate any discrimination which may exist. We would recommend that you also initiate necessary action with other State agencies, such as those involved with employment or housing discrimination or law enforcement, to aid in this activity and give guidance to institutions regarding elimination of community discrimination. Reports on the nature and results of these activities should be submitted in each semi-annual report to OCR.

These mechanisms do not obviate OCR's duty to conduct on-site reviews of individual institutions, which reviews will be conducted periodically.

#### H. Recruitment of Faculty and Staff

The revised plan should include, in addition to present and proposed affirmative action plans, a cooperative program among the State's higher education institutions to increase desegregation of faculty and staff at each institution, coordinated at the State level.

The state-wide approach which we are requesting in the revised plan should employ the following principles or contain an alternative procedure which provides for a mandatory system-wide effort to increase faculty desegregation.

1. A state-wide applicant pool would be created which must be utilized by institutions if they have not located, through other means, a suitable minority candidate for any vacant positions.
2. All institutions would be required to submit all curricula vitae and employment applications they receive to the central applicant pool.
3. Without altering any legitimate criteria for employment, selection decisions would be made so as to increase the desegregation of faculty and staff at each institution.
4. There would be State level coordination and responsibility for the successful implementation of the program.

It is not clear whether North Carolina is projecting faculty goals (p. 153). The plan presents some statistical projections from the predominantly white campuses, none of which anticipates having more than a 4.4% black faculty by 1977-78. The plan states that these figures "...reflect a commitment of maximum good faith effort within the context of the requirements of the Executive Order 11246 as amended...[but] because those efforts are keyed to additional studies...no projections concerning numerical consequences are now possible." (p. 218). Your revised plan should clarify this position.

We endorse your proposal (p. 157) to initiate annual conferences between pairs or larger groups of predominantly white and black institutions, designed to identify and effect joint appointments and faculty exchange programs, and your commitment to encourage and finance such programs through State grants to participants. To be considered as a viable desegregation technique, these

conferences and the state-wide coordination should result in an effective system of joint appointments and faculty exchanges by a certain specified date, with a mechanism for monitoring and assessing the success of the program.

As you have noted that there is a disproportionately low number and percentage of non-whites employed in full time positions and in the higher salaried employment categories (p. 176), the Community College and Technical Institute system must specify in the revised plan what "appropriate corrective measures" will be undertaken to effect the remedies suggested on page 176. We note, at page 161, that among the measures available to the State Board of Education is that of "...withdrawing and withholding State funds..." from Community College system institutions. An explanation of how this will be used to prevent discrimination in employment practices should be provided.

I. Programs to Increase the Number of Black Faculty and Staff

The revised plan should provide for special programs to increase the number of black faculty and staff. These programs would provide special academic training to overcome past discrimination against black students which has impeded their obtaining the credentials necessary to teach at the college level.

Although we encourage your planned feasibility study (p. 174) of a system-wide program of faculty development grants, we request, as you propose, that current faculty improvement grants (p. 174), for the benefit of the five predominantly black institutions be continued and, if necessary, increased. We have been convinced that this is necessary by your demonstration (p. 173 and Appendix) of the disparity in the percentage of faculty at the predominantly black institutions with terminal degrees as compared to faculty at the predominantly white institutions with terminal degrees.

In service training programs, at no cost to participating personnel, at predominantly black institutions should be improved or established where they do not exist. You should describe present in-service training programs at predominantly black institutions and evaluate their present and potential usefulness in upgrading the quality of faculty and administrative support at these institutions.

Your revised plan should include immediate steps to insure an increased enrollment of blacks in the University of North Carolina graduate and professional schools, and an increased number of black graduates from these programs. Such steps should provide a source of black faculty within the University of North Carolina and encourage black students generally to pursue terminal graduate and professional degree programs in fields where blacks are currently under-represented.

The revised plan should commit the State to begin, in the fall semester, graduate, professional and pre-professional student recruitment programs, aimed at attracting and admitting more minority students to all graduate and professional schools. The actual nature of these programs should be outlined in the plan and its operation described specifically in the first semi-annual report. It should address at least the amount and source of financial and personnel resources to be committed, the specific recruiting activities, geographical areas, subject matters to be pursued, and the results anticipated. Such a program should establish a mechanism for counselling and apprising potential black applicants of graduate and professional opportunities early in their college career.

More focused efforts of these types should accomplish greater employment of minority faculty and staff at the predominantly white institutions than your plan now appears to anticipate (p. 153).

#### J. Governing Boards

Your plan should include a commitment and process to insure that all institutional and system-wide governing boards include significant numbers of minority race members.

In this regard, we note that some progress has been made:

Minority representation is guaranteed on the new Board of Governors of the University of North Carolina. The 32-member Board has 4 cohorts of 8 members who are elected every two years by the General Assembly. One of these 8, as a statutory minimum, must be a minority group person. There are 6 black board members now serving.

The senior institutions have boards of trustees composed of 13 members each. Prior to 1973, none of the predominantly white institutions had black trustees. Before 1972, none of the predominantly black colleges had black majorities on their boards, they usually had 2 or 3 black representatives. Each of the predominantly white institutions now has at least one minority person (usually black; Western Carolina has an Indian), and four of the five predominantly black institutions now have majority black trustee boards. Since the Governor appoints four out of the 13 members, the Plan offers an opportunity for a statement of assurance that there will be full participation. However, no commitment from the Governor is included.

The State Board of Education, which controls the Community College System, has 13 members, 11 of whom are appointed by the Governor. Currently, there are 2 blacks, 1 Indian and 1 white female. The Plan states that a Governor will be able to appoint a minimum of 5 members during his term of office so that he could strongly influence the racial character of the Board.

Local boards of trustees in the Community College System have 12 members each: 4 appointed by the Governor, 4 by county commissioners and 4 by local boards of education. The Plan admits that there is serious underrepresentation of minorities on these boards (p. 57). Some have none. The Plan states, "It is believe that North Carolina governors will use their influence to correct imbalances of racial representation on local boards..." (p. 58). However, no commitment from the Governor is included.

The Plan submits information on nine statewide advisory groups on higher education some of which are concerned with professional education. All have at least one black member; some have an Indian.

Four "official state agencies, other than governing bodies, that have had, during the past twenty years, significant functions regarding higher education" are described. One which would appear to be very important, the Advisory Budget Commission, the statutory body that, with the Governor, prepares a statewide budget for consideration by the General Assembly, is now and always has been all-white. Four of the twelve members are appointed by the Governor and two by the Lt. Governor, but no commitments are made in the Plan concerning the desegregation of this body.

State authority should be exercised so as to maximize efforts at achieving minority presence on key, higher education, policy-making bodies in North Carolina.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
REGION IV  
50 7TH STREET, N.E., Room 134  
ATLANTA, GEORGIA 30323

*W*  
OFFICE OF THE  
REGIONAL DIRECTOR

August 5, 1975

Dr. Lawrence M. Clark  
Affirmative Action Officer  
North Carolina State University  
Office of the Provost and Vice Chancellor  
P. O. Box 5067  
Raleigh, North Carolina 27607

Dear Dr. Clark:

Re: NCSU Affirmative Action Plan  
EO 11246

This is in response to your letter of July 29, 1975, in reference to the University's Affirmative Action Plan submitted to this Office in June, 1973. In your letter you proposed to submit to this Office an addendum to the current plan (scheduled to expire June, 1976) with an extended period of time for the period of July 1, 1976 to June 30, 1979.

In light of the fact that we have not reached a determination on your plan, please be advised that your proposal to submit an addendum to your current plan is acceptable.

Accordingly, we hope to be able to make a determination on the acceptability of your plan in the near future.

If we may be of additional help to you, please do not hesitate to contact us.

Sincerely,

*Louis O. Bryson*  
Louis O. Bryson, Chief  
Higher Education Branch  
Office for Civil Rights



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
REGION IV  
50 7TH STREET N.E., Room 134  
ATLANTA, GEORGIA 30323

*W*

August 5, 1975

OFFICE OF THE  
REGIONAL DIRECTOR

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If we may be of additional help to you, please do not hesitate to contact us.

Sincerely,

*Louis O. Bryson*  
for Louis O. Bryson, Chief  
Higher Education Branch  
Office for Civil Rights

CONFERENCE ON FEDERAL COMPLIANCE REPORTING  
AND OTHER REQUIREMENTS

July 23, 1975

10:00 A.M.

AGENDA

- Report on 1975-76 Budget Allocation by Board of Governors . . . . Raymond Dawson
- Review of January 31, 1975 Status Report to HEW . . . . . Richard Robinson
- Review and Discussion of Special Projects and Studies
- Study of the Qualitative Deficiencies of . . . . . Cleon Thompson  
the Predominantly Black Institutions
  - Faculty Exchange and Visitation . . . . . Raymond Dawson
  - ~~Faculty Employment Listing . . . . . Richard Robinson~~
  - ✓ Affirmative Action Programs . . . . . John Davis
  - ~~Admission Study . . . . . John Davis~~
  - ~~Compensatory/Remedial Education Study . . . . . Allen Barwick~~
  - ~~Student Retention Study . . . . . Art Padilla~~
  - Longitudinal Study of Graduates . . . . . Art Padilla
- Review and Discussion of July 31, 1975 Status Report  
to HEW . . . . . John Davis
- Review and Discussion of OCR and other Data  
Collection Requirements Fall 1975 . . . . . Ray Coble

## DEPARTMENT OF LABOR

Office of Federal Contract Compliance

## EMPLOYMENT BY INSTITUTIONS OF HIGHER EDUCATION AND PRIME CONTRACTORS OR SUBCONTRACTORS UNDER FEDERAL NONCONSTRUCTION CONTRACTS

Request for Information and Notice of Fact-Finding Hearing

Pursuant to Section 202 of Executive Order 11246 (30 FR 12319), as amended by Executive Order 11375 (32 FR 14303), institutions of undergraduate, graduate, professional and vocational education performing as prime contractors or subcontractors under federal nonconstruction contracts are prohibited from discriminating against any employee or applicant for employment because of race, color, religion, sex or national origin and are required to take affirmative action to insure that applicants are employed, and that employees are treated during employment, without regard to the aforementioned factors.

The Executive Order's affirmative action requirement is intended to ensure prompt achievement of full and equal employment opportunity through the establishment of specific and results-oriented procedures. In order to implement this objective in nonconstruction employment, including employment by institutions of higher education, such as colleges and universities, the Department of Labor has promulgated various regulations set forth in 41 CFR Part 60-1 et seq. The Department of Labor's principal regulations for effectuating the nondiscrimination and affirmative action mandate of Executive Order 11246, as amended, as applied to nonconstruction contractors, including colleges and universities, is known as "Revised Order No. 4," 41 CFR Part 60-2, which requires prime contractors and subcontractors with 50 or more employees and a contract of \$50,000 or more to develop a written affirmative action program for each of their establishments.

Equal employment opportunity matters at institutions of higher education are subjects of strong concerns and views by the Government, the institutions themselves, and various other persons, organizations and agencies. For example, the Twelfth Plenary Session of the Administrative Conference of the United States, held June 5-6, 1975, considered a study of the application of the Department of Labor's nonconstruction regulations to university faculty employment practices and recommended, in part, that the Department of Labor, in consultation with the compliance agencies, "should promptly commence a review of the contract compliance program applicable to nonconstruction contractors to determine whether regulations more closely adapted to the characteristics of specific occupations or industries are required, considering especially (1) variations in the susceptibility of types of employment to uniform or quantifiable methods of evaluating and predicting performance and (2) variations in policies of recruitment and advancement and in other personnel practices." (40 FR 27926, July 2, 1975).

The Department of Labor welcomes views and suggestions regarding its implementation of Executive Order 11246, as amended, and reviews and evaluates its policies, practices and procedures thereunder on an ongoing basis in order to maximize full and equal employment opportunity. Accordingly, notice is hereby given that the Department of Labor is requesting information concerning implementation of the affirmative action requirement of the Executive Order as applied to employment at institutions of higher education. Relevant information would include but not necessarily be limited to: (1) methodologies actually used by institutions of higher education in the development of written affirmative action programs under existing Department of Labor regulations and policies; (2) any special problems encountered by such institutions in developing and implementing such methodologies; (3) matters concerning availability data on qualified minorities and women for employment at institutions of higher education; (4) the special circumstances, if any, in higher education which might suggest alternative affirmative action approaches and the nature of such approaches; (5) the detail and adequacy of pertinent statistical data; and (6) other information relevant to achieving positive, results-oriented equal employment opportunities for minorities and women in employment at institutions of higher education consistent with the nondiscrimination and affirmative action requirements of the Executive Order.

Such information may be submitted either in writing or at an informal fact-finding hearing to be held pursuant to Section 203 of E.O. 11246, as amended, and commencing on Wednesday, August 20, 1975 in the First Floor Auditorium, New U.S. Department of Labor Building, 200 Constitution Avenue, N.W., Washington, D.C. Beginning at 9:30 a.m. on August 20, 1975, the presiding Administrative Law Judge will hold a pre-hearing conference in order to establish the order and time for the presentation, and in order to settle any other matters relating to the proceedings. All persons intending to make presentations should attend the pre-hearing conference which is open to the public. The public hearing will immediately follow the pre-hearing conference. Participants in the hearing will include representatives of the Office of Federal Contract Compliance and the Office of the Solicitor of Labor.

Persons desiring to appear at the hearing must file a written notice of intention to appear along with four duplicate copies with Phillip J. Davis, Director, Office of Federal Contract Compliance, New U.S. Department of Labor Building, Room N-3402, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

If possible, notices should be filed before Wednesday, August 13, in order to facilitate scheduling the appearances.

The notice should state the name and address of the person wishing to appear, the capacity in which he or she will appear, and the approximate amount of time required for the presentation. The notice should also include, or be accompanied by, a brief statement of the presentation to be made.

The oral proceedings shall be reported verbatim. The use of prepared statements by witnesses is encouraged. An original and four copies of all documents to be used should be submitted at the hearing.

Persons who wish to submit information but who do not wish to attend the hearing may mail such written information, along with four duplicate copies to Mr. Davis at the above address by August 20, 1975. Such information will be submitted to the Administrative Law Judge for inclusion in the hearing record.

The Administrative Law Judge shall have all the powers necessary or appropriate to conduct a fair and full informal hearing, including the powers:

- (a) To regulate the course of the hearing;
- (b) To dispose of procedural requests, objections, and comparable matters;
- (c) To confine the presentations to matters pertinent to the requested information;
- (d) To regulate the conduct of those present at the hearing by appropriate means;
- (e) In his discretion, to question and permit questioning of any witness; and
- (f) In his discretion, to keep the record open for a reasonable stated time to receive written information from any person who has participated in the oral proceedings.

Following the close of the hearing, the presiding Administrative Law Judge shall certify the record thereof to the Secretary of Labor.

Signed at Washington, D.C. this 15th day of July, 1975.

JOHN T. DUNLOP,  
Secretary of Labor.

BERNARD E. DELURY,  
Assistant Secretary for  
Employment Standards.

PHILIP J. DAVIS,  
Director, Office of Federal  
Contract Compliance.

[FR Doc. 75-18796 Filed 7-16-75; 11:42 am]

Job Classification	Employment Status	Time Period	Female	Male	Total	
Professors	Full-time	June 1973	2 (0.6)	349 (99.4)	351 (29.9)	
		June 1974	2 (0.6)	352 359 (99.4)	354 361 (30.5)	
		1975-76	6 (1.5)	403 (98.5)	409 (32.6)	
			June 1975	2 (0.5)	369 (99.5)	371 (32.4)
	Part-time	June 1973	0 (0.0)	6 (100.0)	6 (14.0)	
		June 1974	0 (0.0)	6 (100.0)	6 (11.8)	
		1975-76	0 (0.0)	4 (100.0)	4 (12.1)	
		June 1975	1 (12.5)	7 (87.5)	8 (21.3)	
Associate Professors	Full-time	June 1973	5 (1.6)	305 (98.4)	310 (26.5)	
		June 1974	7 8 (2.5)	297 310 (97.5)	304 318 (26.9)	
		1975-76	22 (5.9)	348 (94.1)	370 (29.5)	
			June 1975	12 (3.5)	327 (96.5)	339 (27.6)
	Part-time	June 1973	0 (0.0)	5 (100.0)	5 (11.6)	
		June 1974	0 (0.0)	5 (100.0)	5 (9.8)	
		1975-76	0 (0.0)	5 (100.0)	5 (15.2)	
		June 75	0 (0.0)	7 (100.0)	7 (10.8)	
Assistant Professors	Full-time	June 1973	31 (9.9)	281 (90.1)	312 (26.6)	
		June 1974	27 32 (9.8)	277 294 (90.2)	304 326 (27.6)	
		1975-76	62 (18.8)	268 (81.2)	330 (26.3)	
			June 1975	29 (11.4)	226 (88.6)	255 (22.2)
	Part-time	June 1973	0 (0.0)	4 (100.0)	4 (9.3)	
		June 1974	0 (0.0)	6 (100.0)	6 (11.8)	
		1975-76	0 (0.0)	3 (100.0)	3 (9.1)	
		June 75	1 (11.1)	8 (88.9)	9 (13.9)	
Instructors	Full-time	June 1973	28 (20.9)	106 (79.1)	134 (11.4)	
		June 1974	24 (21.8)	83 86 (78.2)	107 110 (9.3)	
		1975-76	25 (30.9)	56 (69.1)	81 (6.4)	
			June 1975	30 (27.5)	79 (72.5)	109 (9.5)
	Part-time	June 1973	1 (6.7)	14 (93.3)	15 (34.9)	
		June 1974	5 (23.8)	16 (76.2)	21 (41.2)	
		1975-76	7 (58.3)	5 (41.7)	12 (36.3)	
		June 75	7 (36.8)	12 (63.2)	19 (29.2)	
Lecturers	Full-time	June 1973	0 (0.0)	1 (100.0)	1 (0.1)	
		June 1974	0 (0.0)	1 (100.0)	1 (0.1)	
		1975-76	0 (0.0)	1 (100.0)	1 (0.1)	
			June 1975	0 (0.0)	1 (100.0)	1 (0.1)
	Part-time	June 1973	1 (20.0)	4 (80.0)	5 (11.6)	
		June 1974	0 (0.0)	5 (100.0)	5 (9.8)	
		1975-76	1 (33.3)	2 (66.7)	3 (9.1)	
		June 1975	3 (50.0)	3 (50.0)	6 (9.2)	
Other	Full-time	June 1973	1 (14.3)	6 (85.7)	7 (0.6)	
		June 1974	2 (25.0)	6 (75.0)	8 (0.7)	
		1975-76	2 (33.3)	4 (66.7)	6 (0.5)	
			June 1975	3 (23.1)	10 (76.9)	13 (1.1)
	Part-time	June 1973	2 (25.0)	6 (75.0)	8 (18.6)	
		June 1974	3 (37.5)	5 (62.5)	8 (15.7)	
		1975-76	2 (33.3)	4 (66.7)	6 (18.2)	
		June 1975	1 (6.3)	15 (93.7)	16 (24.2)	



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
REGION IV  
50 7TH STREET, N.E., Room 134  
ATLANTA, GEORGIA 30323

W

August 5, 1975

OFFICE OF THE  
REGIONAL DIRECTOR

Dr. Lawrence M. Clark  
Affirmative Action Officer  
North Carolina State University  
Office of the Provost and Vice Chancellor  
P. O. Box 5067  
Raleigh, North Carolina 27607

Dear Dr. Clark:

Re: NCSU Affirmative Action Plan  
EO 11246

This is in response to your letter of July 29, 1975, in reference to the University's Affirmative Action Plan submitted to this Office in June, 1973. In your letter you proposed to submit to this Office an addendum to the current plan (scheduled to expire June, 1976) with an extended period of time for the period of July 1, 1976 to June 30, 1979.

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If we may be of additional help to you, please do not hesitate to contact us.

Sincerely,

*Louis O. Bryson*  
Louis O. Bryson, Chief  
Higher Education Branch  
Office for Civil Rights

THE UNIVERSITY OF NORTH CAROLINA

General Administration

P. O. BOX 2688  
CHAPEL HILL 27514

TELEPHONE: (919) 933-6981

July 14, 1975

MEMORANDUM

TO: Chief Academic Officers  
Affirmative Action Officers  
Directors of Institutional Research

FROM: John B. Davis, Associate Vice President *JBD*  
for Institutional Development

SUBJECT: Conference on Federal Compliance Reporting and Other Requirements

Upon receipt of the Revised North Carolina State Plan for the Further, Elimination of Racial Duality in the Public Post-Secondary Education Systems, dated May 31, 1974, the Office of Civil Rights, Department of Health, Education, and Welfare, immediately notified President Friday that a significant amount and variety of information would be needed by OCR to monitor our progress in the implementation of the State Plan. In a letter of June 14, 1974, we were given a general indication of the nature of those requirements. On February 24, 1975, we were requested to attend a meeting in Atlanta where officials from all the states which had been required to submit plans interacted with HEW officials and commented on the draft forms intended to develop the data required by HEW. On June 16, 1975, HEW transmitted to President Friday an official request for voluminous and detailed annual reports, the first of which is due on January 31, 1976. In addition, we must submit to HEW by July 31, 1975, a progress report on the implementation of the State Plan.

In order to explain the OCR/HEW reporting requirements more fully, to address our commitments in the State Plan, and to review special projects and studies in the areas of affirmative action and equal employment opportunity, a meeting will be convened at 10:00 a.m. on July 23, 1975, at the General Administration Building in Chapel Hill. The purpose of this memorandum is to invite you to attend the above mentioned conference (see attached memorandum for a more detailed description) for a full discussion of all the above listed items. If you need additional information about this meeting please call me (933-6981).

cc: Chancellors

THE UNIVERSITY OF NORTH CAROLINA

General Administration

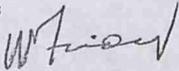
CHAPEL HILL 27514

WILLIAM FRIDAY  
President

July 11, 1975

MEMORANDUM

To: The Chancellors

From: William Friday 

Subject: Information and Data Requirements: Office of Civil Rights, Department of Health, Education, and Welfare

Upon receipt of the Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems, dated May 31, 1974, the Office of Civil Rights, Department of Health, Education, and Welfare, immediately notified my office that a significant amount and variety of information would be needed by OCR to monitor our progress in the implementation of the Plan. In a letter of June 14, 1974, we were given a general indication of the nature of those requirements. On February 24, 1975, we were requested to attend a meeting in Atlanta where officials from all the states which had been required to submit plans interacted with HEW officials and commented on the draft forms intended to develop the data required by HEW. On June 16, 1975, HEW transmitted to me an official request for voluminous and detailed annual reports, the first of which is due on January 31, 1976.

There is little question that the reporting requirements generated by OCR/HEW will impose a significant burden on General Administration and the sixteen institutions of The University of North Carolina. The data required are extensive and pertain to all categories of University personnel, both EPA and SPA, and include student-related information in the areas of admissions, financial aid, enrollment, attrition, etc. In many instances, data are required in format and classifications which are new to us, and for which we have no present data systems accommodation. Moreover, these reports will be required annually, at least for the period covered by the State Plan, and possibly beyond, since they will be used by HEW to monitor our progress under both Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

The HEW requirements of June 16, 1975, are yet another indication of the undeniable fact that we are increasingly called upon to provide detailed and accurate information about all facets of public higher education, and much of this data must be provided to public agencies responsible, under law, for oversight of that function. Yet it is an equally obvious fact that no one needs to know more about the details of our institutions and the results of our efforts than we, ourselves. Taken in this light, therefore, the detailed requirements of the OCR/HEW report can present an opportunity as well as a burden.

First, they require that each institution, as well as the General Administration, compile, exhibit, and analyze specified data in a uniform manner and format.

Memorandum  
Page 2  
The Chancellors

Since the requirement is recurring, it may benefit us all to begin to design many aspects of our management information systems to produce comparable data routinely.

Secondly, by adding only a small number of data elements to the OCR/HEW requirements for employment, promotion, and attrition data on all categories of personnel--requirements which must be met--we can meet even more effectively our extant obligations for data reporting to other agencies, such as EEOC, the Board of Governors, and the legislative and executive branches of state government.

In order to explain the OCR/HEW reporting requirements more fully, to address our commitments in the State Plan for the Further Elimination of Racial Duality, and to review special projects and studies in the areas of affirmative action and equal employment opportunity, a meeting will be convened at 10:00 a.m. on July 23, 1975, at the General Administration Building in Chapel Hill. The delegation from your campus should include the chief academic officer, the director of institutional research, and the person who has been designated by you as being primarily responsible for affirmative action compliance on the campus. Subsequent to that meeting, working conferences will be conducted as necessary to assist in designing and issuing a manual for guidance in the preparation of uniform reports on a timely basis.

cc: Vice President Raymond Dawson  
Vice President John Sanders  
Dr. John Davis  
Mr. Richard Robinson

CONFERENCE ON FEDERAL COMPLIANCE REPORTING  
AND OTHER REQUIREMENTS

July 23, 1975

10:00 A.M.

AGENDA

Review of January 31, 1975 Status Report to HEW . . . . . John Sanders

Review of OCR and other Personnel Data  
Collection Requirements Fall 1975 . . . . . Charles Coble

Review of Special Projects and Studies

Study of the Qualitative Deficiencies of  
the Predominately Black Institutions . . . . . Cleon Thompson  
Faculty Exchange and Visitation . . . . . Raymond Dawson  
Faculty Employment Listing . . . . . Raymond Dawson  
Affirmative Action Programs . . . . . Richard Robinson  
Regional Conferences for Counselors . . . . . Raymond Dawson  
Admission Study . . . . . John Davis  
Compensatory/Remedial Education Study . . . . . John Davis  
Student Retention Study . . . . . Allen Barwick  
Longitudinal Study of Graduates . . . . . Art Padilla

Review of July 31, 1975 Status Report . . . . . John Davis

NATIONAL ASSOCIATION  
OF STATE UNIVERSITIES  
AND LAND-GRANT COLLEGES

*Do Winstead w*  
*JW Wright*

One Dupont Circle, Washington, D. C. 20036 202 293-7120

December 6, 1974

To: Heads of Member Institutions

From: Susan Fratkin *SF*

Subject: Federal Regulations and Employment Practices of  
Colleges and Universities guide

Enclosed are revision numbers 1 and 2 for addition to your copy of the Federal Regulations and the Employment Practices of Colleges and Universities guide. A third revision in the series is planned for publication in late January, 1975.

*Who keeps our  
copy of this guide?*

We hope that these guides are proving to be useful and helpful to you. If you have any comments, suggestions, or questions, please do not hesitate to contact this office.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
REGION IV  
50 7TH STREET, N.E., Room 134  
ATLANTA, GEORGIA 30323

*W*  
OFFICE OF THE  
REGIONAL DIRECTOR

August 5, 1975

Dr. Lawrence M. Clark  
Affirmative Action Officer  
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Sincerely,

*Louis O. Bryson*  
Louis O. Bryson, Chief  
Higher Education Branch  
Office for Civil Rights

AFFIRMATIVE ACTION PLAN

EPA FACULTY

DEPARTMENT \_\_\_\_\_

	TABLE I					TABLE II					TABLE III					
	TOTAL FACULTY COMPLEMENT					PROJECTED FACULTY					ACCORDING TO JANUARY 1, 1975					
	OCTOBER 1973					1975-76										
	Full Time		Part Time*		Total	Full Time		Part Time*		Total	Full Time		Part Time*		Total	
	No	% (a)	No	% (b)	No	% (c)	No	%	No	%	No	%	No	%	No	%
White Male																
White Female																
Black Male																
Black Female																
Other Male																
Other Female																
TOTAL		100%		100%		100%		100%		100%		100%		100%		100%

- a) These percentages should be computed on the basis of total number of full-time.
- b) These percentages should be computed on the basis of total number of part-time.
- c) These percentages should be computed on the basis of total number of full-time plus part-time.
- \* Part-time includes Visiting Professors and full-time temporary appointments.

AFFIRMATIVE ACTION PLAN

EPA FACULTY

DEPARTMENT \_\_\_\_\_

	TABLE I						TABLE II						TABLE III					
	TOTAL FACULTY COMPLEMENT						PROJECTED FACULTY						ACCORDING TO JANUARY 1, 1975					
	OCTOBER 1973						1975-76											
Full Time		Part Time*		Total		Full Time		Part Time*		Total		Full Time		Part Time*		Total		
No	%(a)	No	%(b)	No	%(c)	No	%	No	%	No	%	No	%	No	%	No	%	
White Male																		
White Female																		
Black Male																		
Black Female																		
Other Male																		
Other Female																		
TOTAL		100%		100%		100%		100%		100%		100%		100%		100%		

- a) These percentages should be computed on the basis of total number of full-time.
- b) These percentages should be computed on the basis of total number of part-time.
- c) These percentages should be computed on the basis of total number of full-time plus part-time.
- \* Part-time includes Visiting Professors and full-time temporary appointments.

AFFIRMATIVE ACTION PLAN

EPA FACULTY

DEPARTMENT \_\_\_\_\_

	TABLE I					TABLE II					TABLE III						
	TOTAL FACULTY COMPLEMENT					PROJECTED FACULTY					ACCORDING TO JANUARY 1, 1975						
	OCTOBER 1973					1975-76											
Full Time		Part Time*		Total		Full Time		Part Time*		Total		Full Time		Part Time*		Total	
No	%(a)	No	%(b)	No	%(c)	No	%	No	%	No	%	No	%	No	%	No	%
White Male																	
White Female																	
Black Male																	
Black Female																	
Other Male																	
Other Female																	
TOTAL		100%		100%		100%		100%		100%		100%		100%		100%	

- a) These percentages should be computed on the basis of total number of full-time.
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- \* Part-time includes Visiting Professors and full-time temporary appointments.

25% COTTON FIBER

*File*

**NORTH CAROLINA STATE UNIVERSITY AT RALEIGH**

**OFFICE OF BUSINESS AFFAIRS**

**DIVISION OF PERSONNEL SERVICES**  
Box 5067 ZIP 27607

October 13, 1975

**MEMORANDUM**

**TO:** Dr. Lawrence M. Clark  
Assistant Provost

**FROM:** William R. Calloway *WRC*  
Director of Staff Personnel Services

The Minority Women Employment Program appears to be a good approach to getting minority women looking for employment and employers needing employees together.

This could be an additional recruiting source for us. Owing to the number of vacancies that we can expect to occur in the professional, technical and managerial areas (SPA) we would want to exhaust internal and local recruitment sources prior to contact with MWEF.

However, I think that it might be beneficial for us (DPS) to talk with the Project Director to learn more about services rendered, who pays travel expenses, what information they will provide about applicants, do they test, etc.

WRC/cb

