

MIT. Affirmative Action Plan April 1973

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BOX 1 FOLDER 5



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION I
RKO GENERAL BUILDING
GOVERNMENT CENTER
BOSTON, MASSACHUSETTS 02114

OFFICE FOR CIVIL RIGHTS

July 20, 1973

Dr. Jerome B. Wiesner
President
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

Dear President Wiesner:

The Office for Civil Rights has determined that the affirmative action plan of the Massachusetts Institute of Technology, dated April 6, 1973, is acceptable and in substantial compliance with Executive Order 11246, as amended.

The document evidenced a sincere and demonstrable good faith effort on the part of the Institute. In some aspects the Institute has gone beyond minimum standards of compliance and should be commended for this effort and the commitment to positive affirmative action development which it has demonstrated. The Massachusetts Institute of Technology is the first institution of higher education in Region I to develop a comprehensive program which included individual departmental programs.

The remainder of the letter is organized into two parts. The first part will address areas of the Institute-wide plan which require further clarification or amplification, or additional documentation. The various departmental plans will be discussed in the second part. In our evaluation of the departmental plans we have identified those areas needing clarification which are common to a significant number of plans. For your guidance in modifying these we will point out those plans which we consider to be the best examples of affirmative action commitment.

Part One. Institute-wide Affirmative Action Plan

For purposes of clarity and coherence in analysis and evaluation this office has determined that the regulations which implement Executive Order 11246, as amended, suggest that an acceptable affirmative action plan should be organized under five major areas. These areas are (1) Administrative Component, (2) Policy Component, (3) Analysis Component, (4) Remedies and/or Program Component, and (5) Goals and Timetables Components. While no specific written format was imposed on the Institute for the information of its plan, we believe its current

organization lends itself readily to analysis and comment in terms of these overall concepts. Accordingly, the questions and comments which follow will deal with the Institute's plan in terms of these components and the essential elements they must contain if the plan is to adhere closely to the requirements of the Executive Order and the Higher Education Guidelines.

I. Administrative Component

A. Responsibility for Affirmative Action Program Implementation

1. To clarify the textual description of the decision-making process in the employment area of the plan an organizational chart identifying and linking the various levels of authority relating to employment decisions should be submitted as a supplement. The lines and levels of authority in this crucial area could then be readily identified in their appropriate relationships to each other.
2. We believe that the responsibilities of the Institute's Equal Employment Opportunity Officer (i.e. The Assistant for Minority Affairs in the Office of The President and Chancellor) have been adequately described in the Plan but the question of this officer's actual authority to initiate or enforce remedies to problems or deficiencies uncovered in the course of his normal duties is not clear from the text in the plan. Additional, more explicit information on this point is necessary.
3. The plan indicates that committees play an important role in implementing the Institute's Affirmative Action Program. For this reason precision and clarity in the description of the responsibilities and authority of these committees is imperative. In the case of the MIT Equal Opportunity Committee, discussed in Appendix C-1, there is a clear statement of its responsibilities and authority. These are not explained in the same way for the Academic Council, Academic Appointments Subgroup and Staff Appointments Subgroup (Appendix C-2). This same comment is applicable to the Draper Laboratory-Equal Opportunity Committee (Appendix C-3).
4. On the subject of committees there is a series of related questions which should be answered in the text of the plan describing the roles of each committee involved in the affirmative action process:

- a. How is the committee formed?
- b. Is there assurance of equitable representation of protected class members on the committee?
- c. What is the relationship between the Affirmative Action Officer and the committee?
- d. Does the committee have the same type of authority in administering the affirmative action plan as do other committees in administering their respective programs?

B. Method of Dissemination of Affirmative Action Program

Based on Section 60-2.21 dissemination of the affirmative action plan is required both internally to the Institute community and externally to the community and public at large. The latter grouping is meant to include potential and prospective employees, contractors, subcontractors and vendors, community and minority and women organizations, and all recruiting sources.

Our review of the Institute's Plan indicates that the subject of dissemination is discussed in the preface and in Parts III (Section B, No.7) and IV (Section A, No.5). As the subject is currently treated in your plan much more detailed information about the specific plans and procedures for internal and external dissemination of the affirmative action plan is required. Your response to the following questions and requests for information will meet this requirement:

1. Please provide samples of the actual or proposed correspondence to be used for both internal and external dissemination of the plan.
2. Is the EEO Policy Statement contained in the Affirmative Action Plan to be included in the employee handbook and/or policy manual and what is the time frame established for their inclusion in these documents?
3. What are the details of the procedure to disseminate the plan through lower level supervisors to all employees? And, if not already accomplished, is there a target date?
4. Does the plan:
 - a. establish periodic meetings with executive management and supervisory personnel to explain the intent of the

Institute's policies? (Minutes of these meetings should be included. If not already established then target dates should be included).

b. provide for informing employees of affirmative Equal Action progress on a periodic basis?

c. include scheduled meetings with union officials to inform them of the Institution's policy?

d. give a time frame for the inclusion of non-discrimination clauses in union agreements?

e. give a time frame for union negotiation to correct any discriminatory aspects to union contracts?

f. include correspondence to recruiting sources? (The letters should stipulate that these sources actively recruit and refer minorities and women for all positions listed).

g. contain correspondence which stipulates that the recruitment source acknowledges an understanding of the affirmative action program?

h. include letters to all subcontractors, vendors, and suppliers requesting appropriate action from them? (A list should be provided).

C. Procedures to Insure Effective Implementation

The Institute's Plan, on page 10, states that the Assistant for Minority Affairs and the Special Assistant for Women and Work.... "will assist department heads in the preparation and implementation of specific plans to ensure the effectiveness and continuity of the Institute's Plan within each department unit."

For purposes of clarification we would like to have your response to the following questions:

1. Is any verbal or written notice being given at the department level that the work performance of the supervisors is being evaluated on the basis of their Equal Employment Opportunity efforts and results?
2. Is any form of disciplinary action contemplated or implied in the plan for failure to adhere to EEO policies and procedures? If so, what official(s) is authorized to

initiate such action and to ensure that it is enforced?

II. Policy Component

A. Equal Employment Opportunity Policy Statement

Our reading of the Institute's Plan indicates that this major policy component is covered in Parts I and II of the document. We believe these sections comprise a sincere and effective statement that clearly explains the Institute's attitude and commitment to a meaningful affirmative action program.

1. However, as a technical matter the Higher Education Guidelines require that this particular policy component be set forth over the signature of the chief administrative officer of the Institute which, in the case of MIT, is President Jerome B. Wiesner. We would consider a letter signed by President Wiesner stating his personal agreement to and support for the policy outlined in Parts I and II of the Institute's Plan as constituting compliance with this requirement. Upon receipt of this letter it will be automatically appended to the Plan. This letter should be given the same internal and external dissemination as the plan.

B. Maternity Leave Policy

1. As a point of clarification a statement to the effect that "regardless of marital status the maternity leave policy is applicable to any female employee of the Institute", should be added to this important policy statement. Your response should indicate that this is the intent of the policy for both staff members and other personnel specifically mentioned in Appendix D-5 of the Institute's Plan.

C. Anti-Nepotism Policy

As stated in Appendix D-1 the Institute's anti-nepotism policy is considered to be in compliance with the requirements of the Higher Education Guidelines.

D. Other Policy Issuances

1. Any other policy statements affecting employment which have not been written and otherwise disseminated to all employees should be included here.
2. Where the absence of a written policy (e.g. "unwritten rule against hiring anyone with an arrest record") has caused a disparate effect and a part of the remedy is the development of a written policy, that statement of policy would be included here.
3. If there are any criteria, standards and procedures which govern employment practices on the departmental level which differ from the Institute-Wide Policy it would be appropriate for them to be included as part of this component.

III. Analysis Component

The various analyses which make up this component to the Institute's Plan are central to the proper development of all the other components. For this reason it is necessary that they be carried out accurately, thoroughly and honestly.

A. Utilization Analysis

This office considered the required utilization analysis to be the keystone of any well-developed set of goals. The prominence of this requirement is obviously recognized by the Institute because its importance is stressed throughout the Plan. In Part Two of this letter which deals with the individual plans submitted we will discuss the utilization analyses in more detail.

1. However, in the areas of non-academic employment where the Plan states there is a sharing of responsibility between the departmental leadership and the Personnel Office, we would like to review any efforts on the part of the latter to develop a utilization analysis for those categories of employees not included in the departmental analyses submitted thus far.

B. Other Analyses

The following analyses should be completed and supporting documentation maintained on file at the Institute:

1. Salary Analysis to determine disparate compensation between male and female and/or majority and minority employees.
2. Promotional Analysis for all but the terminal position in each career ladder during a given period of time, preferable for one year prior to the date of analysis.
3. Tenure Analysis which equates the number of minorities and women eligible for tenure to those receiving or having received tenure as compared with the majority and/or males for a given period of time.
4. Termination Analysis which compares the percent of terminations by classification for majority vs. minority and male vs. female.

At the earliest practicable date representatives from this office would like to visit the Institute to review this information and to discuss other areas of concern relevant to the continuing development of the Institute and departmental affirmative action plans.

IV. Goals and Timetables

The Institute and its departments have obviously made a strong effort to meet this requirement and our office wishes to acknowledge the fact and commend the effort. However, still more refinement is needed in this area on the part of a number of the departmental plans. The most important aspect of setting goals and timetables is that their development be equated to the required utilization analysis as closely as possible. Second only in importance to this aspect is the need for goals and timetables to provide for the elimination of underutilization in a realistic manner. Clearly, the accuracy and thoroughness of the various departmental utilization analyses will dictate the formulation of the goals and timetables component of your plan. Further discussion of goals and timetables will be made where appropriate, in Part Two of this letter which discusses the departmental plans.

V. Remedies and/or Programs

The Institute's Plan has excelled in specifying the development and execution of programs to eliminate deficiencies in its affirmative action posture. This evaluation was a major factor in our decision to accept the Institute's Plan and its departmental components in their current state of development. We found the section of the Plan dealing with Affirmative Action for Educational Opportunity especially noteworthy.

To formally recognize the close interrelationship between increasing undergraduate and graduate representation of minorities and women at MIT and increasing the size of the availability pool of qualified persons in these groups is extremely important and instructive to the MIT community and the public outside the Institute. The scarcity or complete absence of minority and women employees in certain of the highly specialized disciplines at MIT will never be remedied without a vigorous effort to enlarge the numbers of women and minority students in these same fields. The Institute's acknowledgement of this, often overlooked, fact, by including an extensive treatment of Title VI activities in the formal plan, merits special recognition and encouragement from the Office for Civil Rights.

Part Two. Departmental Plans (General Comments)

The Institute's Affirmative Action Plan included 87 departmental plans and was the first school of higher education in Region I to submit a completely departmentalized program. Our review of these plans revealed a wide range of effort with most programs meeting a minimum standard of acceptability. We have grouped those programs needing the most work and charted them according to their deficiencies in Table 1. Several departmental programs are excellent and deserve special mention. These are listed in Table 2. The Mathematics Department is one such organizational unit which we feel can serve as a model and will be analyzed below. First, some general comments on departmental affirmative action programs.

An acceptable departmental plan must contain sufficient detail concerning the organization of the department to allow the reader to adequately understand the employment process in that particular department. The plan must show the current workforce composition by job classification, race, and sex. The plan must describe the employment process for the various job classifications. It must indicate where the authority for employment decisions is vested.

It must discuss job classifications in terms of position descriptions and criteria for appointments. It must identify problems inherent to the employment of protected class members. It must analyze those factors which effect employment in order to identify problem areas. It must provide corrective actions for all identified problem areas. It must project meaningful goals and timetables for the elimination of deficiencies. The plan should indicate those within the department who have responsibility for program coordination and indicate departmental commitment to the program.

Critique of Mathematics Department's Affirmative Action Plan

The affirmative action plan from the mathematics department included all of the above noted criteria. The plan first organized the staff into major employment categories having homogeneous activities and showed the current composition for those groups. The employment groupings were then divided into the specific job showing current race and sex composition. Each job classification is then discussed in terms of method of selection, criteria for appointment, term of appointment and other factors affecting appointments. In terms of appointment, the plan identifies the criteria for appointment for each job classification. The differences in the application of the criteria in the various fields of mathematics is discussed. The number of appointments in the different faculty ranks is identified. The general employment trends are discussed in relationship to the various faculty ranks. The reader can identify those areas where the greatest employment is generally anticipated and the factors which influence this activity.

The plan next identified the administrative structure showing the four committees having responsibility for academic policy, appointments and promotions and tenure. The manner in which these committees were formed was identified. Committee responsibility was discussed in relationship to the individual employment groupings. The responsibility of affirmative action was also identified.

The plan discussed the possibilities for increasing opportunities for minorities and women in terms of growth and turnover. The plan concluded no or very small growth. An analysis of turnover identified the expected annual hiring pattern by job classification and gave a faculty profile through 1976.

The utilization analysis provided is less than adequate. The utilization analysis for women at the instructor level limits its consideration for the recent Ph.D pool to the five mathematic departments highest ranked in the 1968 A.C.E. ratings of graduate departments. The department concluded that their employment of women at the instructor level was consistent with the distribution of Ph.D's awarded to women from these departments and therefore no underutilization.

The Higher Education Guidelines in Tab J, Section C. Required Analysis provides that:

"If the output from the feeder schools is less than the national average, the institution will be expected to justify its use of such recruitment sources, or use the higher figures to determine eligibility."

The plan shows the national percentage of women doctorates in mathematics to be approximately 6% annually while the five top departments only produce 4%.

The department has concluded that there is no woman mathematician, on their list of young women mathematicians falling within the general range of research performance, who possesses the research accomplishment which would qualify her for a tenure appointment. The department did not provide supportive documentation to support this conclusion. The department should have available for review an analysis showing an evaluation of the academic achievement of those women on the aforementioned list.

The utilization analysis for minorities concluded that the pool of practicing research mathematicians is approximately 10 individuals with only one having the professional achievements to qualify him or her for a faculty position. The analysis did not identify the minority distribution of 1972 Ph.D's at these five feeder schools, nor was there any projection of the pool based on current minority enrollment figures.

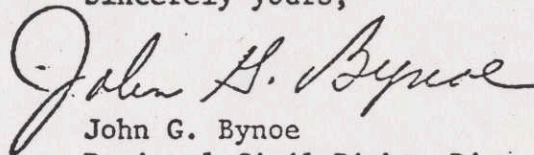
The plan summarized the past and present affirmative action efforts of the department. Individual contacts were identified. Results of efforts in terms of offers to women and minorities were identified. The plan mentioned some consideration of special programs, but does not give a firm commitment to undertake these efforts in a specific timeframe. The plan did include supportive documentation. Not included was the result of the departmental salary equity review.

Evaluation of Departmental Plan

As indicated earlier we have developed our review of the individual plans by charting the major deficiencies. These plans should be reviewed and modified based on the general comments on the chart and the comments provided above concerning departmental plans in general. Attachment A identifies the legend for the evaluation chart.

You are requested to contact this office to arrange for a meeting to discuss the letter at your earliest convenience. Your continued cooperation is appreciated and we look forward to assisting your institution to develop an even stronger affirmative action program.

Sincerely yours,



John G. Bynoe
Regional Civil Rights Director
Office for Civil Rights

AFFIRMATIVE ACTION PLAN

OF THE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

April 6, 1973

Preface

This Institute-wide Affirmative Action Plan has been prepared as an expression of MIT's commitment to the principle of equal opportunity in employment and in education and is in accordance with all Federal government regulations affecting equal opportunities in higher educational facilities as of January 1, 1973.

The substance of this Plan will be disseminated to the MIT community through publication in *Tech Talk*, the official Institute newspaper. Subsequent Institute policies and procedures, developed either to meet goals outlined in this Plan or to address later provisions and amendments of Federal government regulations, will be disseminated to the Institute community through *Tech Talk* and will be added to this Plan semi-annually.

A reference copy of this Plan will be on file in each department, office, and laboratory and in the Institute Information Center, Room 7-111. Copies of the total Plan, including each department's specific Affirmative Action Plan, will be on file in the appropriate Personnel offices, in the Office of the Assistant for Minority Affairs, in the Office of the Special Assistant for Women and Work, and in the Office of the President and Chancellor.

PERSONS DIRECTLY RESPONSIBLE FOR OVERSEEING MIT'S AFFIRMATIVE ACTION PLAN

The President and Chancellor and the respective off-campus laboratory directors have designated to the following persons the responsibility for monitoring the progress of MIT's Affirmative Action programs. All inquiries in reference to this Plan should be directed to the appropriate person listed below.

MIT CAMPUS

James Allison Assistant for Minority Affairs in the Office of the President and Chancellor and the Institute's Equal Opportunity Officer—overall equal opportunity coordinator and official liaison with all appropriate Federal and state agencies.
Ext. 3-4941
3-7845
3-7960

Mary Rowe Special Assistant for Women and Work in the Office of the President and Chancellor—coordinator of equal opportunity in employment and education for women.
Ext. 3-5917
3-5921

DRAPER LABORATORY

Robert A. Duffy President - Elect — equal opportunity coordinator for the Draper Laboratory.
Ext. 18282868

LINCOLN LABORATORY

John Dargin Director of Personnel and Equal Opportunity Coordinator for Lincoln Laboratory—reports directly to Laboratory Director.
Ext. 1817407

I. Introduction

As a major educational institution, a large-scale employer, and an influence on our society through its students, its alumni, and its employees, the Institute stands committed to the principle of equality of opportunity in employment and in education.

In its most elementary and comprehensive form, our adherence to the concept of equality of opportunity requires that we strive toward a condition in which considerations of race, sex, national origin, and religion are irrelevant as determinants of the access an individual has to opportunities for education, for employment, for achievement, and for personal fulfillment. Rather, the controlling factors in all such matters must be individual ability, interest, and merit.

The Institute's posture with respect to the principle of equality of opportunity in this community was expressed in the *Report of the President and Chancellor* for the 1971-72 academic year:

"MIT, together with other institutions in this society, must rethink and recast the structure of opportunity which we afford those who spend time with us—opportunity for individual satisfaction and self-fulfillment, opportunity for participation in affairs which affect them, opportunity for employment and subsequent advancement. All who study here and work here stand to benefit from greater attention to

these basic human needs. Persons employed at the Institute require ready access to opportunities for advancement, as well as greater attention to their needs for personal and career development. Those who study here deserve an education which enriches the essential lifelong process of growth and educational self-renewal and places a premium on self-sufficiency and intellectual independence.

"While these goals pertain to all members of the MIT community, at this moment in time we have a special responsibility to expand opportunities for members of minority groups and women at all levels of the Institute. We must not stand aside from the society as it struggles to consolidate the opportunities for a decent life that now exist. Indeed, we should be innovative and creative in our handling of these difficult problems with the hope that, in so doing, we will point the way for others, as well as enriching our own environment for all members of this community. We must put special emphasis on placing in significant positions at all levels competent women and members of minority groups with whom young people may identify professionally and personally. Our record of achievement in the past year has been significant but falls short of the standard that we have set for ourselves. We are taking steps to improve our means for meeting our pledge to the Federal government and, even more importantly, to ourselves."

At the present time women and members of some minority* groups are underrepresented in many categories of employment and in most student categories. This underrepresentation has resulted from the history of American society, which was reflected in past Institute practices which, until very recently, have been at best neutral with respect to this underrepresentation and, at worst, discriminatory with respect to minorities and women.

Our present and future course in these matters, which goes beyond non-discrimination, i.e., the elimination of all policies and practices that work to the disadvantage of individuals on the basis of race, sex, national origin, or religion, is based on the concept of **Affirmative Action**.

The principle of Affirmative Action requires the Institute to determine if it has met its responsibilities to recruit, admit, employ, promote, and reward women and minorities to a degree consistent with their availability and merit, whether or not any failure to do so can be traced to specific discriminatory policies or actions. Where women and minorities are underrepresented at MIT in the student and employment ranks, the Institute will recruit and employ them in accordance with their increasing availability. The premise of this commitment is that the corrosive effects of systematic exclusion, inattention, and overt discrimination in the past cannot be remedied in appropriate ways and in a reasonable time by a posture of neutrality with respect to race and sex. Affirmative action is necessary to avoid the perpetuation of the inequities that are our heritage from these exclusionary and discriminatory practices of the past.

While the Institute is obliged, as a major Federal contractor, to develop and sustain a program of Affirmative Action, our commitment to these matters transcends legal or contractual requirements. We undertake these actions and adopt these policies not because we are required to, but because it is right and proper that we do so.

II. MIT Affirmative Action Policy

The Institute's Affirmative Action program is intended to expand our efforts to guarantee equality of opportunity in employment and in education and to reduce underrepresentation and underutilization of minorities and women at MIT. For all Institute categories of employment, our objectives are to achieve a representation of women and minorities that is at least in proportion to their current availability and to provide new opportunities for career development which both stimulate and respond to their changing interests and aspirations. Similarly, for all of the Institute's educational programs, our objectives are both to achieve representations of minorities and women in the student body which reflect their current availability and interests and to encourage larger proportions of these groups to seek careers for

which the Institute's educational resources are designed to prepare them.

In accordance with these overall objectives, numerical goals and timetables for employment at the Institute have been set. (*The specific employment objectives are detailed in the individual Plans of the Institute's organizational units which are listed in Appendix A.*)

Achievement of these goals and attainment of the longer-range objectives require adoption of the following principles:

1. All categories of employment at the Institute having fewer minorities and women than would reasonably be expected on the basis of their availability in the work force must be identified. These imbalances must be reduced by vigorous and systematic recruitment efforts. Where appropriate and feasible, job training and professional development efforts will be undertaken. These requirements apply to academic departments (including faculty and academic staff categories), laboratories, and all administrative and support activities.
It is important to note that many unreasonable limitations and inequitable situations in employment are rooted in occupational segregation and in the stereotyping of roles in our society. Thus, equality of opportunity requires that we make equally accessible to all persons job categories that have been preponderantly occupied by women and/or minorities.
2. All employees will be encouraged to make the fullest use of their skills and talents by participating in educational and career development opportunities and by taking advantage of opportunities for promotion and transfer consistent with both the needs of the Institute and the individual's ability and aspirations. Special efforts will be made to ensure that women and minorities are aware both of this principle and of specific opportunities that may be of interest.
3. Equal compensation, benefits, and support will be provided without regard to race, sex, national origin, or religion to all staff and employees of equal merit in positions of equivalent responsibility.
4. Access to educational programs, financial assistance, and other services and facilities will be provided to students in a manner that does not discriminate against women and minority students.
5. It will be our goal to increase the numbers of women and members of minority groups within our undergraduate and graduate student bodies. This goal can be attained only by a vigorous program to recruit potential applicants and to increase the interests in, preparations for, and availabilities of women and minorities for careers in science and technology. While ultimate success will result in substantial changes in admission patterns, our immediate efforts must concentrate on enlarging the pool of qualified women and minority applicants from which we admit students.
6. Selections among candidates for employment and among student applicants must reflect both continuing attention to individual merit and quality and a recognition that narrow interpretation of qualifications or credentials has worked to the disadvantage of women and minorities. In other words, the Institute's employment practices and its admission policies must emphasize individual merit, performance, and potential in ways that reflect the fact that limited prior opportunity, social discrimination, and enforced segregation influence a person's record of achievement.
7. Procurement and purchasing practices must ensure maximum opportunity for the participation of minority and female vendors in the provision of services and materials and for the employment of minority contractors and construction workers in the construction or renovation of Institute facilities, either on or off campus. In this regard, each contractor who seeks MIT business is expected to have and to follow an Affirmative Action program that is in accord with Federal and state regulations.

The primary responsibility for adherence to these principles, and for the establishment of an atmosphere in which the evolving concept of Affirmative Action is accepted and supported, rests with supervisors at all levels and with every person having administrative responsibility within the Institute.

Overall monitoring, auditing, and staff coordination of the Institute Affirmative Action program has been

*The term "minority" used in this Plan refers to Black Americans, Indian Americans, Oriental Americans, and Spanish-surnamed Americans.

assigned to the Assistant for Minority Affairs in the Office of the President and Chancellor who has been designated the Institute Equal Employment Opportunity Officer and who has the responsibilities outlined in the Federal Contract Compliance Regulations.*

In the long run, our objective as an institution is to change in ways that will achieve true equality of opportunity in employment and in education and which, thereby, will obviate the need for specific programs of affirmative action.

III. Affirmative Action for Academic Staff

A. Aims and Plan of Action

At the present time, women and minorities are underrepresented in most academic positions within the Institute, particularly in faculty positions, both tenured and untenured. Our commitment to a policy of Affirmative Action requires that we make every effort—and that we show substantial progress over time—in the following directions. First, we must increase the number of minorities and women on our Faculty and academic staff. This increase must be consistent with departmental needs for teaching and research talent and consistent with the needs for development of existing and/or new professional fields and programs. Second, MIT must seek to broaden the pool of available candidates for each position on the Faculty and academic staff by recruiting and educating minority and women students (see Section V.), as well as by developing shorter-range programs of career orientation and professional development. In particular, our efforts must be designed to encourage and to facilitate the movement of promising women and minority candidates into the fields of science and engineering and the applications of science and technology to human and social problems. The academic fields related to science and technology are of particular concern to us because MIT is committed to leadership in these fields, in which the present imbalance in representation of minorities and women is large.

In addition to our efforts to increase the numbers of qualified women and minorities, we are committed to supporting those who are now on our Faculty and academic staff by providing for them the opportunities for promotion and professional growth that will in turn increase their representation in the senior ranks of the academic professions.

In short, our program for the Faculty and academic staff is a maximum, result-oriented effort to increase the number of women and minorities and to create an atmosphere of support, encouragement, and congeniality in which all faculty and academic staff may thrive professionally and personally.

The following course of action is intended to achieve the Institute's goals and meet existing problems in this area:

1. Each academic department will identify the extent to which women and minorities are underutilized in each professional rank, by means of utilization analysis** of the department's faculty and academic staff. In academic areas where there is underutilization of women and minorities, vigorous and systematic efforts will be undertaken to identify and to recruit women and minority candidates.
2. Each department will establish, on an annual basis, numerical goals and timetables as guidelines for its progress in recruiting and hiring women and minorities for academic positions.
3. The departments will seek to increase the pool of potential candidates in their areas by vigorous and systematic recruitment of women and minority graduate students.

To implement this program, departments will follow the specific set of procedures outlined in Appendix E-1, Academic Departmental Procedures for Affirmative Action.

B. Responsibility for Implementation

Responsibility for meeting departmental goals and timetables rests with each department head. It will be expected, however, that all members of the academic

staff will cooperate and support these efforts, in terms of both their supervisory roles and their participation on various Institute committees.

Responsibility for the assurance of good faith efforts belongs to the academic Deans and the Academic Appointments Subgroup (See Appendix C-2) of the Academic Council which considers serious search efforts (See Appendix D-3) with regard to women and minority candidates in weekly reviews of proposed academic appointments.

The Assistant for Minority Affairs (the Institute's Equal Employment Opportunity [EEO] Officer) and the Special Assistant for Women and Work will play leading roles in the development, coordination, and monitoring of all Affirmative Action programs. They will assist department heads in the preparation and implementation of specific plans to ensure the effectiveness and continuity of the Institute Plan within each department unit. In addition, department heads will monitor progress on a quarterly basis and will submit a semi-annual evaluation report to the Institute's EEO Officer.

To assure good communication and visibility, each department head (or director of a research center or laboratory) will act as departmental EEO Representative. If a department head chooses to delegate some of the responsibility in this area, he or she may appoint a member of the department as EEO Representative. This person will assist the department head—working with members of the department, the appropriate Dean or senior officer, and the Assistant for Minority Affairs and the Special Assistant for Women and Work—to implement and monitor both the academic and non-academic policies and procedures that are contained in the Institute's Affirmative Action Plan, as well as the department's Affirmative Action Plan.

EEO departmental Representatives will be announced to the MIT community no later than May 1, 1973.

The specific responsibilities of the departmental EEO Representative (whether or not he or she is the department head) will be as follows:

1. to establish specific methods for identifying the underutilization of skills and talents of women and minority staff and employees within the department and to encourage both their participation in educational and career development programs and their taking advantage of opportunities for promotion and transfer, consistent with their individual abilities and aspirations and with the needs of the Institute;
2. to seek the help of everyone in the department, particularly women and minorities, in identifying problem areas related to the goals of Affirmative Action (including possible problems with attitudes, atmosphere, etc.) and in referring qualified minority and women candidates for both academic and non-academic positions;
3. to develop a serious search (See Appendix D-3 and Appendix D-4) strategy, including an up-to-date list of contacts, for identifying women and minority applicants in career fields appropriate to the department's needs;
4. to maintain a file on minority and women applicants and potential candidates for academic positions within the department;
5. to undertake a careful review of departmental employment criteria relating to merit (See item 6 in Section II) and to make certain that all job requirements are specifically necessary for the category under consideration (e.g., whether certain degrees are necessary, whether "requisite" skills are actually utilized, and whether on-the-job training could be substituted for certain requirements);
6. to review the criteria for departmental hiring, retention, promotion, and tenure as actually implemented to ensure that procedures are in compliance with the Higher Education Act of 1972 and HEW Guidelines (See Higher Education Guidelines, Executive Order 11246);
7. to disseminate the latest Institute policies and procedures on Equal Employment Opportunity to all members of the department, both professional and non-professional;
8. to develop strategies for increasing the available pool of candidates for academic positions, such as actively recruiting women and minorities for graduate programs and postdoctoral training;
9. to conduct quarterly reviews of progress, and, if necessary, to take steps for (or recommend) re-evaluation and corrective action; and
10. to develop within the department specific procedures for reviewing alleged complaints of discrimination consistent with the Institute's complaint policy which is now in operation (See Appendix D-2).

IV. Affirmative Action for Non-Academic Employment

A. Aims and Plan of Action

Women and minorities are underrepresented in many non-academic positions at the Institute. Furthermore, the Institute recognizes that many inequitable situations in

employment are rooted in occupational segregation and in stereotyping of roles in our society. These persistent problems have resulted in widely held perceptions by many minority and women employees (and prospective employees) that job responsibilities and opportunities for advancement are seriously limited, and that individual skills and talents will be inadequately recognized and rewarded. Accordingly, given the Institute's commitment to equal opportunity in all employment areas, the Affirmative Action Plan for non-academic employment has a double responsibility: first, to correct the present underrepresentation and underutilization of women and minorities; and, second, to reverse prevalent feelings of frustration and low expectations for change on the part of many valuable and talented employees.

The recent reorganization of services in the Personnel Office is intended—in large measure—to alleviate this problem. Specifically, personnel officers have been assigned to each department, office, and laboratory with full responsibility for all personnel matters—including assistance in affirmative action—at all levels of non-academic employment. In view of both the problems and aims described above, the following course of action has been established:

1. Within each non-academic area (administrative unit, office, department) of MIT, the imbalance in representation of minorities and women vis-à-vis other (white male) employees will be identified and documented.
2. On an annual basis, specific numerical goals and timetables will be established in an effort to correct imbalances, and specific methods will be developed to facilitate achievement of the goals.
3. Vigorous and systematic recruitment of minorities and women, both inside and outside the Institute, will be undertaken.
4. Job training, career counseling, and professional development programs will be offered where appropriate and feasible.
5. All employees will be informed of the policies, goals, and procedures with respect to non-discrimination outlined in the Institute's Affirmative Action Plan. Special efforts will be made to ensure that women and minorities are aware of specific opportunities for promotion, transfer, and training that may be of interest to them.
6. Steps will be taken to sensitize supervisors to both subtle and overt forms of discrimination and to inform them in detail about the Affirmative Action program, both in terms of legal requirements and of MIT's particular commitments.
7. The Institute will make efforts in the direction of improving access by all persons to job categories which have traditionally been preponderantly occupied by women and/or minorities.

Specific affirmative action procedures for non-academic employment are detailed in Appendix E-2.

B. Responsibility for Implementation

Responsibility for meeting the objectives in this area rests with the department head or the director of each office, center, or laboratory. For certain staff positions, the responsibility for good faith efforts is vested in the Provost or in the Vice President responsible for the specific organizational unit and in the Staff Appointments

Subgroup (See Appendix C-2) of the Academic Council which considers the serious search effort (See Appendix D-4) in weekly reviews of non-academic staff appointments.

For the recruitment, referral, and hiring of candidates in non-academic categories, there is a sharing of responsibility between the departmental leadership and the Personnel Office. Specifically, in order to enable each department to meet its equal opportunity goals, the Personnel Office is responsible for providing minority and women applicants according to their availability. It is the responsibility of individual departments to supply the Personnel Office with basic, essential job requirements for each available position, in sufficient time to allow for a serious search to produce "qualified" (defined in terms of merit, described in Section II, item 6) minority and women candidates either from within the Institute or from external recruitment sources.

An annual review and analysis of all employment categories will be undertaken by the Assistant for Minority Affairs and the Special Assistant for Women and Work to monitor progress toward full representation of minority and women employees at MIT. Minority and women referrals and transfer requests from each department will be included in this analysis. This data will be supplied by the Personnel Office in cooperation with each of the departments, laboratories, offices, and centers.

The Assistant for Minority Affairs and the Special Assistant for Women and Work will play the same roles in developing, coordinating, and monitoring departmental affirmative action programs as described in Section III, part B.

The head of each administrative unit (office or department), or his designee, will be appointed as Equal Employment Opportunity (EEO) Representative and will have specific responsibilities as outlined for academic EEO Representatives in Section III, part B.

* Chapter 60-2.22. HEW was notified about the appointment of an Equal Employment Opportunity Officer in a letter dated June 12, 1972.

** According to the Federal guidelines for Affirmative Action programs, "underutilization is defined as having fewer minorities and women in a particular job classification than would reasonably be expected by their availability." The utilization analysis, which is a required part of the Plan, is intended to show representation of women and minorities in comparison with relevant "catchment" or recruitment "pools" for faculty and academic staff positions. The utilization analysis should estimate the proportions of women and minorities available at the appropriate skill levels both within and without the Institute. It is the purpose of this analysis to show clearly those areas where women and/or minorities are underrepresented, together with the reasons for underrepresentation.

V. Affirmative Action for Educational Opportunity

The purpose of this section is to describe MIT's commitment to increasing the numbers of women and minority group members in our student body through a vigorous and systematic program of recruitment. The plans and procedures set forth in this section have also been written to conform with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunity Act of 1972.

A. Aims and Plan of Action

At the present time, women and members of some minority groups are underrepresented in most student categories at MIT. It is our policy to reduce these imbalances by increasing the interests in, preparation for, and availabilities of women and minorities for careers in science and technology. While ultimate success will result in substantial changes in admission patterns, our immediate efforts must concentrate on enlarging the pool of qualified women and minority applicants from which we admit students.

It is also our objective to remove educational, social, and financial barriers which have discouraged many women and minority students from taking advantage of educational opportunities offered by the Institute.

On another level, the Institute and each of its academic departments are aware that most professional opportunities for women and minorities in science and engineering require graduate degrees, and, hence, the number of minorities and women with advanced degrees must be greatly increased to help increase their representation at MIT, at other universities, and in business and industry.

In view of these objectives, the Institute has established the following plan of action:

1. Access to educational programs, financial assistance, and other services and facilities will continue to be provided to students in a manner that does not discriminate against women and minority students.
2. Minorities and women often feel isolated academically and socially at MIT both because of their small numbers and because of cultural and/or sex role stereotypes. To address this problem, the Institute will continue to provide special support both formally, through the Office of the Dean for Student Affairs and the Office of the Dean of the Graduate School, and informally, by encouraging minority and women faculty, staff, and students to serve as advisors on academic and social matters.
3. The Institute will continue to provide special academic support services, where appropriate, to ensure that the needs of students with special problems are met.

Implementation policies and procedures in the student-related areas—admissions, financial assistance, student support services, student activities and housing, student placement, and graduate student support—are detailed in Appendix E-3.

B. Responsibility for Implementation

Responsibility for implementation of the Affirmative Action programs and procedures in the student-related areas rests with each office director or Dean and the standing review committees in the areas mentioned above.

Each administrative unit with responsibility for various aspects of the educational and student affairs areas defined above will review its particular policies and procedures according to the Affirmative Action Plan and will develop an implementation plan incorporating specific goals which will be reviewed and approved by the appropriate policy committee at MIT.

On a yearly basis, each office will review its plan and will prepare an annual report which will outline and analyze both efforts and progress made toward meeting Institute goals and federal regulations. This annual report, including any proposed changes in policies or procedures, will be submitted to the Office of the President and Chancellor by the end of each academic year and will be reviewed by the Assistant for Minority Affairs and the Special Assistant for Women and Work.

VI. Affirmative Action in Construction, Vending, and Procurement

A. Aims and Plan of Action

Over the past five years, MIT has become a leader in promoting minority group participation in Institute-related construction and vending enterprises. To maintain its leadership position in this area and to continue in compliance with the Federal and state regulations governing construction and vending, the Institute is committed to the following course of action:

1. Existing procedures will continue to be employed, and new procedures will be developed to secure maximum participation of minority vendors in Institute purchasing and minority contractors and construction workers in new construction or renovation, both on and off campus.

2. An effort will also be made to develop appropriate policies to address the growing problem of discrimination against women in these areas.
3. It is the Institute's policy to give its full support to local community agencies, such as the Contractors Association of Boston, who are working to improve utilization of minority contractors.

In particular, MIT's Affirmative Action program in construction contains the following provisions:

- a) An equal employment opportunity clause will be written into all renovation and new construction contracts.
- b) The Institute, through the department involved, will require contractors, negotiating or bidding on work, to be in compliance with Executive Orders 11246 and 11375 before contracts are awarded.
- c) A description of the plan for minority contractor utilization, including subcontractors, will be required as a component of the bid procedure.
- d) During the actual construction, each prime contractor will submit a weekly statement to the appropriate resident engineer outlining the work force composition and the use of minorities by his or her organization both directly and through subcontracting.
- e) The Equal Opportunity Construction Representative will visit construction sites weekly to review and report on Affirmative Action compliance.

With regard to vending contracts the following provisions will apply:

- a) The Equal Opportunity clause will appear on all purchase orders.
- b) A listing of suppliers, purchasing agents, and purchasing associations having Affirmative Action programs will be compiled.
- c) A listing of minority and women suppliers, purchasing agents, and purchasing associations will be compiled.
- d) These lists will be used by the Assistant for Minority Affairs and the Special Assistant for Women and Work to maximize opportunities for minority and women vendors and to see that all vendors are aware of MIT's Affirmative Action requirements in order to improve their opportunities to bid for Institute contracts.
- e) At the time of bid presentation, vendors will be required to provide certification of compliance with Federal and state guidelines.
- f) MIT's Purchasing Council will review progress semi-annually in the utilization of minority and women suppliers and, subsequently, will make appropriate changes in procedures.

B. Responsibility for Implementation

With respect to construction contracts, the Director of Physical Plant will be responsible for making sure that the provisions stated above are carried out during all phases of the planning and actual construction of each project. Reports of each project will be forwarded to the Assistant for Minority Affairs and the Special Assistant for Women and Work. The Assistant for Minority Affairs will be responsible for auditing the construction program efforts and for recommending changes whenever necessary.

With respect to vending contracts, it is the responsibility of the Purchasing Office to identify minority and women businesses among potential suppliers and to require the compliance of all suppliers with Executive Orders 11246 and 11375.

Appendix A

Listing of Departments, Offices, Centers, and Laboratories having Affirmative Action Plans

Office of the President, Chancellor, and Vice President (including Assistants, Chairman of the Corporation, Honorary Chairman, President Emeritus, President's House, and Analytical Studies and Planning Group)

Institute Information Services
(including the News Office, Design Services, and Information Center)
MIT Press
Dean for Student Affairs (including Foreign Student Advisor, Dean for Institute Relations, Student Activities, and Technology Community Association)
Athletic Department
Information Processing Services
Information Processing Center
Program Development Office
Office of Administrative Information Systems

Office of the Dean of the Graduate School

Office of the Provost
(including Lowell Institute, Institute Professors, and ROTC Programs)
Artificial Intelligence Laboratory

Cambridge Project
Center for Advanced Visual Studies
Center for International Studies
Clinical Research Center
Committee on the Visual Arts
Education Research Center
Health Sciences and Technology Division
Joint Center for Urban Studies
Libraries (including Project INTREX and Engineering Library)
Neurosciences Research Program
Project MAC
Sea Grant Project
Summer Session
Urban Systems Laboratory

Office of the Vice President for Research

Center for Materials Science and Engineering
Center for Space Research
Laboratory for Nuclear Science
National Magnet Laboratory
Research Laboratory of Electronics
Energy Laboratory
Lincoln Laboratory
Draper Laboratory

Office of the Vice President, Administration and Personnel

Admissions Office (including Educational Council)
Financial Aid Office
Personnel Office
Placement Office
Planning Office

Office of the Vice President and Treasurer

(including Associate Treasurer and Real Estate. In addition this plan includes:

Office of the Vice President for Business and Fiscal Relations [including Comptroller, Accounting Office, Audit Division, Bursar, Division of Sponsored Research, Draper Fiscal, Investment Administration, Laboratory Supplies, Lincoln Fiscal, Payroll, Pension and Budget Offices, and Purchasing])

Office of the Vice President, Operations

Campus Patrol
Graphic Arts (including Audio-Visual)
Housing and Food Services
Physical Plant
Safety Office

Office of the Vice President

Medical Department
Registrar

Office of the Vice President for Resource Development

(including Institute Secretaries)
Development Office
Industrial Liaison Office
MIT Associates Program

Office of the Vice President and Secretary

Endicott House
Registry of Guests

Office of the Dean of Architecture and Planning

Architecture
Urban Studies and Planning

Office of the Dean of Engineering

Aeronautics and Astronautics
Chemical Engineering
Civil Engineering
Electrical Engineering
Mechanical Engineering
Metallurgy and Materials Science
Nuclear Engineering
Ocean Engineering
Center for Advanced Engineering Studies
Center for Policy Alternatives

Office of the Dean of Humanities and Social Science

Economics
Foreign Literatures and Linguistics
Humanities
Philosophy
Political Science
Psychology

Sloan School of Management

Operations Research Center

Office of the Dean of Sciences

Biology
Chemistry
Earth and Planetary Sciences
(including Center for Earth Sciences)
Mathematics
Meteorology
Nutrition and Food Sciences
Physics

Other

Alumni Association
Credit Union
Faculty Club

Appendix B-1
Appendix B-2
Appendix B-3

(These Appendices, showing organization charts of MIT, Lincoln Laboratory and Draper Laboratory, are included with complete copies of the Affirmative Action Plan on file in locations listed in the Preface.)

Appendix C-1

Revised Charter of MIT's Equal Opportunity Committee

The Equal Opportunity Committee will recommend to the President and Chancellor policies and procedures which will further the fulfillment of MIT's commitment to equal opportunity in employment and education. Proposed changes in Institute policies or procedures affecting equal opportunity and arising from other sources will be referred to the Committee for comment prior to implementation. The Committee may request such information from appropriate Institute sources as necessary for it to judge the need for changes in policies or procedures or the merits of proposed changes.

The Committee will be appointed by the President and will consist of 24 members drawn from the Faculty, the research and administrative staff, the employees, and the student body. The President will designate the Chairman, and the Committee will meet at the Chairman's call. The Assistant for Minority Affairs, the Special Assistant for Women and Work, and the Vice President for Administration and Personnel will be members of the Committee, *ex officio*.

The Chairman of the Equal Opportunity Committee is Leon Trilling, Professor of Aeronautics and Astronautics. The members of the Committee will be announced to the MIT community when all appointments are complete.

Appendix C-2

Members of the Academic Council,
Academic Appointments Subgroup * and
Staff Appointments Subgroup **

	Room No.	Ext.
* Jerome B. Wiesner President	3-208	3-4665
*, * Paul E. Gray Chancellor	3-208	3-1525
*, * Robert A. Alberty Dean, School of Science	6-215	3-2456
* Robert L. Bishop Dean, School of Humanities and Social Science	E52-344	3-6181
* * Stuart H. Cowen Comptroller	4-106	3-6056
* * Paul V. Cusick Vice President for Business and Fiscal Relations	4-110	3-3331
* * Carola B. Eisenberg Dean for Student Affairs	7-133	3-6776
* * Vincent A. Fulmer Vice President and Secretary of the Institute	7-202	3-5614
*, * * Albert G. Hill Vice President for Research	3-305	3-1645
*, * * Alfred A.H. Keil Dean, School of Engineering	1-206	3-3291
James B. Lampert Vice President for Resource Development	7-206	3-3500
Natalie N. Nicholson Director of Libraries	14S-216	3-5651
* William L. Porter Dean, School of Archi- tecture and Planning	7-233	3-4401
* William F. Pounds Dean, Sloan School of Management	E52-474	3-7150
* Hartley Rogers, Jr. Chairman of the Faculty	2-270	3-2681

* The individuals whose names are starred (*) are members of the Academic Appointments Subgroup of the Academic Council.

** The individuals whose names are double-starred (**) are members of the Staff Appointments Subgroup of the Academic Council.

*, * * Walter A. Rosenblith Provost	3-240	3-1971
*, * * Constantine B. Simonides Vice President	3-209	3-5911
* Irwin W. Sizer Dean, Graduate School	3-136	3-4869
Joseph J. Snyder Vice President and Treasurer	10-200	3-4227
* * Philip A. Stoddard Vice President, Operations	4-110	3-3332
* * Kenneth R. Wadleigh Vice President	5-208	3-1776
*, * * John M. Wynne Vice President, Administration and Personnel	7-201	3-4942

Appendix C-3

Equal Opportunity Committee (Draper Laboratory)

Robert Duffy	WM Vice Pres., Chairman	DL3-417	5468
Byong-Ho Ahn	OM Minicom	DL1-212	5432
Charles Alkins	BM Minicom	DL2-311	5182
Edward Burns	BM Minicom	DL6-071	3485
Thomas Davis	BM Mechanical Design	DL11-204	821-361
Dana Densmore	WF Apollo B	DL7-215D	821-598
Rebecca Fairbank	WF Projects Office	DL3-305	2374
Shirley Grady	WF Bedford Flight	DLB1-2	812-214
Julia Hsia	OF DCG	DL7-105	821-156
James Layne	BM DSS	DL12-186	7391
Roger Mascoll	BM Minicom	DL1-309	3412
Theos McKinney	BM TAC	DL6-303	2461
* Robert Pinckney	BM DCG	DL7-135	821-160
Martha Pennell	WF DCG	DL7-116	821-101
Eleanor Moushegian	WF Personnel, Recorder	DL2-116	3563

Appendix D-1

Added or Revised Faculty Policies

The following revisions and restatements of faculty policies and procedures were adopted as of July 6, 1972, in accordance with Federal equal employment opportunity regulations, and will be included in the revised edition of *Policies and Procedures*, the Institute guide for staff members:

1. An Equal Employment Opportunity statement was added to the revised *Policies and Procedures*.
2. Sections 2.20 and 2.61 of *Policies and Procedures* were revised to reflect:
 - a) modification of continuous service and age requirements with respect to tenure decisions;
 - b) additional leave of absence without penalty for child-bearing and child-rearing; and
 - c) a new anti-nepotism policy (see below).

"The Institute reaffirms its policy to base appointments and promotions on qualifications and performance.

"In keeping with this policy, members of the same family, including husband and wife, are eligible for employment as faculty members as they have been eligible for positions within the other job categories. However, a supervisor-employee relationship shall not prevail in these instances at the time of employment or thereafter, nor shall one member of the family relationship assume for the other the role of advocate or judge with respect to conditions of employment or promotion.

"Where members of the same family are recommended to work for the same supervisor, the arrangement shall be approved in advance by the President and Chancellor. This change in regulations emphasizes the criterion of merit in all Institute appointments and promotions."

* Robert P. Pinckney ('33) has been appointed as Opportunity Development Officer, with special responsibilities for minority personnel at the Draper Laboratory. In his assignment, he will act as a counselor-consultant to the Personnel Department. His major responsibility in this position will be to assist present minority employees in their career development and to assist in the development of programs to recruit and hire minority applicants.

Appendix D-2

Procedure for Complaints of Discrimination

Any person employed * at MIT who believes that the Institute's stated policy of non-discrimination has been violated and that he or she has been discriminated against should have access to a clear means of seeking redress. Such persons should be encouraged to communicate, either in writing or in person, with the Office of the President and Chancellor and particularly with the Assistant for Minority Affairs or the Special Assistant for Women and Work. Either will initiate an inquiry into all the facts relevant to the complaint and will attempt to resolve the matter to the satisfaction of both the aggrieved individual and the person or organization against which the charge of discrimination has been brought. If resolution is not possible, the matter will be referred to the Chancellor.

This process will be held confidential to the extent that the aggrieved person wishes it. It is expected that any person who feels discriminated against will have sought to resolve his or her complaint with the appropriate persons within the department, including the department head, and, in the case of other than academic staff, with the assistance of the appropriate personnel officer before bringing the complaint to the attention of the Assistant for Minority Affairs or the Special Assistant for Women and Work.

Appendix D-3

Serious Search Policy for Faculty
and Other Academic Staff
Incorporated December 10, 1971

The extension of the Affirmative Action Plan for Equal Employment Opportunity issued by President Howard W. Johnson in May, 1971, requires the following policy in the appointment of women and minority group members to faculty and other academic staff appointments:

"Prior to making any new academic staff appointments each year, department heads are expected to demonstrate to the Equal Opportunity Task Force for Faculty and Staff that a serious search for qualified women and minority candidates has been made."

To make this policy more effective and to bring responsibility exercised by the Deans of the Schools into the process, a change was made to the procedure as shown below and was outlined in a letter to Deans and department heads by Dr. Benson R. Snyder, Chairman of the Equal Opportunity Committee.

The following information, in the form of a letter, will accompany each recommendation for an appointment and will be forwarded by the department head to his or her academic Dean for the three faculty ranks (including visiting faculty) and instructors:

1. the number of appointments in this rank the department expects to make this academic year;
2. the fields or subfields in which the department considered making the appointments;
3. the department's estimate of the size of the qualified women and minority applicant pool in each of the fields under consideration and, also, the basis for this estimate;
4. the means used by the department to extend its academic recruitment resources, and the specific methods the department is using to seek out candidates for the position being filled;
5. the numbers of women and minority candidates accrued as a result of the search and the means used to evaluate them;
6. whether any women and minority candidates were among that group from which the final choice was made;
7. whether any offers were made to women or minority candidates, the nature of the offer, and the response, including the reasons given for not accepting the offer; and
8. whether women or minority candidates were rejected and, if so, the reasons for their rejection.

The Dean, if satisfied that the search has been satisfactory, will discuss the proposed appointment and nature of the search with the Academic Appointments Subgroup of the Academic Council.

Appendix D-4

Serious Search Policy for Staff Appointments
Incorporated July 15, 1972

Prior to making any offer of appointment to a person outside the Institute for a full-time Division of Sponsored Research (DSR) staff, administrative staff, library staff, or medical staff position with a term of one year or more, the department or laboratory head is required to demonstrate that a serious search for qualified women and minority candidates has been made.

To provide the required assurance of a serious search, it has been suggested that a letter accompanying each recommendation for an offer of appointment be forwarded by the department or laboratory head to the

* This procedure is not intended to apply to employees who are represented by a labor union. Collective bargaining agreements applying to these employees include grievance and arbitration procedures and equal opportunity provisions.

appropriate academic Dean or Vice President (or to the Provost in the case of interdepartmental laboratories and centers reporting to him), containing the following information:

1. the means used by the department to search for candidates for the position being filled;
2. whatever information is known about the size of the pool of qualified women and minority candidates for the position;
3. the number of women and minority candidates accrued as a result of the search and the means used to evaluate them, such as letters of recommendation, telephone references, and interviews;
4. whether any offers were made to women or minority candidates, the nature of the offer, and the response, including reasons given for not accepting the offer; and
5. whether women or minority candidates were rejected and, if so, the reasons for their rejection.

The Dean, Vice President, or the Provost, if satisfied that the search has been satisfactory, will discuss the proposed appointment and nature of the search with the appropriate Appointments Subgroup of the Academic Council.

Recruitment for the Division of Sponsored Research and administrative staff positions is often carried out either exclusively by the Personnel Office or jointly with the department offering the position. In such instances, the search documentation should include an account of efforts to recruit women and minority applicants by the Personnel Office.

Appendix D-5 Maternity Leave Policy

The following policy regarding maternity leave will apply to personnel on the hourly, biweekly, exempt, administrative, and the Division for Sponsored Research staff payrolls.

A maternity leave of eight weeks, without pay, will be granted to women who plan to return to work. (They may, of course, use and be paid for any accumulated vacation time during this period.) The individual is expected to give adequate notice—usually two weeks—before beginning a leave. She may keep all her benefits in force during the leave if she wishes and if she makes arrangements in advance for payment of the regular benefit deductions.

Under normal circumstances, the individual can expect to return to her job or to an equivalent job in terms of classification and pay within her department or laboratory. If her job has been eliminated because of reduction in the work force or other circumstances, efforts will be made to find other suitable employment, first, in the department concerned and, second, within the Institute.

Leaves of more than eight weeks may be granted at the discretion of individual department heads. Extended leaves may not exceed 26 weeks. In granting such leaves, the department commits itself to provide the same or an equivalent job within the department at the end of the leave period.

Benefits will not normally be continued beyond the eight-week period on extended leave. Requests for extension of benefits must be made in writing by the department head and approved by the Dean or Vice President concerned and by the Personnel Office.

A woman on maternity leave may use her available sick leave for a period of two weeks (ten days of leave) beginning the day she enters a hospital for childbirth. Additional sick leave may be authorized if she remains disabled after this period because of complications arising from the birth. Individuals who request additional sick leave will be required to furnish medical evidence of the need.

Appendix E-1

Academic Departmental Procedures for Affirmative Action

Each academic department, center, or laboratory has developed its own Affirmative Action Plan for academic positions, consistent with the Institute goals and the procedures outlined below:

1. Each department will continue to set annual goals and timetables, extending at least two years ahead, for the appointment of minorities and women in academic positions. These goals will be based on an analysis of the present and projected pool of candidates and on departmental needs.
2. Each department head will periodically inform all faculty and staff in the department of the policies, procedures, goals, and progress of the department's Affirmative Action Plan.
3. Annually, between June and August, each department will review and evaluate its plan in depth to determine the progress made toward achieving its goals. Problem areas will be identified, and the plan will be updated in terms of specific correctional action.
4. In seeking to fill academic positions, every effort will be made to recruit in such a way that women and minorities will have adequate opportunity to be considered. (Specifically, the practice currently in use by some departments—that of identifying a qualified candidate, then finding a position for that candidate—will be encouraged.)

Also, each academic department, with its School, will compile and continuously update a list of women and minorities who are potential candidates, including candidates from among MIT alumni, students, and current employees, as well as candidates identified through communication with professional societies, graduate schools, predominantly black and women's institutions, and other appropriate sources. This search should include the use of professional journals and other media, as well as educational search organizations and professional organizations that reach minorities and women in academic fields appropriate to the programs available at the Institute. The use of exchange programs and summer institutes will be explored in an effort to widen the search beyond traditional channels.

5. The Institute employment policies and practices shall not prohibit the simultaneous employment of two members of the same family (See Appendix D-1).
6. There will be full opportunity for staff appointments, including tenured appointments on the Faculty, for persons who may be able to devote only part of their time to their academic or staff duties during their child-rearing years (See Appendix D-1).

Appendix E-2

Affirmative Action Procedures for Non-Academic Employment

Each organizational unit at the Institute has developed its own Affirmative Action Plan, which will be consistent with the following policies and procedures:

1. Each organizational unit will continue to set goals and timetables extending at least two years ahead for the employment of minorities and women in each non-academic job classification. These goals will be based on an analysis of the present and projected number of qualified and qualifiable minorities and women in MIT's potential recruitment area, as well as on MIT's projected employment needs.
2. Each department will review its plan in depth and will evaluate the progress made toward reaching its goals on a yearly basis (between June and August, as described in Appendix E-1, item 3).
3. In seeking to fill positions, vigorous and systematic efforts will be made to ensure that women and minorities have adequate opportunity to be considered, based on the following recruitment and hiring procedures:
 - a) Records will be maintained in the Personnel Office of the receipt and disposition of all applications, and a summary will be forwarded to the Assistant for Minority Affairs and the Special Assistant for Women and Work on a quarterly basis.
 - b) At all major locations where interviews are conducted, notices shall be displayed that MIT is an "Equal Opportunity Employer," as prescribed by law.
 - c) Employment advertisements have been and will continue to be run regularly in publications with wide circulation to minorities and women. An ongoing evaluation of the effectiveness of these ads will be made by the Personnel Office. It will be a standard procedure to use the phrase "An Equal Opportunity Employer" in all advertisements and job postings. Whenever advertisements are placed in non-minority publications, the phrase "We are Actively Seeking Minority and Women Applicants" shall be used in the text or the ad.
 - d) In those areas where there is underrepresentation of minorities and women because of a history or pattern of exclusion and/or discrimination, preference in the applicant referral and selection process will be given to minority or women applicants if two candidates are equally qualified according to the concept of merit expressed in Section II, item 6.*
 - e) Procedures have been instituted, and will be periodically reviewed, to ensure that minorities and women (as well as other members of the MIT community) are considered for promotion or upgrading before a position is filled from the outside.*
 - f) A minorities and women applicant's file will be established in the Personnel Office. A similar career development file of those women and minorities seeking transfers or career advancement will be established. (This file will be available only to the employment interviewers in the Personnel Office.) A search of this file will be required as the first step in identifying candidates for all new appointments and other vacancies, temporary or otherwise.

* To be monitored by the Employment Officer in the campus Personnel Office and the Director of Personnel at the off-campus laboratories.

- g) Vacancies for all non-academic positions will ordinarily be posted,* and no offers or commitments may be made before the end of an application period which allows for a reasonable response to the posting by interested applicants; however, reasonable exceptions, such as, for example, in cases of internal reorganization, will be permitted. Such positions will be announced initially to the MIT community by the Personnel Office through publicizing all vacancies in *Tech Talk* and through posting them in a conspicuous place in the Personnel Office reception area. Vacancies will also be posted in other areas, when appropriate. All such positions and openings will also be announced to agencies in the community where minority and women applicants are registered.
- h) Supervisors will be apprised that positions are to be made equally accessible to all qualified candidates for job categories that have traditionally been preponderantly occupied by women and/or minorities.
- i) The supervisor will make the final hiring decision and will send the person's name to the personnel interviewer. Reasons for not hiring minorities and women deemed qualified or qualifiable by the personnel interviewer will be fully explained by the supervisor on the referral forms.

The personnel interviewer shall determine whether the requirements of the law and the policies of the Institute have been met, with respect to both external appointments and internal transfers. If so, the Personnel Office will process the appointment document.

No employment commitments can be made until these procedures have been followed.

- j) If the personnel interviewer suspects non-compliance with the Affirmative Action Plan, the matter will be reviewed with the Personnel Services Director who will resolve the matter with the department head before final personnel action is taken.
 - k) All supervisors will be apprised that compliance with the policies of the Institute's Affirmative Action Plan is a responsibility for which they will be held accountable.
4. Promotion policies and practices will be administered in such a way as not to discriminate against minorities and women. In many cases, special efforts may be required to ensure that minorities and women are not at a disadvantage.
 - a) In some instances, a minority or woman applicant may not be fully qualified, but is judged to be highly qualifiable. Whenever possible, opportunity for "on-the-job" training will be provided.
 - b) When an employee applies for another position in the same department or elsewhere at MIT for which he or she is currently qualified, no covert or overt barriers will be placed in the way of his or her application for the position.
 - c) Possible career ladders for non-academic positions will be defined and disseminated as appropriate.
 5. The Institute will initiate and continuously review career development programs that will provide upward mobility for its employees.

The following programs are now in operation:

- a) Tuition Assistance Program
- b) Technical Skills Training
- c) General Office Practices
- d) Administrative Development Program
- e) English as a Second Language

The conditions of eligibility for the various job training and career development programs will be clearly specified and disseminated to the MIT community through *Tech Talk* and other means, as appropriate. Employees will be continuously encouraged, through both departmental support and individual initiative, to investigate and enroll in any Institute or off-campus programs that are related to the employee's career development.

Appendix E-3

Student Related Affirmative Action Procedures

1. Admissions

In 1968 special efforts to recruit minorities, particularly Blacks, were begun at MIT. These efforts will continue and will be augmented by special efforts to recruit women.* *

- a) All persons involved in the process of reviewing applications will be kept aware of MIT's equal opportunity policies regarding admissions

* Posting and bidding requirements for unionized employees will be as specified in union contracts.

* MIT has been coeducational since 1872 and has enrolled minorities, including Black Americans, since 1897.

- b) Admissions information and other official publications sent to prospective students, high-school counselors, and others will continue to reflect and emphasize the Institute's equal opportunity policy.
- c) Special admissions pamphlets and brochures will continue to be produced and distributed to assist in the recruitment of minority students.
- d) Admissions criteria for minority students will be reviewed periodically to help ensure that no minority applicant who has the potential for academic success at MIT is refused admission.
- e) The selection teams reviewing applications will continue to include minority and women faculty and staff.
- f) The Admissions Office, the MIT Alumni Office and the Educational Council, and other groups and offices engaged in recruiting students will continue to make special efforts to locate and recruit minority and women students; continuing efforts will be made to increase the number of women and minority Educational Counselors.
- g) Minority and women prospective students will be counseled on the full range of opportunities at MIT, particularly those fields in which they have been conspicuously underrepresented.
- h) The Institute will continue, when feasible, to invite prospective minority and women students from high schools near MIT to the campus for first-hand familiarization.
- i) Minority and women students at MIT will continue to aid the Institute in recruiting women and minority prospective students through personal contacts and, where appropriate, through visits to their hometown high schools.
- j) A Task Force on Educational Opportunity for Minorities, which was established in 1968 to develop new programs for the recruitment, admission, and support of minority students at both the graduate and undergraduate levels, will continue to function.
- k) In 1972 a Committee on the Needs of Women Students, convened by the Dean for Student Affairs, submitted a report on the status of women students at MIT. Though the Committee has since disbanded, attention will continue to be given to the implementation of policies and procedures recommended by that report.
- l) MIT will continue to support a Talent Search Program in Cambridge and to maintain an Upward Bound Program in cooperation with Wellesley College.
- m) MIT's recruitment efforts with respect to minority students will include an intensive search for prospective students who meet MIT's normal admissions criteria, as well as those who have potential but who need additional academic preparation (such as that provided by Project Interphase).
- n) A committee of women students, with the help of the Office of the Dean for Student Affairs, is currently preparing a booklet describing life at MIT for women, which will be used to aid in recruiting prospective women students.

2. Financial Assistance

- a) All services provided by the Financial Aid Office are available to every student without regard to race or sex. Strong efforts will be made to ensure that there are on the staff persons, including minorities and women, sensi-

tive to the special needs and circumstances of minority and women students.

- b) Financial assistance to all students, undergraduate and graduate, will continue to be provided in such a manner as not to discriminate against applicants on the basis of race or sex. All eligible minority and women students are encouraged to participate in scholarship, loan, and work-study programs.

3. Student Support Services

- a) The Institute will continue to encourage minority and women faculty, staff, and upperclassmen to help provide supportive services for minority and women students by serving as freshmen advisors, tutors, and informal resource personnel.
- b) Although all services in the Office of the Dean for Student Affairs are available without regard to race or sex, strong efforts will be made to ensure that there are on the staff persons, including minorities and women, sensitive to the special needs and circumstances of minority and women students.
- c) An Assistant Dean for Student Affairs will continue to serve, in part, as an advocate for the needs of undergraduate women.
- d) The Institute will continue its intensive efforts, through such programs as Project Interphase, to make educational opportunities available to those minority group members (and others) whose academic preparation differs somewhat from MIT's usual admission criteria. Such programs will be reviewed on an annual basis to help ensure that they are meeting the students' expressed needs. Project Interphase includes: 1) search and selection procedures directed toward bringing such people to MIT; 2) special introductory academic programs, including counseling, during the summer preceding the freshman year; and 3) special arrangements for financial assistance, as required.

4. Student Activities and Housing

- a) Rooms or apartments in Institute-supported housing are made available to all students in a non-discriminatory manner. There is no restriction on admission of women based on available campus housing.
- b) Landlords participating in the Institute's off-campus housing program must submit a non-discriminatory pledge issued by the Massachusetts Commission Against Discrimination before their offerings may be listed with the Community Housing Service. Any realtor who refuses to sign the pledge or who has a just cause complaint issued against him or her will be ineligible to have his or her rentals listed in the office files. Complaints presented to the Housing Office will be turned over to the Massachusetts Commission Against Discrimination for appropriate action.
- c) Although the Institute encourages all of its students to participate in the wide range of social and cultural activities sponsored by the Institute, special efforts will continue to be made to help ensure full participation in Institute life by minorities and women.
- d) All social clubs and fraternities supported by the Institute will be required to submit a written non-discrimination pledge to the Office of the Dean for Student Affairs.
- e) The Institute will encourage women students

to participate fully in athletic activities of their choice.

- f) The Athletic Department has appointed a Director of Women's Athletics (increasing the number of full-time female instructors to two) and recently published a booklet entitled "Athletics for Women at MIT."
- g) The use of MIT athletic facilities will continue to be made equally available to all members of the MIT community, regardless of race or sex.
- h) The Institute will continue its policy of not recruiting any student because of his or her athletic capabilities.

5. Student Placement

It is the policy of the Placement Office to ensure not only the equitable treatment of graduating minority and women students in finding employment, but also to help ensure that employers using the services of the Placement Office recruit graduating students for all positions in their company without regard to race or sex.

- a) Each employer seeking to hire MIT graduates is requested to:
 - i. provide proof that the organization is an equal opportunity employer as defined by Executive Order 11246;
 - ii. whenever possible, send minority and/or women recruiters who are familiar with the employer's priorities and commitments with respect to equal opportunity;
 - iii. hire undergraduate minority and women students for summer internship programs when possible.
- b) Each company or business representative inquiring about MIT graduates will continue to be apprised of MIT's equal opportunity placement procedures.
- c) Companies are encouraged to distribute literature that expresses their commitment to equal opportunity for minorities and women in all of their job categories.
- d) The Placement Office will continue to work with the Graduate School Office, the Assistant for Minority Affairs, the Special Assistant for Women and Work and the Personnel Office of the Institute to keep minority and women graduates informed of career opportunities at MIT and at the off-campus laboratories.
- e) The monthly schedule of visiting company recruiters will be circulated to academic and administrative offices and posted on bulletin boards in areas frequented by minority and women students.

6. Graduate Student Support

In cooperation with the Graduate School Office and the Committee on Graduate School Policy:

- a) All academic departments offering advanced degrees will be encouraged to recruit minority group members and/or women to the faculty from their graduate programs and will be expected to monitor continuously their progress. Departments should appoint such students to positions as research assistants and teaching assistants and should make their policy known to all of their faculty members.
- b) Present admissions and financial aid policies will be reviewed and modified, where appropriate, to be sure that they do not discriminate against women applicants with children.
- c) All information on grants, loans, scholarships, and fellowships will be posted in a manner accessible to all inquiring students.

Appendix F

Statistical Summary of MIT Employment Representation of Minorities and Women as of May 31, 1972, and November 1, 1970

MIT Report to the Office of Civil Rights, Department of HEW, Employment as of May 31, 1972															
Institute Summary															
Classification Level	Total		Race Statistics								Sex Statistics				
	Count	%	Am. Ind.	Negro	Oriental	Span. Am.	Total Min.	Other	Female	Male	Count	%	Count	%	
Admin. Staff	362	100		15	4	1		16	4	346	96	75	21	287	79
DSR Staff	2019	100		19	1	70	3	10	1	99	5	185	9	1834	91
Exempt	830	100		27	3	5	1	32	4	798	96	158	19	672	81
Biweekly	2140	100	4	140	7	30	1	35	2	209	10	1733	81	407	19
Hourly	2451	100		201	8	13	1	25	1	239	10	210	9	2241	91
Other	51	100		2	4	1	2	3	6	48	94	12	24	39	76
Total	7853	100	4	404	5	120	2	70	1	598	8	2373	30	5480	70
Faculty	904	100		8	1	47	5	5	1	60	7	23	3	881	97
Other Academic	1105	100		35	3	76	7	23	2	134	12	214	19	891	81
Grand Total	9862	100	4	447	5	243	2	98	1	792	8	2610	26	7252	74

4/5/73

MIT Report to the Office of Civil Rights, Department of HEW, Employment as of May 31, 1972																		
Campus	Race Statistics														Sex Statistics			
	Total		Am. Ind.		Negro		Oriental		Span. Am.		Total Min.		Other		Female		Male	
Classification Level	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Professors	456	100			3	1	20	5	2		25	6	431	94	8	2	448	98
Associate Professors	239	100			3	1	19	8	2	1	24	10	215	90	6	3	233	97
Assistant Professors	209	100			2	1	8	4	1		11	5	198	95	9	4	200	96
Subtotals, Faculty	904	100			8	1	47	5	5	1	60	7	844	93	23	3	881	97
Instructors	98	100					2	2	1	1	3	3	95	97	15	15	83	85
Technical Instructors	45	100			2	4			2	4	4	9	41	91	1	2	44	98
Sen. Research Assoc.	17	100											17	100	2	12	15	88
Research Assoc.	200	100			5	3	36	18	3	2	44	22	156	78	30	15	170	85
Adminis. Officers/Asst.	60	100					1	1			1	1	59	99	16	27	44	73
Doctors, Medical	88	100			2	2					2	2	86	98	9	10	79	90
Senior Lecturers	24	100											24	100			24	100
Lecturers	86	100			6	7	3	3	1	1	10	12	76	88	5	6	81	94
Directors	10	100											10	100			10	100
Associate Directors	12	100											12	100	1	8	11	92
Assistant Directors	6	100											6	100	2	33	4	67
Librarians	47	100			3	6	2	4			5	11	42	89	39	83	8	17
Coaches	11	100					1	9			1	9	10	91	3	27	8	73
Other Academic Staff	401	100			17	4	31	8	16	4	64	16	337	84	91	23	310	77
Subtotals, Academic	1105	100			35	3	76	7	23	2	134	12	971	88	214	19	891	81
Administrative Staff	362	100			15	4	1				16	4	346	96	75	21	287	79
DSR Staff, Technical	623	100			5	1	35	6	7	1	47	8	576	92	130	21	493	79
DSR Staff, Non-Tech.	47	100			1	2			1	2	2	4	45	96	7	15	40	85
Exempt, Administrative	140	100			2	1	1	1			3	2	137	98	80	57	60	43
Exempt, Technical	172	100			13	8					13	8	159	92	4	2	168	98
Biweekly	1696	100	4		116	7	28	2	32	2	180	11	1516	89	1417	84	279	16
Hourly, Non-union	246	100			10	4	1		6	2	17	7	229	93	49	20	197	80
Hourly, Union	1126	100			132	12	6	1	13	1	151	13	975	87	130	12	996	88
Other	51	100			2	4	1	2			3	6	48	94	12	24	39	76
Institute Grand Totals	6472	100	4		339	5	196	3	87	1	626	10	5846	90	2141	33	4331	67

4/5/73

MIT Report to the Office of Civil Rights, Department of HEW, Employment as of May 31, 1972																		
Administrative Unit: Vice President, Research																		
Department: Draper Laboratory																		
Classification Level	Race Statistics														Sex Statistics			
	Total		Am. Ind.		Negro		Oriental		Span. Am.		Total Min.		Other		Female		Male	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
DSR Staff (Tech)	677	100			9	1	16	2			25	3	652	97	27	4	650	96
DSR Staff (Non-Tech)	47	100											47	100	7	1	40	99
Exempt	159	100			6	4	2	1			8	5	151	95	5	3	154	97
Biweekly	202	100			16	8	2	1	1		19	9	183	91	138	68	64	32
Hourly (Non-union)	57	100			1	2	1	2			2	4	55	96	1	2	56	98
Hourly (Union)	456	100			31	7	2				33	7	423	93	13	2	443	98
Total	1598	100			63	4	23	1	1		87	5	1511	95	191	12	1407	88

MIT Report to the Office of Civil Rights, Department of HEW, Employment as of May 31, 1972																		
Administrative Unit: Vice President, Research																		
Department: Lincoln Laboratory																		
Classification Level	Race Statistics														Sex Statistics			
	Total		Am. Ind.		Negro		Oriental		Span. Am.		Total Min.		Other		Female		Male	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
DSR Staff	625	100			4	1	19	3	2		25	4	600	96	14	2	611	98
Exempt	359	100			6	2	2				8	2	351	98	69	19	290	81
Biweekly	242	100			8	3			2		10	1	232	99	178	74	64	26
Hourly	566	100			27	5	3		6		36	6	530	94	17	3	549	97
Total	1792	100			45	3	24	1	10	1	79	4	1713	96	278	16	1514	84

MIT Report to the Office of Civil Rights, Department of HEW, Employment as of November, 1970

Institute		Race Statistics										Sex Statistics						
Classification Level	Total		Am. Ind.		Negro		Oriental		Span. Am.		Total Min.		Other		Female		Male	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Professors	458	100			5	1	19	4	2		26	6	432	94	4	1	454	99
Associate Professors	256	100			2	1	14	5			16	6	240	94	5	2	251	98
Assistant Professors	233	100			1		8	3	2	1	11	5	222	95	8	3	225	97
Subtotals, Faculty	947	100			8	1	41	4	4		53	6	894	94	17	2	930	98
Doctors, Medical	83	100			2	2					2	2	81	98	10	12	73	88
Instructors	116	100			1	1	3	3	1	1	5	4	111	96	11	9	105	91
Tech. Instructors	38	100			2	5			1	3	3	8	35	92	1	3	37	97
Sen. Research Assoc.	14	100					1	7			1	7	13	93	1	7	13	93
Research Associates	199	100			1	1	32	16	5	3	38	19	161	81	32	16	167	84
Adminis. Officers	27	100											27	100	5	19	22	81
Adminis. Assistants	13	100											13	100	5	38	8	62
Senior Lecturers	46	100											46	100			46	100
Lecturers	108	100			6	6	3	3	2	2	11	10	97	91	8	7	100	93
Directors	4	100											4	100			4	100
Assistant Directors	1	100											1	100			1	100
Librarians	55	100			3	5	2	4			5	9	50	91	44	80	11	20
Coaches	24	100			1	4	1	4			2	8	22	92	1	4	23	96
Other Academic Staff	363	100			3	1	28	8	8	2	39	11	324	89	69	19	294	81
Subtotals, Academic	1091	100			19	2	70	7	17	2	106	10	985	90	187	18	904	82
Administrative Staff	364	100	1		11	3					12	3	352	97	53	14	311	86
DSR Staff, Technical	1703	100			16	1	59	4	11	1	86	5	1617	95	158	9	1545	91
DSR Staff, Non-Tech.	180	100			2	1					2	1	178	99	16	9	164	91
Exempt, Administrative	183	100			5	3	3	2			8	4	175	96	73	40	110	60
Exempt, Technical	571	100			18	3	4	1	1		23	4	548	96	49	9	522	91
Biweekly	2102	100	1		93	4	35	2	26	1	155	7	1947	93	1735	83	367	17
Hourly, Non-union	325	100			17	5	1		2	1	20	6	305	94	61	19	264	81
Hourly, Union	2140	100			178	8	10		28	1	216	10	1924	90	146	7	1994	93
Other	92	100			5	5					5	5	87	95	28	30	64	70
Institute Grand Totals	9698	100	2		372	4	223	2	89	1	686	7	9012	93	2523	26	7175	74

4/5/73

MIT Report to the Office of Civil Rights, Department of HEW, Employment as of November, 1970

Campus		Race Statistics										Sex Statistics						
Classification Level	Total		Am. Ind.		Negro		Oriental		Span. Am.		Total Min.		Other		Female		Male	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Professors	458	100			5	1	19	4	2		26	6	432	94	4	1	454	99
Associate Professors	256	100			2	1	14	5			16	6	240	94	5	2	251	98
Assistant Professors	233	100			1		8	3	2	1	11	5	222	95	8	3	225	97
Subtotals, Faculty	947	100			8	1	41	4	4		53	6	894	94	17	2	930	98
Doctors, Medical	83	100			2	2					2	2	81	98	10	12	73	88
Instructors	116	100			1	1	3	3	1	1	5	4	111	96	11	9	105	91
Tech. Instructors	38	100			2	5			1	3	3	8	35	92	1	3	37	97
Sen. Research Assoc.	14	100					1	7			1	7	13	93	1	7	13	93
Research Associates	199	100			1	1	32	16	5	3	38	19	161	81	32	16	167	84
Adminis. Officers	27	100											27	100	5	19	22	81
Adminis. Assistants	13	100											13	100	5	38	8	62
Senior Lecturers	46	100											46	100			46	100
Lecturers	108	100			6	6	3	3	2	2	11	10	97	91	8	7	100	93
Directors	4	100											4	100			4	100
Assistant Directors	1	100											1	100			1	100
Librarians	55	100			3	5	2	4			5	9	50	91	44	80	11	20
Coaches	24	100			1	4	1	4			2	8	22	92	1	4	23	96
Other Academic Staff	363	100			3	1	28	8	8	2	39	11	324	89	69	19	294	81
Subtotals, Academic	1091	100			19	2	70	7	17	2	106	10	985	90	187	18	904	82
Administrative Staff	364	100	1		11	3					12	3	352	97	53	14	311	86
DSR Staff, Technical	546	100			5	1	35	6	11	2	51	9	495	91	117	21	429	79
DSR Staff, Non-Tech.	49	100			1	2					1	2	48	98	7	14	42	86
Exempt, Administrative	102	100			3	3	2	2			5	5	97	95	59	58	43	42
Exempt, Technical	171	100			11	6	1	1	1	1	13	8	158	92	4	2	167	98
Biweekly	1652	100	1		79	5	31	2	24	1	135	8	1517	92	1420	86	232	14
Hourly, Non-union	247	100			15	6			2	1	17	7	230	93	56	23	191	77
Hourly, Union	1194	100			129	11	5		26	2	160	13	1034	87	127	11	1067	89
Other	73	100			4	5					4	5	69	95	27	37	46	63
Institute Grand Totals	6436	100	2		285	4	185	3	85	1	557	9	5879	91	2074	32	4362	68

4/5/73

Appendix G

(This Appendix, which shows examples of MIT employment advertisements, is included with complete copies of the Affirmative Action Plan on file in locations listed in the Preface.)