

Texas Southern University

Digital Scholarship @ Texas Southern University

Dissertations (Pre-2016)

Dissertations

1982

Voluntary Affirmative Action Compliance in Texas Public Junior Colleges During the Period 1975-1977

J. Harvey Booker

Follow this and additional works at: https://digitalscholarship.tsu.edu/pre-2016_dissertations



Part of the [Student Counseling and Personnel Services Commons](#)

Recommended Citation

Booker, J. Harvey, "Voluntary Affirmative Action Compliance in Texas Public Junior Colleges During the Period 1975-1977" (1982). *Dissertations (Pre-2016)*. 8.

https://digitalscholarship.tsu.edu/pre-2016_dissertations/8

This Dissertation is brought to you for free and open access by the Dissertations at Digital Scholarship @ Texas Southern University. It has been accepted for inclusion in Dissertations (Pre-2016) by an authorized administrator of Digital Scholarship @ Texas Southern University. For more information, please contact haiying.li@tsu.edu.

8-05840

VOLUNTARY AFFIRMATIVE ACTION COMPLIANCE IN TEXAS PUBLIC
JUNIOR COLLEGES DURING THE PERIOD 1975-1977

JUNIOR COLLEGES DURING THE PERIOD 1975-1977

81
7-24-82
J.D.D.

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Education in the Graduate School
of Texas Southern University

APPROVED:

Evelyn L. Johnson
Chairman

James H. Belcher

Joseph H. Johnson

J. Harvey Booker

By

J. Harvey Booker, B.S., M.Ed.

Texas Southern University

1982

Approved By

Evelyn L. Johnson

Advisor

School of Education

Dean, Graduate School

VOLUNTARY AFFIRMATIVE ACTION COMPLIANCE IN TEXAS PUBLIC
JUNIOR COLLEGES DURING THE PERIOD 1975-1977

APPROVED:

Evelyn S. Johnson
Chairman

Leon H. Belcher

Joseph H. Johnson

Walter D. Johnson

Dean, Graduate School

Chapter	Page
VALIDITY-RELIABILITY	40
TABLE OF CONTENTS	
COLLECTING PROCEDURE	41
STATISTICAL ANALYSIS	Page
LIST OF TABLES	v
VITA	vii
DEDICATION	ix
ACKNOWLEDGMENTS	x
Chapter	
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	3
SIGNIFICANCE OF THE PROBLEM	4
PURPOSE OF THE STUDY	5
HYPOTHESES	6
ASSUMPTIONS	9
LIMITATIONS	9
DEFINITION OF TERMS	10
ORGANIZATION OF THE REMAINDER OF THE STUDY	12
2. REVIEW OF RELATED LITERATURE	14
HISTORICAL BACKGROUND	15
SIGNIFICANT COURT CASES	21
PERSPECTIVES AND GUIDELINES FOR AFFIRMATIVE ACTION OFFICER	30
SUMMARY	33
3. RESEARCH METHODOLOGY	35
SAMPLING PROCEDURE	37
PILOT STUDY	37
INSTRUMENT	38

Chapter	Page
VALIDITY-RELIABILITY	40
COLLECTING PROCEDURE	41
Table STATISTICAL ANALYSIS	45
1. SUMMARY	45
4. ANALYSIS OF DATA	57
DISCUSSION OF FINDINGS	49
3. SUMMARY	70
5. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	70
4. SUMMARY OF THE STUDY	71
CONCLUSIONS	73
5. IMPLICATIONS	76
RECOMMENDATIONS	78
APPENDIX A: LIST OF JUNIOR COLLEGES	80
APPENDIX B: PILOT STUDY ADMINISTRATORS	83
APPENDIX C: TEST-RETEST RELIABILITY	87
APPENDIX D: LETTER TO ADMINISTRATORS	89
APPENDIX E: QUESTIONNAIRE PACKET	92
APPENDIX F: FOLLOW-UP LETTERS	96
APPENDIX G: SAMPLE YATES' CORRECTION FOR CONTINUITY	100
BIBLIOGRAPHY	102
10.	61
11.	62
12.	63

Table	Page
13. Faculty Promotional Goals and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	65

Table	Page
1. Population and Sample of Study	42
2. Frequency of Reasons Given by Affirmative Action Officers for Nonparticipation at Follow-Up of Texas Public Junior Colleges	43
3. Date of Appointment and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	50
4. Sex and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	52
5. Race and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	53
6. Reporting Function and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	55
7. Position Duties and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	56
8. Staff Support and Relationship to Formal Levels of Education of Participating Affirmative Action Officers	58
9. Operating Budget and Relationship of Levels of Formal Education of Participating Affirmative Action Officers	59
10. Annually Writing an Affirmative Action Plan and Relationship of Levels of Formal Education of Participating Affirmative Action Officers	61
11. Administrators' Promotional Goals and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	62
12. Administrators' Hiring Goals and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	63

Table	Page
13. Faculty Promotional Goals and Relationship to Levels of Formal Education of Participating Affirmative Action Officers.	65
14. Faculty Hiring Goals and Relationship to Levels of Formal Education of Participating Affirmative Action Officers	66
15. Value of Yates' Correction for Continuity for Each of the Twelve Null-Hypotheses	67
1963-1964	Student Instructor, Psychology, Texas Southern University, Houston, Texas
1964	M.Ed., Texas Southern University, Houston, Texas
1965-1968	Employment Counselor Texas Employment Commission Houston, Texas
1969-1982	Personnel/Industrial Relations Director, Employee Relations Continental Carbon Company (Conoco Inc.-Dupont) Houston, Texas
Major Field	Guidance and Counseling

VITA

October 6, 1939 Born - Beaumont, Texas

1962 B.A., Texas Southern
University, Houston, Texas

1963-1964 Student Instructor,
Psychology, Texas Southern
University, Houston, Texas

1964 M.Ed., Texas Southern
University, Houston, Texas

1965-1968 Employment Counselor
Texas Employment Commission
Houston, Texas

1969-1982 Personnel/Industrial Rela-
tions
deceased, Mrs. Director, Employee Relations
Continental Carbon Company
(Conoco Inc.-Dupont)
Houston, Texas

Major Field Guidance and Counseling

ACKNOWLEDGMENTS

The writer wishes to express his grateful appreciation for the cooperation and assistance of the three professors who chaired his committee: Dr. Angelo C. Gilli, Sr., the original chairman; Dr. Michael A. Ard, the second chairman; and in particular Dr. Evelyn L. Johnson, the present committee chairman. Their contributions were immeasurable.

Also, the writer wishes to express his profound thanks to the other members of his doctoral committee, Dr. Leon H.

DEDICATION

Belcher, Dr. Joseph L. Jefferson, and Dr. Peter B. Thornton for their continuing technical guidance, encouragement and direction without which this dissertation could not have been successfully completed.

To my adored Grandmother, the
deceased, Mrs. Sisley Renfro.

A great deal of personal gratitude and appreciation goes to the Texas public junior colleges Affirmative Action Officers who volunteered to participate in this research study.

The writer also wishes to express a deep sense of appreciation to Dr. Mabel S. Lott for her sincere concern, support and direction throughout my academic career and in particular throughout my terminal degree study.

ACKNOWLEDGMENTS

The writer wishes to express his grateful appreciation for the cooperation and assistance of the three professors who chaired his committee: Dr. Angelo C. Gilli, Sr., the original chairman; Dr. Michael A. Ard, the second chairman; and in particular Dr. Evelyn L. Johnson, the present committee chairman. Their contributions were immeasurable.

Also, the writer wishes to express his profound thanks to the other members of his doctoral committee, Dr. Leon H. Belcher, Dr. Joseph L. Jefferson, and Dr. Peter B. Thornton for their continuing technical guidance, encouragement and direction without which this dissertation could not have been successfully completed.

A great deal of personal gratitude and appreciation goes to the Texas public junior colleges Affirmative Action Officers who volunteered to participate in this research study.

The writer also wishes to express a deep sense of appreciation to Dr. Mabel S. Lott for her sincere concern, support and direction throughout my academic career and in particular throughout my terminal degree study.

utilizing Yates' Correction for Continuity, was the statistic used to test for significance between J.H.B. levels of the sample with selected variables in support of voluntary affirmative action compliance during 1975-1977.

full professor, dean, and vice president during the past ten years in higher education.

VOLUNTARY AFFIRMATIVE ACTION COMPLIANCE IN TEXAS PUBLIC
JUNIOR COLLEGES DURING THE PERIOD 1975-1977

By

J. Harvey Booker, Ed.D.

Texas Southern University, 1982

This study was designed to assess the formal education levels of affirmative action officers in Texas public junior colleges in relationship to selected variables in support of voluntary affirmative action compliance.

Thirty-nine (87 percent) faculty administrators of Texas public junior colleges charged with the responsibility of affirmative action-equal opportunity were given permission to voluntarily participate in this study by the presidents of their respective schools. Each subject was requested to complete a coded, thirteen-item questionnaire on affirmative action compliance. Responses were compared statistically to the dependent variable: levels of formal education.

Chi-square at the .05 level with one degree of freedom, utilizing Yates' Correction for Continuity, was the statistic used to test for significance between educational levels of the sample with selected variables in support of voluntary affirmative action compliance during 1975-1977.

full professor, dean, and vice president during the past ten years in higher education.

Results of the investigation revealed that only one of the twelve dependent variables, "Reporting function," showed a relationship to the independent variable. The major hypotheses of this study stated that no relationship exists between affirmative action officers' levels of formal education and selected variables in support of affirmative action compliance, and it was upheld.

A major implication of this study was that the institutions under investigation had not articulated consistent and specific standards for addressing affirmative action compliance during the period 1975-1977.

Conclusions from this study warranted the following recommendations:

1. This study should be replicated utilizing a large sampling over a larger geographical area.
2. This study should be replicated and extended to evaluate employment goals vs. employment outcomes.
3. Similar research should be done on the number of minorities and females who have: (a) been accepted and graduated from predominantly non-minority public institutions of higher learning; (b) received full four-year academic scholarships to predominantly, non-minority public institutions of higher learning; (c) been accepted and graduated from predominantly non-minority public institutions of higher learning; and (c) obtained the position of

This correction was applied because of the small expected frequencies, less than five, from the sample.

Results of the investigation revealed that only one of the twelve dependent variables, "Reporting function," showed a relationship to the independent variable. The major hypotheses of this study stated that no relationship exists between affirmative action officers' levels of formal education and selected variables in support of affirmative action compliance, and it was upheld.

A major implication of this study was that the institutions under investigation had not articulated consistent and specific standards for addressing affirmative action compliance during the period 1975-1977.

Conclusions from this study warranted the following recommendations:

1. This study should be replicated utilizing a large sampling over a larger geographical area.
2. This study should be replicated and extended to evaluate employment goals vs. employment outcomes.
3. Similar research should be done on the number of minorities and females who have: (a) been accepted and graduated from predominantly non-minority public institutions of higher learning; (b) received full four-year academic scholarships to predominantly, non-minority public institutions of higher learning; (c) been accepted and graduated from predominantly non-minority public institutions of higher learning; and (c) obtained the position of

This study was needed in view of the scarcity of systematic research on affirmative action compliance in higher education.⁴ As for charges of reverse discrimination, school business is a typical illustration where there is much discussion.

CHAPTER 1

INTRODUCTION

Affirmative action as a "social justice" concept was initiated by the federal government to compel universities to provide minorities and females with opportunities for increased entry into educational institutions, for more jobs, for better pay, and for improved promotional opportunities.¹ Consequently, the development of an affirmative action program required establishing minimal hiring goals in order to obtain the objectives mentioned above. Institutions of higher education that received federal funds and that failed to develop an affirmative action program were subject to having their government funds withdrawn. Nevertheless there is an increasing wave of concern that preferential treatment of minorities and females in employment, training and promotional opportunities is reverse discrimination.² To say the least, there are still those who question whether equality can be achieved by this means.³

¹U. S. Commission on Civil Rights, Statement on Affirmative Action (Washington, D.C.: Government Printing Office, 1977), p. 12.

²Willard Hurst, "Consensus and Conflict in Public Policy," Deadalus, 105 (Fall, 1976), 98.

³Ibid. on an Equal Opportunity Approach (Garrett Park, Md.: Garrett Park Press, 1976), pp. 73-74.

This study was needed in view of the scarcity of systematic research on affirmative action compliance in higher education.⁴ As for charges of reverse discrimination, school busines is a typical illustration where there is much discussion concerning injustice and hardship(s) inflicted on innocent individuals. Obviously, questions still linger over such issues.

In this regard, the researcher poses the question: Have whites suffered from discrimination in reverse? Conversely, have minorities benefited from preferential treatment? On another level, how many institutions of higher learning have had their federal funds cut off because they have refused to provide statistical evidence in support of their affirmative action programs? The researcher found very little solid evidence in terms of documented information to objectively respond to any of these questions.⁵

The obvious central question on this issue is not whether the goal setting requirement is sometimes misapplied, but whether the requirement itself is necessary and defensible. Experience with nondiscrimination laws, state and federal, has invariably shown that little or nothing happens

⁴National Association of Colleges and University Business Officers, Federal Regulations and the Employment Practices of Colleges and Universities (Washington, D.C.: Government Printing Office, 1974), pp. 1-2.

⁵Cecilia H. Foxley, Locating, Recruiting, and Employing Women, an Equal Opportunity Approach (Garrett Park, Md.: Garrett Park Press, 1976), pp. 73-74.

as long as the institution is not held accountable for measurable results.

Similarly, Kelson reported that effective equal opportunity programs must include some method of measuring results, if the objective is to achieve greater utilization of minorities and females.⁶ Kelson questioned how progress is judged without feedback on the effects of the effort. For example, the federal government (and, in a few cases, state and local governments) has required universities to obtain and maintain employment data on college faculty and administrative personnel. However, the collection of such data is seen by many university officials and teachers as an intrusion on the processes of professional selection and advancement.

STATEMENT OF THE PROBLEM

This study was designed to assess the formal education levels of Affirmative Action Officers in Texas public junior colleges in relationship to selected variables in support of voluntary affirmative action compliance in Texas public junior colleges during the period 1975-1977. The selected variables were: (1) date of appointment, (2) sex, (3) race, (4) reporting function, (5) position

⁶Marilyn Kelson, "Comparison of Perceptions of the Chief Executive Officer with Those of the Affirmative Action Officer Regarding the Role, Responsibilities, and Positional Authority of the Affirmative Action Officer in Selected Institutions of Higher Education" (Doctoral dissertation, University of Missouri, Kansas City, 1979), pp. 11-12.

duties, (6) staff support, (7) operating budget, (8) annually writing an affirmative action plan, (9) administrators' promotional goals, (10) administrators' hiring goals, (11) faculty promotional goals, and (12) faculty hiring goals. Thus, the major research question of this study was: Were significant numerical hiring and promotional goals for minorities and females established between the years of 1975 and 1977 in Texas public junior colleges?

SIGNIFICANCE OF THE PROBLEM

Former President Lyndon B. Johnson publicly stated that the Civil Rights Act of 1964 was one of the significant highlights of his political career.⁷ Somewhat paradoxically, seventeen years later, the key federal agencies that were formed to carry out his legislation (the Office of Federal Contract Compliance and the Equal Employment Opportunity Commission) are under severe indictment by Congress for inept performance.⁸ Despite the intensity of criticism, a review of the literature reflects that only limited

⁷U. S. Department of the Interior, "Equal Employment Opportunity: Special Procedural Rules Applicable to Proceedings Conducted Pursuant to Enforcement of Executive Order 11246, as Amended by Executive Order 11375, and Rules, Regulations, and Orders Issued Thereunder," Federal Register, 36 (1971), 17439-43.

⁸"Bakke Ruling Seen Having Little Effect," Journal of Higher Education, V, No. 1 (1981), 3.

research has been done on the impact of affirmative action and equal opportunity in higher education.⁹

The principle criticisms of the Office of Federal Contract Compliance and the Equal Employment Opportunity Commission were that the Office of Federal Contract Compliance orders and the Equal Employment Commission guidelines were often interchangeable, thus responsibilities overlap and there was duplication of effort. Secondly, there was a backlog of more than 25,000 complaints and fewer than half of the cases investigated were voluntarily conciliated. Thirdly, less than 10 percent of the cases in which a law suit was brought about was the Equal Employment Opportunity Commission able to find probable cause.¹⁰

PURPOSE OF THE STUDY

The purpose of this study was to determine whether a relationship exists between the dependent variables, i.e., Affirmative Action Officers' formal education levels, and selected independent variables in support of voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges. The selected independent variables were: (1) date of appointment, (2) sex, (3) race,

⁹Charles J. Sugnet, "The Uncertain Progress of Affirmative Action," Change 6 (May 1974), 38-42.

¹⁰U. S. Equal Employment Commission, "Processing Complaints of Employment Discrimination as Between Two Agencies," Federal Register, 35 (1970), 8461-62.

(4) reporting function, (5) position duties, (6) staff support, (7) operating budget, (8) annually writing an affirmative action plan, (9) administrators' promotional goals, (10) administrators' hiring goals, (11) faculty promotional goals, and (12) faculty hiring goals.

HYPOTHESES

The following null hypotheses were generated from the problem:

- HO₁: There was no significant relationship between Affirmative Action Officers' formal education levels and date of appointment to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₂: There was no significant relationship between Affirmative Action Officers' formal education levels and sex to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₃: There was no significant relationship between Affirmative Action Officers' formal education levels and race to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₄: There was no significant relationship between Affirmative Action Officers' levels of formal

- education and reporting function to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₅: There was no significant relationship between Affirmative Action Officers' levels of formal education and position duties to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₆: There was no significant relationship between Affirmative Action Officers' levels of formal education and the number of staff supporting their programs to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₇: There was no significant relationship between Affirmative Action Officers' levels of formal education and having an operating budget for the program to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₈: There was no significant relationship between Affirmative Action Officers' levels of formal education and annually writing an affirmative action plan to voluntary affirmative action

compliance during the period 1975-1977 in Texas public junior colleges.

HO₉: There was no significant relationship between Affirmative Action Officers' levels of formal education and establishing administrators' promotional goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₁₀: There was no significant relationship between Affirmative Action Officers' levels of formal education and establishing administrators' hiring goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₁₁: There was no significant relationship between Affirmative Action Officers' levels of formal education and faculty promotional goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₁₂: There was no significant relationship between Affirmative Action Officers' levels of formal education and faculty hiring goals for minorities and females to voluntary affirmative

action compliance during the period 1975-1977
in Texas public junior colleges.

as follows:

ASSUMPTIONS

This researcher made the following assumptions:

1. The questionnaire used would provide quantitative data subject to objective findings.
2. Persons who were assigned affirmative action-equal opportunity duties related to and understood the instrument used in this study.
3. This study assumed face validity. Items in the questionnaire objectively measured performance of voluntary affirmative action established and demonstrated in federal compliance investigations.
4. The questionnaire items provided descriptive and statistical information to objectively evaluate affirmative action compliance.

LIMITATIONS

1. This study was limited to Texas public junior colleges between the years of 1975-1977.
2. This study was further limited to the education levels of thirty-nine participants in this study in relationship to selected variables in support of voluntary affirmative action compliance.

DEFINITION OF TERMS

The technical terms used in this study were defined as follows:

Equal Opportunity--is the right of all persons to work and to advance on the basis of merit, ability, and potential.

Title VI of the Civil Rights Act of 1964--prohibits institutions of higher education that receive or benefit from federal financial assistance from discriminating against applicants for admission on the basis of race, color, or national origin. The primary purpose of the statute was to eliminate widespread discrimination against blacks and other minorities including females in federally-assisted programs.

Title VII of the Civil Rights Act of 1964--prohibits discrimination because of race, color, religion, sex, or national origin in all employment practices, including hiring, firing, promotion, compensation, and other terms, privileges and conditions of employment.

Executive Order 11246 (as amended by Executive Order 11375)--requires affirmative action programs to be established by all institutions receiving government funds.

Affirmative action programs--are required under Executive Order 11246. An acceptable affirmative action program is a written document, analyzing areas where there are deficiencies in the utilization of minorities and

females and establishing steps and timetables to correct deficiencies.

The Equal Employment Opportunity Commission (EEOC)-- was established to assist in the elimination of employment discrimination. The EEOC functions primarily, though not exclusively, through the processing of individuals' complaints of discrimination in hiring, training, promotion, and retention.

The Office of Federal Contract Compliance Programs (OFCCP)--is the principle government agency in the Department of Labor charged with monitoring affirmative action programs. It has the power to withdraw federal funds if compliance does not take place.

Minorities--for the purpose of equal opportunity-- affirmative action, minorities are defined as Hispanics, Blacks, American Indians, and Asian-Americans. Females are defined as a protected class (Executive Order 11375) and are provided the same equal rights as are those defined minorities.

Quotas--are fixed numbers of admission, job and promotional openings to be filled only by minorities and/or females.

Goals--are established numbers of admission, job and promotional openings for considering minorities and females and others who competitively qualify for consideration.

Chapter 3 discusses methodology utilized to collect the data. Analysis of data is

Voluntary affirmative action--represents self-initiated efforts to overcome limited minorities' and females' entry and job opportunities in higher education. Voluntary affirmative action includes but is not limited to the following: consideration of race, color, or national origin among the factors evaluated in selecting students; increased recruitment in minority institutions and communities; use of alternative admissions criteria when traditional criteria are found to be inadequate predictors of minority and female students' success; provision for pre-admission compensatory and tutorial programs; and the establishment and pursuit of numerical goals.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The purpose of this chapter was to discuss in detail the essential need for the study and to formulate the problems with objective quantifiable hypotheses. A brief background on affirmative action compliance was developed as an introduction to the subject. The significance of the problem focused on the impetus for affirmative action compliance in Texas public junior colleges during the period 1975-1977 and the principal legislation enacted. Assumptions and limitations were made and terminology critical to the study were defined.

Chapter 2 presents related literature central to the thesis of this research. Chapter 3 discusses methodology utilized to collect the data. Analysis of data is

presented in Chapter 4. The summary, conclusions and implications of the study, as well as recommendations for further research and investigation, are provided in Chapter 5.

REVIEW OF RELATED LITERATURE

The controversies involving "affirmative action," "preferential treatment," "benign quotas," "racial balance," and "color blindness" vs. "color consciousness" are the subjects of much debate. These issues presently cover such matters as: (a) whether the federal government should suspend payment of funds to a university because it refuses to conduct a racial and sex census of its faculty; and/or (b) whether school systems may justifiably hire or retain nonwhites and females while laying off or suspending the employment of white males. In each of the above, the declared objective is the provision of greater equity for minorities and females.¹ Literature related to Affirmative Action programs has been examined with the central focus on the following areas: (a) historical background and development; (b) significant court cases; and (c) perspectives and guidelines for the Affirmative Action officer.

¹Marilyn Nelson, "Comparison of Perceptions of the Chief Executive Officer with Those of the Affirmative Action Officer Regarding the Role, Responsibilities, and Positional Authority of the Affirmative Action Officer in Selected Institutions of Higher Education" (Doctoral dissertation, University of Missouri, Kansas City, 1979), p. 16.

HISTORICAL BACKGROUND

Antidiscrimination legislation dates back to the post Civil War era. Now Chapter 2 present series of federal

actions against employment discrimination was initiated by President Roosevelt in 1941 with an executive order for

REVIEW OF RELATED LITERATURE

The controversies involving "affirmative action," and "preferential treatment," "benign quotas," "racial balance," and "color blindness" vs. "color consciousness" are the subjects of much debate. These issues presently cover such matters as: (a) whether the federal government should suspend payment of funds to a university because it refuses to conduct a racial and sex census of its faculty; and/or (b) whether school systems may justifiably hire or retain nonwhites and females while laying off or suspending the employment of white males. In each of the above, the declared objective is the provision of greater equity for minorities and females.¹ Literature related to Affirmative Action programs has been examined with the central focus on the following areas: (a) historical background and development; (b) significant court cases; and (c) perspectives and guidelines for the Affirmative Action officer.

sex discrimination (Executive Order 11375).³

¹Marilyn Kelson, "Comparison of Perceptions of the Chief Executive Officer with Those of the Affirmative Action Officer Regarding the Role, Responsibilities, and Positional Authority of the Affirmative Action Officer in Selected Institutions of Higher Education" (Doctoral dissertation, University of Missouri, Kansas City, 1979), p. 16.

HISTORICAL BACKGROUND

Antidiscrimination legislation dates back to the post Civil War era. However, the present series of federal actions against employment discrimination was initiated by President Roosevelt in 1941 with an executive order for nondiscrimination. Succeeding him, Presidents Truman and Eisenhower issued similar orders. In 1961 President Kennedy empowered the existing President's Committee on Equal Employment Opportunity to require compliance reports, to investigate employment practices, and to withhold federal contracts from violators.²

In 1965, President Johnson signed Executive Order 11246. This order abolished the President's Committee on Equal Employment Opportunity and transferred its power to the Secretary of Labor. The Office of Federal Contract Compliance Programs (OFCCP) was established in the Department of Labor as an administrative body to ensure that federal contractors and institutions receiving federal funds conform to Executive Order 11246. This order prohibited discrimination in employment on the basis of race, color, religion, and national origin. It was amended to prohibit sex discrimination (Executive Order 11375).³

²Equal Employment Opportunity: An Interpretative Guide (Washington, D.C.: American Petroleum Institute, 1972), p. 1.

³Ibid.

Equal employment opportunity as the law, however, was mandated by Congress as Title VII, the Civil Rights Act of 1964. The law was designed to achieve equality of employment opportunity and to remove barriers that have operated in the past to favor certain groups of people over others.⁴

To accomplish these goals, Title VII established the Equal Employment Opportunity Commission and its administering agency. The Equal Employment Opportunity Act of 1972 expanded the coverage defined by Title VII and provided the Commission with power to enforce fair employment practice policies.⁵

The most significant aspect of this legislation is a provision arming the Commission with power to bring lawsuits in federal district courts.⁶ If discrimination does occur, the Commission looks at the record. It investigates individual charges of discrimination; it participates in formal legal proceedings; it provides technical assistance to comply with the law and conducts educational programs through films, seminars, broadcasts and publications. Additionally, it conducts hearings on employment

⁴Job Discrimination? Laws and Rules You Should Know (Washington, D.C.: Equal Employment Opportunity Commission, 1975), pp. 1-3.

⁵Ibid. They Have the Power--We Have the People. Houston Hearings (Washington, D.C.: Equal Employment Opportunity Commission, 1970), pp. 1-11.

⁶Ibid.

⁸Ibid. ⁹Ibid.

practices and sponsors research into causes and extent of discrimination.⁷

As part of its continuing research into the cause and extent of employment discrimination, the Commission analyzes hiring patterns in scores of standard metropolitan statistical areas (SMSA). One such study was done on the Houston Work Force.⁸

The following specific points were considered in choosing Houston to study:

- Houston is ranked as the nation's fifth largest city and the south's largest population center.
- Approximately 25 percent of the city's population is black and 9 percent is Mexican-American.
- The city enjoys a concentration of diverse and high paying industries and a significant number of institutions of higher education.
- Houston's labor market is tight, yielding an unemployment rate less than half the national average. These reductions include the elimination of sharp
- Minorities are disproportionately concentrated in unskilled low-paying jobs.
- Almost two-thirds of the females surveyed held clerical and service jobs.⁹

⁷They Have the Power--We Have the People. Houston Hearings, An Equal Employment Opportunity Report (Washington, D.C.: Equal Employment Opportunity Commission, 1970), pp. i-iii.

⁸Ibid. ⁹Ibid.

Because of these signs of unequal job opportunities in Houston, the Commission expects that communities across the nation, as well as Houston, will benefit from the insight gained. Evidence and testimony referred to in this report clearly indicated only minimal changes in employment practices since passage of the Civil Rights Act of 1964. The Commission was startled by the gap between promise and performance in Houston and summarized that the only way to correct these inequities is through the legislative process.¹⁰

Recently, however, the most significant impact on community colleges and Affirmative Action in general is the Reagan Administration's 1982 budget cuts in higher education. Proposed budget cuts would substantially reduce the number of minorities and females who attend community colleges as a result of federal assistance.¹¹ It is the writers' assumption, even before Congress enacted a budget resolution requiring reduction of \$35 billion in federal spending in fiscal 1982, Legislators had cut about \$14 billion from the fiscal 1981 budget. Those reductions include the elimination or sharp curtailment of many programs aiding higher education.¹²

According to an economic analysis of the Brookings Institute, community colleges which now enroll nearly half

¹⁰Ibid.

¹¹Janet Hook and Kim McDonald, "First Effects on U.S. Budget Cuts Beginning to Hit Many Colleges," The Chronicle of Higher Education, 23 (2 December 1981), 1-12.

¹²Ibid.

of all first-time college students in the United States that could face sharp controversies over the financing and intense competition from other colleges and universities in the next decade. The report stated that as the number of people aged 18 to 21 declines, community colleges will experience much greater competition from the rest of higher education. That growing competition will require state legislation to answer several difficult questions, among them:

- Should the comprehensive mission of the community colleges be maintained or should public policy encourage a greater division of labor among institutions, with each type concentrating on those educational functions that it performs best?
- Should public universities be encouraged to undertake many of the same programs that community colleges have heretofore emphasized, such as noncredit short courses, remedial programs, community services, and vocational programs or narrowly vocational or technical offerings?
- With excess capacity in the college and university sector, should full-time baccalaureate-oriented students age 18 to 21 be encouraged to enroll directly in a four year college or university rather than in the first two years of a community-college transfer program?¹³

In a related article, Edward M. Elmendorf, Deputy Assistant Secretary for Student Financial Aid told a recent meeting of state-college officials that the Department of Education had proposed consolidating through student aid programs into block grants to institutions. The Department

¹³David W. Breneman and Susan C. Nelson, Financing Community Colleges: An Economic Perspective (Washington, D.C.: Brooking Institute, 1981), pp. 12-15.

has recommended to the Office of Management and Budget that the proposal--which would merge Supplemental Education Opportunity Grants, College Work-Study, and National Direct Student Loans--be included in the Administration's 1983 budget request. The fear by many college lobbyists is that a student-aid block grant would be more vulnerable to budget cutting initiatives because it would present a single target with a bigger price tag than the three existing programs presented separately. This belief is supported by the Senate Appropriations Committee's proposed education money bill for 1982. It voted to cut funds for the education block grant--containing 28 former separate programs--from \$490 million to \$350 million.¹⁴

Moreover in the same article, a Reagan Administration official cautioned urban universities that their survival depends on how much they do to help solve the problems of the cities.¹⁵ The Administration maintained that it is in the self-interest of an urban university to play a much more visible role in the local community. Roger S. Ahlbrant, Deputy Assistant Secretary for Urban Studies in the U.S. Department of Housing and Urban Development, put it more succinctly in a meeting of the National Association of State Universities and Land-Grant Colleges. He said:

¹⁴"Note Pad--Washington," The Chronicle of Higher Education, 23 (25 November 1981), 17.

¹⁵Ibid. Journal of Higher Education, 2(1)(1981), 3.

¹⁶Ibid.

The universities will have to demonstrate that they contribute more to the community than educating its members and fielding good football teams.¹⁶

SIGNIFICANT COURT CASES

Middleton reported that, all in all, it has been a rough semester for Affirmative Action programs; particularly at the University of California Medical School at Davis where Allen Bakke persuaded the state supreme court that the school's policy of saving 16 openings a year for minority students had deprived him of admission simply because he is white.¹⁷ Next, the Carter Administration filed a U. S. Supreme Court brief on the case that supported affirmative action in principle but implicitly questioned the school's quota system for achieving it. The Supreme Court ruled against the university quota system and awarded Allan Bakke entry into the university's medical school. Middleton further noted the Supreme Court's Bakke decision, however, had virtually no effect on minority-group enrollments at most colleges and universities.¹⁸

In support of Middleton's assessment of the Bakke decision, the Association of American Medical Colleges reported that minority-group members account for 9 percent of all students accepted by medical schools in 1981. That

¹⁶ Ibid.

¹⁷ Lorenzo Middleton, "Bakke Ruling Seen Having Little Effect," Journal of Higher Education, 5(1) (1981), 3.

¹⁸ Ibid.

trend would reverse a four-year decline in the number of minority-group members enrolled as first-year medical students. By the same token the American Bar Association reports that the number of minority-group students enrolled in accredited law schools rose to 9,922 in 1978, up from 9,597 in the fall of 1977 and Stanford University reported that the past spring new enrollments of Blacks, Hispanics, and American Indians in its graduate and professional programs had "edged upward" in 1977-1978, ending a three-year decline.¹⁹

Those statistics, however, are only one side of a continuing debate over the legacy of Allan Bakke, the white engineer who successfully challenged the California-Davis Administration's policy.²⁰ Under the Davis policy, which Mr. Bakke charged had caused him not to be accepted in 1973 and 1974, the school set aside a specific number of seats for minority-group students in each entering class. Yet, affirmative action supporters are principally concerned about a phenomenon that they call the "chilling effect" of Bakke and other so-called reverse-discrimination cases that became popular during the mid-1970s. Evidently, those cases took some of the pressure off the affirmative-action drive, the argument goes, and contributed to a sudden

¹⁹ Ibid.

²⁰ "What Bakke Means," Time Magazine, 10 July 1978, pp. 8-12.

decline in white student admissions. Nonetheless, over the past several years, minority recruitment has been revived at many institutions, and data indicate that admissions of minority-group members and females have increased.²¹

The case of Bakke vs. University of California at Davis alleges reverse discrimination. The specific allegation in reverse discrimination charges originate from Title VII of the Civil Rights Act of 1964. Title VII, Section 703 states it shall be unlawful employment practice to discriminate in any personal activity because of race, color, religion, sex, or national origin.²²

Section 703(j) states that

Nothing contained in this Title shall be interpreted to require any . . . [educational institution] subject to this Title to grant preferential treatment to any individual or to any group because of the race, color, religion, sex, or national origin of such individual or group on account of an imbalance which may exist with respect to the total number or percentage of persons of any race, color, religion, sex, or national origin employed by the employer . . . in comparison with the total number or percentage of persons of such race . . . in any community, state, section, or other area, or in the available work force.²³

This section may appear to violate some of the principles reviewed in Section XI--"Affirmative Action Plans," and thus results in many of the reverse discrimination questions.²⁴

²¹Ibid. ²²Ibid.

²³Labor Law Report, Employment Practices, No. 75, June 1979, pp. 1-2.

²⁴Ibid.

Medical schools' criteria for selection of students in particular have long been questioned and subjected to controversy and litigation.²⁵ In enacting the 1975 age-bias law, Congress asked the U. S. Commission on Civil Rights to study age bias in federally funded programs. The new regulations govern the enforcement of the Age Discrimination Act of 1975 which forbids discrimination on the basis of age in any federally financed program of activity. The regulations do not single out specific programs or examples of age bias, but the regulations do make several pointed references to medical-school admission practices. The document cites as an example a medical college that automatically rejects applicants over the age of 35.²⁶

The new regulations apparently would ban the practice at many medical schools of refusing to admit students who are over a certain age. Medical schools have argued that such persons probably would not practice medicine as long as would younger applicants.²⁷

According to the new rules, the Age Discrimination Act permits certain limited exceptions to the general ban on age bias. Distinctions based on age would be permitted in a federally financed program if they:

²⁵Labor Law Report, Employment Practices, No. 76, July 1979, p. 19.

²⁶Ibid. ²⁷Ibid.

²⁹Labor Law Report, Employment Practices, No. 76, July 1979, pp. 24-25.

1. Relied on a reasonable factor other than age, such as physical condition, even though that factor might have a disproportionate effect on different age groups; or
2. Where necessary for the normal operation of the program or for achieving the statutory objective of the program. For example, an organization that provided vocational training for young persons would be allowed under that exception to limit participation in its training programs to persons under a certain age.

The anti-age bias rules do not apply to age distinctions that are contained in federal, state, or local laws. In enacting the 1975 age-bias law, Congress had the U. S. Commission on Civil Rights to study age bias in federally funded programs and that study, released January, 1979, praised colleges and universities for their accessibility to persons of all ages. The Commission criticized, however, the practice at certain professional schools, particularly medical schools, of limiting admission to their programs on the basis of age.²⁸

In the case of *Steinberg vs. Chicago, Illinois* medical school, the allegation is age discrimination.²⁹ The Age Discrimination Employment Act applies only to persons between the ages of 40 and 70. In a manner comparable to

²⁸The Federal Register, Vol. 21, June 12, 1979, p. 113.

²⁹Labor Law Report, Employment Practices, No. 76, July 1979, pp. 24-25.

that provided by the Civil Rights Act of 1964, the Age Discrimination in Employment Act allows persons between the ages of 40 and 70 to initiate civil action in any court of competent jurisdiction for such legal or equitable relief in accordance with the purpose of this act. Before filing a suit, the individual must give the Secretary of Labor at least 60 days notice of his intent to file suit. This notice must be filed within 180 days after the alleged unlawful practice occurred, except that where a state has taken action in accordance with its own laws prohibiting age discrimination, the individual must file suit within 300 days after the alleged unlawful practice took place or within 30 days after the individual receives notice of termination of proceedings under state law, whichever occurs first.³⁰

The purpose of the 60-day notification to the Secretary of Labor is to allow him time to attempt to eliminate the unlawful practice by informal methods, such as conciliation, conference, and/or persuasion. On the right of the individual to sue, the act provided that the right of the individual to initiate such action terminates upon commencement of an action by the Secretary to enforce the individual's rights under this act.³¹

The Act Does, however, provide for differentiations based on reasonable factors other than age. The Wage Hour

³⁰Ibid.

³¹Ibid.

Division of the department of Labor recognizes that it is not possible to precisely and unequivocally determine the meaning of the phrase differentiations based on reasonable factors other than age. All exceptions are to be construed narrowly and the burden of proof will rest upon the educational institution.³²

The following factors are among those which may be recognized as supporting a differentiation based on reasonable factors other than age:

1. Physical fitness requirements based upon pre-employment or periodic physical examinations relating to minimum standards for employment, provided, however, that such standards are reasonably necessary for the specific work to be performed and are uniformly and equally applied to all applicants for the particular job category regardless of age. However, a claim for differentiation will not be permitted on the basis of an employer's assumption that every employee over a certain age in a particular type of job usually becomes physically unable to perform the duties of that job.

2. Evaluation factors, such as quantity or production, or educational level would be an acceptable basis for differentiation when, in the individual case, such factors are shown to have a valid relationship to job requirements and where the criteria or personnel policy

³²Cherri M. Field, "Higher Court Clarifies Colleges' Obligations to the Handicapped," *The Chronicle of Higher Education* (June 1979), 1.

establishing such factors are applied uniformly to all the employees regardless of age. The foregoing are intended only as examples of differentiation based on reasonable factors other than age, and thus do not constitute a complete list.³³

Somewhat paradoxical to the Bakke case, the Supreme Court ruled unanimously that a law forbidding bias against handicapped persons does not bar colleges from requiring reasonable physical qualifications of students entering educational programs in which such qualifications play an important role. The Court held that the law does not require colleges and universities to undertake "substantial" modification of their program or lower their requirements to allow persons with physical handicaps to participate. The ruling clarifies to some extent the accommodations that institutions of higher education will be required to make for handicapped students issued by the Department of Education to carry out the law (Sec. 504, Rehabilitation act, 1973).³⁴

Spokesmen for handicapped groups indicated that they might work for an amendment to Section 504 of the Rehabilitation Act of 1973, making explicit a requirement that institutions make special efforts to assist qualified

³³Ibid.

³⁴Cheryl M. Field, "Higher Court Clarifies Colleges' Obligations to the Handicapped," The Chronicle of Higher Education, XIX (June 1979), 1.

persons with disabilities. The Court decision upheld the refusal of Southeastern Community College in Whiteville, North Carolina, to admit Frances B. Davis, a Licensed Practical Nurse with a severe hearing impairment, to its Registered Nursing Program.³⁵

This case presents a matter of first impression for this Court: Whether §504 of the Rehabilitation Act of 1973, which prohibits discrimination against an "otherwise qualified handicapped individual" in federally funded programs "solely by reason of his handicap," forbids professional schools from imposing physical qualifications for admission to their clinical training programs.

On appeal, the Court of Appeals for the Fourth Circuit reversed. 574 F. 2d 1158 (1978). It did not dispute the District Court's findings of fact, but held that the Court has misconstrued 504. In light of administrative regulations that had been promulgated while the appeal was pending, . . . the appellate court believed that §504 required Southeastern to "reconsider plaintiff's application for admission to the nursing program without regard to her hearing ability."

It concluded that the District Court had erred in taking respondent's handicap into account in determining whether she was "otherwise qualified" for the program, rather than confining its inquiry to her "academic and technical qualifications." The Court of Appeals also suggested that §504 required "affirmative conduct" on the part of Southeastern to modify its program to accommodate the disabilities of applicants, "even when such modifications become expensive."

Because of the importance of this issue . . . we granted certiorari. We now reverse.³⁶

³⁵ National Association of Colleges and University Business Officers, Federal Regulations and the Employment Practices of Colleges and Universities (Washington, D.C.: Government Printing Office, 1974), pp. 1-2.

³⁶ U. S. Commission on Civil Rights, Statement on Affirmative Action (Washington, D.C.: U. S. Department of Labor Government Printing Office, 1977), p. 2.

³⁵ Ibid..

³⁶ The Federal Register, No. 42, May 4, 1977. (Reproduction Service, Bd. 104 216, 1973), p. 1.

PERSPECTIVES AND GUIDELINES FOR AFFIRMATIVE ACTION OFFICER

The establishment of affirmative action and the appointment of an officer charged with that responsibility with an adequate staff was authorized by Executive Order 11246 in 1965.³⁷ Executive Order 11246, as amended by Executive Order 11375, "applies to institutions of higher education with federal contract or sub contract that total 10,000 or more."³⁸

There has been little research on the position of the Affirmative Action Officer. Kronevet reported that there has been an increase in the number of individuals with full-time affirmative action responsibility at four-year and technical schools, but not at community colleges.³⁹

Similarly, Gemmill found that Affirmative Action Officers experience a great deal of frustration in carrying out the duties of their job primarily due to misunderstanding and fear:

. . . misunderstanding of the need for and the goals of affirmative action, and (2) fear on the part of

³⁷ National Association of Colleges and University Business Officers, Federal Regulations and the Employment Practices of Colleges and Universities (Washington, D.C.: Government Printing Office, 1974), pp. 1-2.

³⁸ U. S. Commission on Civil Rights, Statement on Affirmative Action (Washington, D.C.: U. S. Department of Labor/Government Printing Office, 1977), p. 2.

³⁹ Esther Kronovet, The Management of Affirmative Action Programs (Bethesda, Md.: ERIC Document Reproduction Service, Ed. 104 216, 1975), p. 1.

the white male. Affirmative Action Officers reported that department chairmen and faculty members were most likely to obstruct affirmative action efforts.⁴⁰

This phenomenon may reflect in part the greater value in the selection of personnel which department chairmen and faculty members feel that they should determine, based on their expertise and experience.⁴¹

Reasons given by Affirmative Action Officers, according to Gemmell, for having lack of authority to ensure proper implementation of affirmative action plans ranged from:

. . . inability to get the necessary information to the inability to hold administrators accountable.⁴²

However, Gemmell stated that

one half of the full-time Affirmative Action Officers reported that they had the necessary authority to ensure proper implementation of the institutional affirmative action plan.⁴³

The most important measure of the affirmative action program is its results. Extensive efforts to develop procedures, analyses, data collection systems, report forms, and fine written policy statements are important, but meaningless, unless the end product will be measurable, yearly improvements in hiring, training, and promotion of minorities and females. The essential features of an affirmative action program are:

⁴⁰ Susanne Gemmell, "The Affirmative Action Officer," Journal of the National Association of Women Deans and Counselors, 38 (Winter, 1975), 88.

⁴¹ Ibid.

⁴² Ibid.

⁴³ Ibid.

- Establish and disseminate a strong policy statement.
- Assign full time responsibility and authority for the program to a leading university official with an appropriate budget and staff. Have the assigned person report directly to the chief executive officer of the institution.
- Analyze the present workforce to identify all department positions where minorities and females are underutilized.
- Establish specific measurable, attainable hiring and promotion goals, with target dates, for each department where there is underutilization.
- Require that every dean and department head be responsible and accountable for helping to accomplish established goals.
- Re-evaluate job descriptions and hiring criteria to assure that they reflect the specific requirements of the position.
- Actively recruit minorities and females who qualify or who can become qualified to fill open positions.
- Review and revise all employment procedures to assure that they do not have discriminate effect and that they promote affirmative action.
- Focus on minorities' and females' progression who are promotable and provide the necessary experience and training to facilitate their promotion.

--Develop systems to regularly monitor and measure minority and females progress. If the results are unsatisfactory, find out the reasons and take the necessary actions to correct.⁴⁴

In a research report on affirmative action in higher education, the Carnegie Council recommended that there be an individual specifically responsible for implementing the affirmative action program. A staff should also be appointed appropriate to the size of the campus.⁴⁵

Foxley also supported the position that the affirmative action officer must report directly to the chief executive officer of the institution. She further stated that:

. . . placing the affirmative action officer under the direction of a vice president or a divisional executive may restrict his working effectively with all units within the organization.⁴⁶

On the important consideration of the nature of the position, she commented:

The affirmative action officer must be given full authority and adequate resources to carry out the responsibilities of the program. It should be made clear at the outset that the position has

⁴⁴Affirmative Action and Equal Employment. A Guide Book for Employers (Vol. I; Washington, D.C.: U. S. Equal Opportunity Commission, January, 1964), p. 3.

⁴⁵The Carnegie Council on Policy Studies in Higher Education, Making Affirmative Action Work in Higher Education (San Francisco: Jossey-Bass, Inc., 1975), p. 73.

⁴⁶Cecilia H. Foxley, Locating, Recruiting, and Employing Women: An Equal Opportunity Approach (Garrett Park, Md.: Garrett Park Press, 1976), pp. 73-74.

administrative power, and is not merely advisory in nature.⁴⁷

SUMMARY

A review of the literature revealed the need for the affirmative action officer to report directly to chief executive officers of the institution if the program is to be effective. The affirmative action officer must be full time on the job and have a strong commitment in the form of policy statement, and have an appropriate staff, budget, and office quarters.

It has been theorized that the role of the affirmative action officer is on the fringe of the academic organization, in terms of power, influence, and status. Consequently, the indications are that the position lacks the necessary impetus to effectively propagate change.

Indications further suggested that the intensity of government enforcement activity has declined, particularly with the Reagan Administration's emphasis on economic issues and defense spending, and the sense of urgency that inspired social change in the sixties has declined. However, despite this pessimistic view, the affirmative action officer's position still has significant potential for social change, but the support from top level administration is necessary to effect that change.

⁴⁷Felix Lee Goodwin, "Affirmative Action and Equal Opportunity at the University of Arizona from May 1966 to December 1976" (Doctoral dissertation, University of Arizona, 1979), pp. 76-77.

research included: (1) date of appointment, (2) sex, (3) race, (4) reporting function, (5) position duties, (6) staff support, (7) operating budget, (8) annually writ-

CHAPTER 3

RESEARCH METHODOLOGY

This descriptive research study was undertaken to determine, by survey, whether a relationship exists between Affirmative Action Officers' formal education levels and selected variables in support of voluntary affirmative action compliance in Texas public junior colleges during the period 1975-1977. Good and Scates define descriptive research as:

. . . all of those studies that purport to present facts concerning the nature and status of anything . . . a group of persons, a number of objects, a class of events, a system of thought, or any other kind of phenomena which one may wish to study . . . those studies which are concerned with general nature and standing (in the scale of human values and with a particular time).¹

The central purpose of descriptive research is to determine the present status of activities, objects, processes, and persons--the nature of prevailing conditions, practices, and attitudes. The chief limitation of descriptive research is the fact that findings of such research cannot be generalized beyond the particular group in any study under consideration. This limitation applies to this study.

The dependent variable in this research was education level. The independent variables in this

¹Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, 1954), pp. 259-260.

research included: (1) date of appointment, (2) sex, (3) race, (4) reporting function, (5) position duties, (6) staff support, (7) operating budget, (8) annually writing an affirmative action plan, (9) administrators' promotional goals, (10) administrators' hiring goals, (11) faculty promotional goals, and (12) faculty hiring goals. The data were analyzed using the chi-square statistical treatment utilizing Yates correction for continuity with the minimum acceptable significance level at .05.

SELECTION OF INSTITUTIONS

From a population of forty-five Texas public junior college compliance officers in Texas during the period 1975-1977, twenty-three responded to the initial inquiry indicating that affirmative action programs existed in their respective schools. The reason for the selection of Texas public junior colleges was two-fold: (1) to evaluate the commitment and accomplishments of affirmative action-equal opportunity in higher education; and (2) to select a sample that represented a totally regional, Southern population (Appendix A).

Each of the initial twenty-three compliance officers was administered a coded questionnaire that required a voluntary response to all items. The questionnaire items pertained to affirmative action compliance

²Office of Federal Contract Compliance, *Affirmative Action Guidelines*, Order No. 4 (Washington, D.C.: Bureau of National Affairs, Inc., July 12, 1974), pp. 401-22.

with federal rules and regulations related to higher education.²

SAMPLING PROCEDURE

The population of this investigation consisted of forty-five Texas public junior college Affirmative Action Officers. Since the population was small, the researcher used the total population as the sample in his investigation.

PILOT STUDY

A pilot study was conducted during January, 1979 to determine how the objectives of this study could best be satisfied. Specifically, the pilot study served to avoid: (1) too long or too complex questions; (2) requests for information readily and accurately available; (3) loaded questions; and (4) promises and commitments which could not be fulfilled; as well as (4) building negative attitudes. Some questions were reversed; others were deleted. Three distinguished administrators at junior colleges in three different geographical locations other than Texas participated in the pilot study (Appendix B). All had earned their doctorates. One was a public junior college president, one was the director of planning and development, and the third was a district superintendent.

²Office of Federal Contract Compliance, Affirmative Action Guidelines, Order No. 4 (Washington, D.C.: Bureau of National Affairs, Inc., July 12, 1974), pp. 401-22.

Thirty persons who held the position of affirmative action officers on college campuses outside Texas were administered the questionnaire to investigate test-retest reliability. Subjects were recruited and tested by three administrators in separate settings: (1) the public junior college president tested eleven subjects; (2) the director of planning and development tested nine subjects; and (3) the district superintendent tested ten subjects. The questionnaires were administered on a one-to-one basis with no time constraints. These same subjects were readministered the same questionnaire in the same setting after a one-week interval and each administrator submitted his results as well as comments to the investigator. The investigator then consolidated the results (see Appendix C).

INSTRUMENT

To promote objectivity and quantifiable results, the investigator developed the questionnaire by closely adhering to prescribed information requested by the Department of Labor when conducting affirmative action compliance reviews in public institutions.³ The questionnaire is in two sections and contains thirteen items. The brevity of the questions insured that the information requested would be provided willingly and that respondents could understand the questions asked in the manner intended.

³Ibid. (New York: McGraw-Hill, 1952), p. 135.

A thirteen-item coded questionnaire was designed by the investigator to study the significant features of the affirmative action compliance in Texas public junior colleges during the period 1975-1977. The coded questionnaire protected the anonymity of the respondents and the participating colleges.

The coded questionnaire used in this study was a modified version of federal compliance materials selected by the investigator. The choice of only thirteen items best accommodated the purpose of this investigation. As a result of the modifications of federal compliance materials and the delimitation to thirteen items, the questionnaire henceforth was referred to as Booker's Questionnaire on Affirmative Action Compliance in Texas public junior colleges during the period 1975-1977.⁴

Goode and Hatt in their discussion of the questionnaire technique of gathering data suggest that:

. . . every item in a questionnaire ideally constitutes a hypothesis, or part of a hypothesis, in itself. That is, the inclusion of every item should be defensible on the grounds that the researcher can logically expect the answer to be significant for his central problem.⁵

The items in the questionnaires for this study have been constructed on the basis of the preceding criterion.

Good stated that the advantages of the questionnaire are that it:

⁴Office of Federal Contract Compliance, loc. cit.

⁵William J. Goode and Paul K. Hatt, Methods in Social Research (New York: McGraw-Hill, 1952), p. 135.

. . . extends the investigator's powers and techniques of observation by reminding the respondent of each item, helping insure response to the same item from all respondents, and tending to standardize and objectify the observations of different enumerators (by singling out particular aspects of the situation and by specifying the units and terminology for describing the observations).⁶

VALIDITY-RELIABILITY

It appeared that the Booker Questionnaire was valid. The thirteen item questionnaire was examined and compared favorably with results with similar items utilized in compliance investigations by the Office of Federal Contract Compliance and the Department of Labor.⁷ Content validity seeks to give a fair measure of performance on some important set of tasks. Content validity compared test items topically to the content supposed to be measured.

To examine reliability, correlation coefficients were computed between the scores on the test and retest trials for the sample described and $r = .73$ (see Appendix C). Although the correlation between trials were significant, the scores were not stable. To evaluate the instability of scores, t -tests were run between scores on the test and retest trial. Means, standard deviations, and t -scores for the total score are shown in Appendix C.

⁶Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, 1963), p. 277.

⁷Office of Federal Contract Compliance, loc. cit.

COLLECTING PROCEDURE

The Directory of Community, Junior, and Technical Colleges was used in the first phase of the study to obtain a list of all presidents of Texas public junior colleges. Each president was contacted in May, 1979, by letter and was asked to identify the person on his staff charged with affirmative action-equal opportunity, regardless of title or amount of time spent on this activity (Appendix D). Forty-five names were returned to the investigator.

In the second phase of the study, the investigator mailed to those forty-five persons identified as affirmative action officers: (1) a cover letter describing the purpose of the study and indicating that their president had given his approval for their participation in the study; (2) a questionnaire with a coded number; and (3) a postage-paid, pre-addressed return envelope (Appendix E). A follow-up letter (Appendix F) and complete packet like the first were sent to those who did not initially respond after a one-month interval. A third letter and packet were sent, after another month had passed, to those who had still not responded. A total of twenty-three of the forty-five identified Affirmative Action Officers, representing 51 percent, responded to this request by returning completed questionnaires.

During the third phase of the study in 1981, telephone calls were made to those Affirmative Action Officers who had not responded to the earlier requests.

The telephone calls were followed by a letter with an enclosed stamped return envelope and a copy of the original questionnaire. The letter mentioned the previous request and asked for a written statement of their decline to participate. Sixteen, or 72 percent, of the twenty-two schools that did not initially participate in this study responded to this follow-up communication. Since the letter to the president guaranteed that the schools would not be identified in this study, no institutional names were disclosed. The population and sample distribution of the study are shown in Table 1. Six Affirmative Action Officers did not respond.

Table 1

Population and Sample of Study	
	Number
Texas Public Junior College Presidents Granting Permission to Respond (first phase of study)	45
Affirmative Action Officers Completing and Returning Questionnaires (second phase of study)	23
Affirmative Action Officers Responding with Reasons for Their Decision Not to Participate (third phase of study)	<u>16</u>
Composite Total Sample	39
Affirmative Action Officers Giving No Reasons for Their Nonresponse	<u>6</u>
Total Population	45

Various reasons for not completing and returning the questionnaires were given by the sixteen Affirmative Action Officers contacted in the third phase of the study. These reasons are chronicled in Table 2. The majority indicated that data were not available or they simply declined to participate. Thus, a composite sample of thirty-nine Texas public junior colleges was represented by those Affirmative Action Officers who voluntarily participated in some phase of the study. Since there was no response to any follow-up queries by six of the institutions' Affirmative Action Officers, those names were dropped from the study.

Table 2
Frequency of Reasons Given by Affirmative Action Officers for Nonparticipation at Follow-Up of Texas Public Junior Colleges

Categories of Reasons Given by Affirmative Action Officers	Frequency of Response
Data Not Available	5
Declined to Participate	5
Inadequate Staff	3
Misplaced Questionnaire	3
Total Affirmative Action Officers Declining to Return Questionnaire	16

STATISTICAL ANALYSIS

Chi-square (χ^2) was appropriate for analyzing the data in this study because it is a useful method of comparing obtained results with those to be expected theoretically on the same hypotheses. It is also appropriate when no assumptions are made about the shape of the distribution. The .05 level of significance was chosen as the minimum value to reject or not reject the hypotheses in this study.

According to Ferguson, the distribution of χ^2 used in determining critical significance values represented a continuous frequency curve.⁹ In this study the expected frequencies were small and the actual sampling distribution of χ^2 exhibited marked discontinuity. Therefore, the continuous curve would have provided a poor fit to the data, and appreciable error could have occurred in the estimation of probabilities. It was therefore necessary to use the correction known as Yates' Correction for Continuity. To apply this correction, it is necessary to reduce by .5 the obtained frequencies that are greater than expected and increase by .5 the obtained frequencies

⁹George A. Ferguson, Statistical Analysis in Psychology and Education (3d edition; New York: McGraw-Hill Book Company, 1971), pp. 173-193.

¹⁰Ibid.

¹¹Ibid., pp. 189-189.

¹²Ibid.

that are less than expected. This brings the observed and expected values closer together and decreases the value of χ^2 . This correction was used whenever any of the expected frequencies were less than 5. Also, according to Ferguson, the Yates' Correction for Continuity was used whenever small frequencies (less than 5) were expected.¹⁰

The formula used in computing χ^2 from a 2 x 2 table can be written to incorporate Yates' Correction for Continuity.¹¹ The formula becomes:

$$\chi^2 = \frac{N(|AD-BC| - N/2)}{(A+B)(C+D)(A+C)(B+D)}$$

The term $|AD-BC|$ is the absolute difference, that is, the difference taken regardless of sign. The correction amounts to subtracting $N/2$ from the absolute difference.¹²

SUMMARY

This study was conducted to evaluate commitments and accomplishments of affirmative action compliance in Texas public junior colleges during the period 1975-1977. Forty-five administrators of their institutions' affirmative action programs were the population requested to participate in this study. Thirty-nine respondents, or 87%, were the total sample represented in this study. The pilot study, which used Booker's Questionnaire, served to determine its objectivity and was accomplished by

¹⁰Ibid.

¹¹Ibid., pp. 188-189.

¹²Ibid.

obtaining constructive comments of three leading administrators in public junior colleges in different regions of the country. All had earned the Ph.D. degree. Chi-square (χ^2) was appropriate for analyzing the data in this study because it is a useful method of comparing obtained results with those to be expected theoretically on the same hypotheses. The Yates' Correction for Continuity was applied because of the small expected frequency, less than 5.

This chapter presents and discusses the statistical analysis obtained from the test of the hypotheses under investigation. Total population sampling technique was used to obtain the study sample. Affirmative Action Officers in Texas public junior colleges with voluntary affirmative action compliance during 1975-1977. A total of forty-five Texas public junior college presidents were initially surveyed. Their responses identified those Affirmative Action Officers who, in turn, were requested to respond to the Booker Questionnaire on Affirmative Action Compliance in Texas Public Junior Colleges during the Period 1975-1977. The initial mailing of the questionnaire and its follow-up mailings yielded a total of twenty-three completed questionnaires returned to the investigator. The third phase of the study generated responses from an additional sixteen Affirmative Action Officers who indicated their reasons for noncompletion and/or return of the questionnaires. Six Affirmative Action Officers did not respond. Thus, the composite total sample for this study was thirty-nine Affirmative Action Officers, or 87 percent of the total population.

Chapter 4

ANALYSIS OF DATA

This chapter presents and discusses the statistical analysis obtained from the twelve null hypotheses under investigation. Total population sampling technique was used to obtain the study sample--Affirmative Action Officers in Texas public junior colleges with voluntary affirmative action compliance during 1975-1977. A total of forty-five Texas public junior college presidents were initially surveyed. Their responses identified those Affirmative Action Officers who, in turn, were requested to respond to the Booker Questionnaire on Affirmative Action Compliance in Texas Public Junior Colleges during the Period 1975-1977. The initial mailing of the questionnaire and its follow-up mailings yielded a total of twenty-three completed questionnaires returned to the investigator. The third phase of the study generated responses from an additional sixteen Affirmative Action Officers who indicated their reasons for noncompletion and/or return of the questionnaires. Six Affirmative Action Officers did not respond. Thus, the composite total sample for this study was thirty-nine Affirmative Action Officers, or 87 percent of the total population.

¹George A. Ferguson, *Statistical Analysis in Psychology and Education* (3rd Edition; New York: McGraw-Hill Book Company, 1971), pp. 173-191.

As a test of significance of independence, the chi-square (χ^2) test utilizing Yates' Correction for Continuity¹ (see sample Yates' Correction for Continuity, Appendix G) was employed to evaluate the subjects' responses to the Booker Questionnaire. Because of the small sample size of this study, thirty-nine participants, and the small expected frequencies, less than 5, Yates' Correction for Continuity formula was employed. A .05 χ^2 value with one degree of freedom was reported for each of the twelve null hypotheses. Calculated χ^2 values that were equal to or greater than the required critical value of 3.84 for significance resulted in rejecting the null hypotheses.

DISCUSSION OF FINDINGS

The Booker Questionnaire contained thirteen items that were in support of affirmative action compliance during the period 1975-1977. It contained two sections: (1) nine items designed to obtain demographic information, and (2) four items designed to obtain numerical, promotional and hiring goals of Texas public junior colleges' faculties and administrators during the period 1975-1977. Twelve of the thirteen items were compared statistically using Yates' Correction for Continuity to the independent variable--levels of formal education of Affirmative Action Officers in Texas public junior colleges with voluntary affirmative action compliance during the period 1975-1977. Levels of

¹George A. Ferguson, Statistical Analysis in Psychology and Education (3d edition; New York: McGraw-Hill Book Company, 1971), pp. 173-193.

formal education were defined as the Ph.D. or equivalent, or the B.A. or M.A., or equivalent. Respondents were requested to respond to all thirteen items of the Booker Questionnaire. Questionnaire item number one ("How long has this position existed?") was included for informational purposes. It served to point out that no institution participating in this study had had the position for more than seven years. Questionnaire item number one further pointed out how new the concept of affirmative action officers was to the institution investigated. The requirement of an affirmative action officer was introduced by the federal government in 1964.

DISCUSSION OF FINDINGS

Of the thirty-nine respondents in this study, seven held the Ph.D. or equivalent, and sixteen held the B.A. or M.A., or their equivalents. There were sixteen institutions that responded on follow-up but declined to return the Booker Questionnaire; six institutions did not respond to any of the communications. The first null hypothesis investigated was:

H_{01} : There was no significant relationship between Affirmative Action Officers' formal education levels and date of appointment to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Table 3 reveals that sixteen (69.5%) of the respondents were on the job for three or more years, and seven (30.4%) were appointed for two years or less. Sixteen respondents did not report their date of appointment.

Table 3

Date of Appointment and Relationship to Levels of Formal Education of Participating Affirmative Action Officers

Respondents	Three Years or More	Two Years or Less	Total Non-Reporting	Total Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	5 (5.0)	2 (2.1)	-	7
B.A. or M.A. (or equivalent)	11 (11.1)	5 (5.0)	-	15
Totals	16 (69.5)	7 (30.4)	-	23
<u>Nonreporting Affirmative Action Officers</u>			16	

Total Sample

39

df = 1

$\chi^2 = 0.13$

$\alpha = .05$

The computed $\chi^2 = 0.13$ using Yates' Correction for Continuity (Appendix G). The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 value did not reach the needed critical value for significance and the null hypothesis was not rejected.

The demographic variable of sex was viewed in relation to the levels of formal education of Affirmative Action Officers. Null hypothesis two was:

HO₂: There was no significant relationship between Affirmative Action Officers' formal education levels and sex to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Table 4 reveals that twenty (86.9%) of the respondents were males who held the position of affirmative action officers and three (13%) were females. Sixteen did not report sex.

The computed $\chi^2 = 0.30$, using Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.85. The computed chi-square value did not reach the needed critical value for significance and the null hypothesis was not rejected.

The relationship of race to levels of formal education of Affirmative Action Officers was examined.

The third null hypothesis stated:

Table 4
 Sex and Relationship to Levels of Formal Education
 of Participating Affirmative Action Officers

Respondents	Sex		Total Non- Reporting	Total Reporting
	Male	Female		
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	7 (6.0)	0 (0.9)	-	7
B.A. or M.A. (or equivalent)	13 (3.9)	3 (2.08)	-	16
B.A. Totals (or equivalent)	20 (86.9)	3 (13.00)		23
<u>Nonreporting Affirmative Action Officers</u>				
	18 (78.2)	5 (2.17)	16	23
<u>Total Sample</u>			16	39
df = 1				
$\chi^2 = 0.30$				

H_{03} : There was no significant relationship between Affirmative Action Officers' formal education levels and race to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

The computed $\chi^2 = 0.0$, using Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 value did not reach the needed critical value. Table 5 reveals that eighteen (78.2%) of the respondents were white, while five (21.7%) were of other races.

There was no race identification available for sixteen of the respondents.

education of Affirmative Action Officers was compared. The fourth Table 5 hypothesis stated:

Race and Relationship to Levels of Formal Education
of Participating Affirmative Action Officers

Respondents	Race		Total Non- Reporting	Total Reporting
	White	Other		
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	6 (5.47)	1 (1.52)	-	7
B.A. or M.S. (or equivalent)	12 (12.5)	4 (3.47)		16
Totals	18 (78.2)	5 (2.17)		23

Nonreporting Affirmative
Action Officers

16

Total Sample 39

df = 1

$\chi^2 = 0.0$

$\alpha = .05$

The computed $\chi^2 = 0.0$, using Yates' Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 value did not reach the needed critical value for significance. Thus, the null hypothesis was not rejected.

Next, the relationship of reporting function to levels of formal education of Affirmative Action Officers was compared. The fourth null hypothesis stated:

HO₄: There was no significant relationship between Affirmative Action Officers' levels of formal education and reporting function to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Table 6 shows that nine (39.1%) of the respondents report to the president and fourteen (60.8%) of the respondents report to someone other than the president. Sixteen did not supply this information.

The computed $\chi^2 = 6.5$, using Yates' Correction for Continuity formula. The results of the analysis indicate that the χ^2 value was 6.5. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 value was higher than the table value. Thus, the null hypothesis was rejected.

The Affirmative Action Officers were queried as to their position duties during the years 1975-1977. The null of this hypothesis was:

HO₅: There was no significant relationship between Affirmative Action Officers' levels of formal education and position duties to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Table 6

Reporting Function and Relationship to Levels of Formal Education of Participating Affirmative Action Officers

Respondents	President	Other	Total Non-Reporting	Total Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	6 (2.7)	1 (4.2)	-	7
B.A. or M.A. (or equivalent)	3 (6.2)	13 (9.7)	-	16
Totals	9 (39.1)	14 (60.8)		23
<u>Nonreporting Affirmative Action Officers</u>			16	
Total Sample				39
df = 1				
$\chi^2 = 6.5$				

$$\alpha = .05$$

The responses, as shown in Table 7, indicated that all twenty-three (100%) of the respondents work part-time as affirmative action officers. Sixteen did not report this information.

The computed $\chi^2 = 0$, using the Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was

Table 7
 Position Duties and Relationship to Levels of Formal Education of Participating Affirmative Action Officers

Respondents	Full-Time	Part-Time	Total Non-Reporting	Total Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	0 (0)	7 (7.0)	-	7
B.A. or M.A. (or equivalent)	0 (0)	16 (16.0)	-	16
Totals	0 (0)	23 (100.0)		23
<u>Nonreporting Affirmative Action Officers</u>			16	
Total Sample			39	
df = 1				
$\chi^2 = 0.0$				

$$\alpha = .05$$

3.84. The computed χ^2 value did not reach the needed critical value for significance, and the null hypothesis was not rejected.

The relationship between Affirmative Action Officers' levels of formal education and the number of staff supporting their programs was also surveyed. The null hypothesis six stated:

HO₆: There was no significant relationship between Affirmative Action Officers' levels of formal education and the number of staff supporting their programs to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Table 8 reveals that seven (30.4%) of the respondents had a staff of two or more, sixteen (69.5%) had a staff of one or none, while sixteen did not supply this information.

The computed $\chi^2 = 2.57$, using Yates' Correction for Continuity formula. The critical value needed for significance was 3.84. The computed χ^2 value did not reach the critical value for significance, and the null hypothesis was not rejected.

Next, operating budgets for the affirmative action program during the period 1975-1977 was viewed in relationship to levels of formal education of Affirmative Action Officers. Formally stated:

HO₇: There was no significant relationship between Affirmative Action Officers' levels of formal education and having an operating budget for the program to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Table 9 indicates that nine (39.1%) of the respondents had an operating budget and fourteen (60.8%) did not have

Table 8

Staff Support and Relationship to Levels of Formal
Education of Participating Affirmative
Action Officers

Respondents	Two or More	One or None	Total Non- Reporting	Total Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	1 (2.13)	6 (5.0)	-	7
B.A. or M.A. (or equivalent)	6 (5.0)	10 (11.1)	-	16
Totals	7 (30.4)	16 (69.5)		23
<u>Nonreporting Affirmative Action Officers</u>			16	
Total Sample			39	
df = 1				
$\chi^2 = 2.57$				
$\alpha = .05$				

an operating budget. This information was not available for sixteen respondents.

The computed $\chi^2 = 2.67$, using the Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 value did not reach the needed

Table 9
 Operating Budget and Relationship to Levels of Formal
 Education of Participating Affirmative
 Action Officers

Respondents	Affirmative Action Budget		Total Non- Reporting	Total Reporting
	Yes	No		
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	5 (2.73)	2 (4.26)	-	7
B.A. or M.A. (or equivalent)	4 (6.26)	12 (9.73)	-	16
Totals	9 (39.10)	14 (60.80)		23
<u>Nonreporting Affirmative Action Officers</u>			16	
Total Sample			39	
df = 1				
$\chi^2 = 2.67$				

$$\alpha = .05$$

critical value for significance, and the null hypothesis was not rejected.

The relationship between affirmative action officers' levels of formal education and annually writing an affirmative action plan was investigated. This null hypothesis stated:

HO₈: There was no significant relationship between Affirmative Action Officers' levels of formal education and annually writing an affirmative action plan to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Nine (39.1%) of the respondents answered yes and fourteen (60.8%) answered no, as shown in Table 10. Sixteen did not answer the question.

The $\chi^2 = 2.67$, using Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 value did not reach the needed critical value for significance and the null hypothesis was not rejected.

The next area of investigation was administrators' promotional goals. Null hypothesis 9 stated:

HO₉: There was no significant relationship between Affirmative Action Officers' levels of formal education and establishing administrators' promotional goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Table 11 reveals that twelve (52.1%) of the respondents established administrators' promotional goals and eleven (43.4%) failed to establish administrators' promotional goals. Sixteen did not answer.

Table 10

Annually Writing an Affirmative Action Plan and
Relationship to Levels of Formal Education
of Participating Affirmative Action Officers

Respondents	Yes	No	Total Non- Reporting	Total Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	5 (2.7)	2 (4.26)	-	7
B.A. or M.A. (or equivalent)	4 (6.2)	12 (9.7)	-	16
Totals	9 (39.20)	14 (60.80)		23
<u>Nonreporting Affirmative Action Officers</u>			16	
Total Sample				39
df = 1				
$\chi^2 = 2.67$				

$$\alpha = .05$$

The $\chi^2 = 2.55$, using Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 value did not reach the needed critical value for significance and the null hypothesis was not rejected.

hiring goals for minorities and females to
voluntary affirmative action compliance

Table 11
 Administrators' Promotional Goals and Relationship to
 Levels of Formal Education of Participating
 Affirmative Action Officers

Respondents	Yes	No	Total Non-Reporting	Total Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	6 (3.6)	1 (8.3)	-	7
B.A. or M.A. (or equivalent)	6 (3.3)	10 (7.6)	-	16
Totals	12 (52.1)	11 (43.4)		23

Nonreporting Affirmative Action Officers

16

Total Sample	4 (3.95)	3 (3.04)	-	7
B.A. or M.A. (or equivalent)	12 (12.04)	10 (16.24)	-	22
Totals	16 (58.50)	13 (43.40)		29

$\alpha = .05$

Administrators' hiring goals were next investigated. This null hypothesis stated:

H_{010} : There was no significant relationship between Affirmative Action Officers' levels of formal education and establishing administrators' hiring goals for minorities and females to voluntary affirmative action compliance

during the period 1975-1977 in Texas public junior colleges. Table 12 reveals that thirteen (56.5%) of the respondents established administrators' hiring goals and ten (43.4%) failed to establish administrators' hiring goals. Sixteen did not answer.

Table 12

Administrators' Hiring Goals and Relationship to Levels of Formal Education of Participating Affirmative Action Officers

Respondents	Yes	No	Total Non-Reporting	Total Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	4 (3.95)	3 (3.04)	-	7
B.A. or M.A. (or equivalent)	9 (9.04)	7 (6.94)	-	16
Totals	13 (56.50)	10 (43.40)		23
<u>Nonreporting Affirmative Action Officers</u>			16	
Total Sample				39
df = 1				
$\chi^2 = 0.17$				
$\alpha = .05$				

The computed $\chi^2 = 0.17$, using Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 value did not reach the needed critical value for significance and the null hypothesis was not rejected.

Faculty promotional goals for minorities and females were viewed. The null of hypothesis eleven stated:

H_{011} : There was no significant relationship between Affirmative Action Officers' levels of formal education and faculty promotional goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges. Table 13 indicates that nine (39.1%) of the respondents established faculty promotional goals and fourteen (60.8%) failed to establish faculty promotional goals. Data were not available from sixteen respondents.

Computed $\chi^2 = 0.4$, using the Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 did not reach the needed critical value for significance and the null hypothesis was not rejected.

The final hypothesis dealt with faculty hiring goals for minorities and females. It was stated that: Table 14 reveals the sixteen (69.5%) of the respondents established faculty hiring goals and seven (30.4%) failed

Table 13

Faculty Promotional Goals and Relationship to
Levels of Formal Education of Participating
Affirmative Action Officers

Respondents	Yes	No	Total Non- Reporting	Total Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	3 (2.7)	4 (4.2)	-	7
B.A. or M.A. (or equivalent)	6 (6.2)	10 (9.7)	-	16
Totals	9 (39.1)	14 (60.8)		23
<u>Nonreporting Affirmative Action Officers</u>			16	
Total Sample				39
df = 1				
$\chi^2 = 0.4$				

$$\alpha = .05$$

to establish H_{012} : There was no significant relationship between Affirmative Action Officers' levels of formal education and faculty hiring goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges. The computed χ^2 value is 0.4, which is less than the critical value of 3.84. Table 14 reveals the sixteen (69.5%) of the respondents established faculty hiring goals and seven (30.4%) failed

In summation, Table 14 reports the χ^2 values obtained for each null hypothesis. The results of the χ^2 tests are summarized in Table 14.

Faculty Hiring Goals and Relationship to Levels of Formal Education of Participating Affirmative Action Officers

Respondents	Yes	No	Total Non-Reporting	Non-Reporting
<u>Reporting Affirmative Action Officers</u>				
Ph.D. (or equivalent)	5 (5.0)	2 (2.13)	-	7
B.A. or M.A. (or equivalent)	11 (11.1)	5 (5.00)	-	16
Totals	16 (69.5)	7 (30.40)		23
<u>Nonreporting Affirmative Action Officers</u>			16	
Total Sample				39
df = 1				
$\chi^2 = 0.13$				
$\alpha = .05$				

to establish faculty hiring goals. Sixteen elected not to respond.

The computed $\chi^2 = 0.13$, using Yates' Correction for Continuity formula. The critical value needed for significance at the .05 level with one degree of freedom was 3.84. The computed χ^2 did not reach the needed critical value for significance and the null hypothesis was not rejected.

In summation, Table 15 reports the χ^2 values obtained using Yates' Correction for Continuity formula for each null hypothesis.

Table 15

Values of Yates' Correction for Continuity for Each of the Twelve Null Hypotheses

Null Hypotheses	Yates' Correction Values for Continuity
HO ₁	0.13
HO ₂	0.30
HO ₃	0.0
HO ₄	6.5*
HO ₅	0.0
HO ₆	2.57
HO ₇	2.67
HO ₈	2.67
HO ₉	2.55
HO ₁₀	0.17
HO ₁₁	0.4
HO ₁₂	0.13

*Significant value.

SUMMARY

A coded questionnaire was utilized in this study to assess affirmative action compliance in Texas public junior colleges during the period 1975-1977. It prescribed

to tried and proven questions utilized by the Department of Labor Office of Federal Contract Compliance in conducting affirmative action compliance reviews. The questionnaire was a modification of the office of Federal Contract Compliance reviews to accommodate an investigation in an academic setting. Chi-square, utilizing the Yates' Correction for Continuity formula, was employed to determine whether a significant relationship existed between the twelve null hypotheses of the study and the independent variable: levels of formal education of Affirmative Action Officers. Yates' Correction for Continuity was used because of the small expected frequencies, less than five.

The major hypotheses of this study stated that no relationships exist between Affirmative Action Officers' levels of formal education and selected variables in support of affirmative action compliance were upheld. Only one of the twelve null hypotheses, "Reporting function," showed a relationship to the independent variable--level of formal education. It was learned that the position of Affirmative Action Officers in compliance in Texas public junior colleges during the period 1975-1977 had significance and impact as he/she reported directly to the president. However, none of the Affirmative Action Officers worked full-time at this responsibility and only seven held the Ph.D. or its equivalent. It was thus discovered that having the terminal degree was not statistically significant in carrying out the duties of affirmative action

compliance. Moreover, none of the schools in this study annually wrote an affirmative action plan which was the principle means by which affirmative action compliance was evaluated by the Office of Federal Contract Compliance.

CONCLUSIONS AND RECOMMENDATIONS

The need for this study resulted from the void of information regarding affirmative action-equal opportunity in higher education. Although affirmative action programs have been required since 1964, only because of recent landmark court cases has attention been focused on what institutions of higher education have accomplished in this area.¹

Rabbi severely criticized affirmative action for "reverse discrimination" and claimed that educational institutions were being forced to lower their standards to admit minorities and female students and hire professionals as instructors and officials.² However, the Office of Federal Contract Compliance and Equal Employment Opportunity Commission contends that affirmative action is not preferential treatment, nor does it mean that unqualified persons should be hired or promoted. What affirmative

¹Lorenzo Middleton, "Bakke Ruling Seen Having Little Effect," *Journal of Higher Education*, V, No. 1 (1976), 3.

²Earl Rabbi, "San Francisco School Board to Deslect Administrators," *Commentary Magazine*, XLI (1973), 23.

action does mean is that positive steps must be taken to provide equal opportunity for those who have been discriminated against in the past and who continue to suffer the effects of th

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The need for this study resulted from the void of information regarding affirmative action-equal opportunity in higher education. Although affirmative action programs have been required since 1964, only because of recent landmark court cases has attention been focused on what institutions of higher education have accomplished in this area.¹

Rabbi severely criticized affirmative action for "reverse discrimination" and claimed that educational institutions were being forced to lower their standards to admit minorities and female students and hire professionals as instructors and officials.² However, the Office of Federal Contract Compliance and Equal Employment Opportunity Commission contends that affirmative action is not preferential treatment, nor does it mean that unqualified persons should be hired or promoted. What affirmative

¹Lorenzo Middleton, "Bakke Ruling Seen Having Little Effect," Journal of Higher Education, V, No. 1 (1976), 3.

²Earl Rabbi, "San Francisco School Board to Deslect Administrators," Commentary Magazine, XLI (1973), 23.

action does mean is that positive steps must be taken to provide equal opportunity for those who have been discriminated against in the past and who continue to suffer the effects of that discrimination.³ Though the criticism has been intense, one recent U.S. Supreme Court decision has particularly strengthened the concept of affirmative action.⁴ In the Bakke case, Bakke claimed "reverse discrimination" because he was denied admission to the University of California at Davis Medical School even though his admission score was higher than that of some minority applicants who were admitted. The court decided that Bakke must be admitted, but also that Title VII does not prohibit racial affirmative action programs. The decision did not legally jeopardize existing programs, nor close the door to future affirmative action efforts.⁵

In this chapter, the study is summarized. Conclusions, Implications, and Recommendations are based on findings and are presented and discussed.

SUMMARY OF THE STUDY

A survey research method was used to collect the data for this study. Booker's Questionnaire was designed

³U.S. Commission on Civil Rights, Statement on Affirmative Action (Washington, D.C.: Government Printing Office, 1977), pp. 12-23.

⁴Middleton, op. cit., p. 3.

⁵U.S. Commission, op. cit., pp. 12-23.

action does mean is that positive steps must be taken to provide equal opportunity for those who have been discriminated against in the past and who continue to suffer the effects of that discrimination.³ Though the criticism has been intense, one recent U.S. Supreme Court decision has particularly strengthened the concept of affirmative action.⁴ In the Bakke case, Bakke claimed "reverse discrimination" because he was denied admission to the University of California at Davis Medical School even though his admission score was higher than that of some minority applicants who were admitted. The court decided that Bakke must be admitted, but also that Title VII does not prohibit racial affirmative action programs. The decision did not legally jeopardize existing programs, nor close the door to future affirmative action efforts.⁵

In this chapter, the study is summarized. Conclusions, Implications, and Recommendations are based on findings and are presented and discussed.

SUMMARY OF THE STUDY

A survey research method was used to collect the data for this study. Booker's Questionnaire was designed

³U.S. Commission on Civil Rights, Statement on Affirmative Action (Washington, D.C.: Government Printing Office, 1977), pp. 12-23.

⁴Middleton, op. cit., p. 3.

⁵U.S. Commission, op. cit., pp. 12-23.

to collect responses from Affirmative Action Officers on their commitment to and participation in affirmative action-equal opportunity programs. The subjects of this study were thirty-nine representatives of Texas public junior colleges charged with the responsibility of their school's affirmative action compliance programs during the period 1975-1977. The analysis of frequencies utilized Yates' Correction for Continuity to determine if a relationship exists between the independent variable, levels of formal education, and selected variables in support of voluntary affirmative action. Yates' Correction for Continuity was made on each of the twelve null hypotheses because expected frequencies of less than five were found in at least one cell for each of the computed tables. The level of significance was set at .05.

The null hypotheses were groups to facilitate the discussion of results. Eight hypotheses were assumed to have a relationship to demographic information which attested to commitment to affirmative action participation. Four hypotheses assumed to have a relationship to actual participation in affirmative action by establishing numerical hiring and promotional goals for minorities and female administrators and faculty during the period 1975-1977.

Within the limitations of the Booker Questionnaire, the following conclusions were derived. These were based upon the findings of the hypotheses tested.

CONCLUSIONS

The following eight null hypotheses report findings on demographic data as follows:

- HO₁: There was no significant relationship between Affirmative Action Officers' formal education levels and date of appointment to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₂: There was no significant relationship between Affirmative Action Officers' formal education levels and sex to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₃: There was no significant relationship between Affirmative Action Officers' formal education levels and race to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.
- HO₄: There was no significant relationship between Affirmative Action Officers' levels of formal education and reporting function to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Of the eight null hypotheses reporting findings on demographic data, only number four, "Reporting function," was a significant find at the .05 level of significance.

HO₅: There was no significant relationship between Affirmative Action Officers' levels of formal education and position duties to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₆: There was no significant relationship between Affirmative Action Officers' levels of formal education and the number of staff supporting their programs to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₇: There was no significant relationship between Affirmative Action Officers' levels of formal education and having an operating budget for the program to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₈: There was no significant relationship between Affirmative Action Officers' levels of formal education and annually writing an affirmative action plan to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Of the eight null hypotheses reporting findings on demographic data, only number four, "Reporting function," was a significant find at the .05 level of significance.

No other significance was found for demographic data and the other seven null hypotheses were not rejected.

The following four null hypotheses report findings on actual participation in affirmative action from established numerical promotional and hiring goals.

HO₉: There was no significant relationship between Affirmative Action Officers' levels of formal education and establishing administrators' promotional goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₁₀: There was no significant relationship between Affirmative Action Officers' levels of formal education and establishing administrators' hiring goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₁₁: There was no significant relationship between Affirmative Action Officers' levels of formal education and faculty promotional goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

HO₁₂: There was no significant relationship between Affirmative Action Officers' levels of formal

education and faculty hiring goals for minorities and females to voluntary affirmative action compliance during the period 1975-1977 in Texas public junior colleges.

Of the four null hypotheses assumed to be related to actual participation in affirmative action programs, no significance was found at the .05 level. Thus, the null hypotheses were rejected.

IMPLICATIONS

Essentially this was a survey to determine the significant impact affirmative action-equal opportunity has had on public junior colleges in Texas during the period 1975-1977. To a large extent the results of this study supported the original contention that there was no significant relationship between levels of formal education and the twelve null hypotheses under investigation.

The implications of this study clearly support recent reports and findings on this subject that little progress has been made in affirmative action in higher education.⁶ Recent research indicates that, as the new decade unfolds, there are many concerns about what the 1980s will hold for minorities and females and whether affirmative action is actually firm enough to ensure

⁶Middleton, op. cit., p. 3.

⁷U. S. Commission, op. cit., pp. 12-23.

⁸Harris, op. cit., p. 26.

equality in employment opportunities.⁷ Government officials agree that affirmative action is indeed firm enough, but maintained that the true test of the 1980s will be implementation of the existing civil rights.⁸ The Justice Department undoubtedly will be filing more lawsuits as the Equal Employment Opportunity Commission and the Office of Federal Contract Compliance will speed up their investigations. Hopefully, more institutions of higher education will sincerely recruit, place, hire, and promote minorities and females.

Harris, president of the National Bar Association, says more efforts need to be made to ensure that the Equal Employment Opportunity Commission and the Office of Federal Contract Compliance do exactly what they should, for left on their own, too many universities will continue to ignore minorities' and females' progression. They need to be stimulated because overall progress of affirmative action for protected classes as defined in Chapter 1 should be the measuring stick rather than individual successes.⁹

In this regard, according to federal officials, the universities will continue to be stimulated by the Justice Department, the Office of Federal Contract Compliance and

⁷J. L. Harris, "Affirmative Action Issues," Ebony, XXVI, No. 3 (1980), 26.

⁸U. S. Commission, op. cit., pp. 12-23.

⁹Harris, op. cit., p. 26.

the Equal Employment Opportunity Commission. As Middleton Stated:

The great issue for the coming decade is whether class action suits by the government are done in sufficient numbers to begin to have an effect on where minorities and females are in the work force.¹⁰

RECOMMENDATIONS

This research effort, as in many other investigations, identified several unanswered questions or issues which justify continued scrutiny. Thus, based upon the methodology and questions of this study, the researcher makes the following recommendations:

1. This study should be replicated in order to validate the findings of the present study.
2. This study should be replicated utilizing a larger sampling over a larger geographical area.
3. This study should be replicated and extended to evaluate employment goals vs. employment outcomes.
4. Similar research should be done on the number of minorities and females who have been accepted and graduated from predominantly, non-minority public institutions of higher learning.
5. Similar research should be done on the number of minorities and females who have received full four year

¹⁰ National Association of College and University Business Officers, Federal Regulations and the Employment Practices of Colleges and Universities (Washington, D.C.: Government Printing Office, 1974), pp. 1-2.

academic scholarships to predominantly, non-minority public institutions of higher learning.

6. Similar research should be done on the number of minorities and females who have been accepted and graduated from predominantly, non-minority public institutions of higher learning.

7. Similar research should be conducted on the number of minorities and females who obtained the position of full professor, dean, and vice president during the past ten years in institutions of higher education.

APPENDICES

Appendix A

1. Introduction
2. Objectives
3. Methodology
4. Results
5. Discussion
6. Conclusion
7. References
8. Appendix A
9. Appendix B
10. Appendix C
11. Appendix D
12. Appendix E
13. Appendix F
14. Appendix G
15. Appendix H
16. Appendix I
17. Appendix J
18. Appendix K
19. Appendix L
20. Appendix M
21. Appendix N
22. Appendix O
23. Appendix P
24. Appendix Q
25. Appendix R
26. Appendix S
27. Appendix T
28. Appendix U
29. Appendix V
30. Appendix W
31. Appendix X
32. Appendix Y
33. Appendix Z

APPENDIX A

LIST OF APPENDICES

1. Appendix A
2. Appendix B
3. Appendix C
4. Appendix D
5. Appendix E
6. Appendix F
7. Appendix G
8. Appendix H
9. Appendix I
10. Appendix J
11. Appendix K
12. Appendix L
13. Appendix M
14. Appendix N
15. Appendix O
16. Appendix P
17. Appendix Q
18. Appendix R
19. Appendix S
20. Appendix T
21. Appendix U
22. Appendix V
23. Appendix W
24. Appendix X
25. Appendix Y
26. Appendix Z

1. Appendix A
2. Appendix B
3. Appendix C
4. Appendix D
5. Appendix E
6. Appendix F
7. Appendix G
8. Appendix H
9. Appendix I
10. Appendix J
11. Appendix K
12. Appendix L
13. Appendix M
14. Appendix N
15. Appendix O
16. Appendix P
17. Appendix Q
18. Appendix R
19. Appendix S
20. Appendix T
21. Appendix U
22. Appendix V
23. Appendix W
24. Appendix X
25. Appendix Y
26. Appendix Z

Community College

Location

Community College	Location
Alvin	Alvin
Angelina	Lufkin
Austin	Austin
Bee	Beeville
Central Texas	Killeen
Cisco Junior College	Cisco
College of the Mainland	Texas City
Cooke County College	Gainesville
Dallas County District	Dallas
Eastfield	Mesquite
El Centro	Dallas
Mountain View	Dallas
No. Lake	Irving
Richland	Dallas
Del Mar	Corpus Christi
El Paso	El Paso
Galveston	Galveston
Grayson County	Dennison
Henderson	Wichens
Hill Junior College	Hillsboro
Houston	Houston
Orange County Center	Orange
Laredo Junior College	Laredo
Lee	Baytown
McLennan	Waco
Midland	Midland
Odessa	Odessa
Paris Junior College	Paris
Ranger Junior College	Ranger
San Antonio	San Antonio
St. Phillips	San Antonio
San Jacinto	Pasadena
So. Plains	Levelland
Southwest Texas	Uvalde
Tarrant County Junior College	Fort Worth
Temple Junior College	Temple
Texarkana	Texarkana
Texas Southern Most	Brownsville
Texas St. Technical Institute	Waco
Texas St. Technical Institute	Amarillo
Texas St. Technical Institute	Harlingen
Victoria	Victoria

APPENDIX A

LIST OF JUNIOR COLLEGES

Community College	Location
Alvin	Alvin
Angelina	Lufkin
Austin	Austin
Bee	Beeville
Central Texas	Killeen
Cisco Junior College	Cisco
College of the Mainland	Texas City
Cooke County College	Gainesville
Dallas County District	Dallas
Eastfield	Mesquite
El Centro	Dallas
Mountain View	Dallas
No. Lake	Irving
Richland	Dallas
Del Mar	Corpus Christi
El Paso	El Paso
Galveston	Galveston
Grayson County	Dennison
Henderson	Athens
Hill Junior College	Hillsboro
Houston	Houston
Orange County Center	Orange
Laredo Junior College	Laredo
Lee	Baytown
McLennan	Waco
Midland	Midland
Odessa	Odessa
Paris Junior College	Paris
Ranger Junior College	Ranger
San Antonio	San Antonio
St. Phillips	San Antonio
San Jacinto	Pasadena
So. Plains	Levelland
Southwest Texas	Uvalde
Tarrant County Junior College	Fort Worth
Temple Junior College	Temple
Texarkana	Texarkana
Texas Southern Most	Brownsville
Texas St. Technical Institute	Waco
Texas St. Technical Institute	Amarillo
Texas St. Technical Institute	Harlingen
Victoria	Victoria

Community College

Location

Weatherford
Western Texas
Wharton County

Weatherford
Snyder
Wharton

APPENDIX B

PILOT STUDY ADMINISTRATORS

January 29, 1979

January 29, 1979

Dr. John O. Hunter, President
College of Lake Country
Grays Lake, Illinois

Dear Dr. Hunter:

Thank you for your response and appreciation of my dissertation questionnaire on Affirmative Action Equal Opportunity. Your comments were indeed constructive and resourceful and your suggestion to consider collective bargaining as a part of the study is being contemplated.

Very truly yours,

J. Harvey Booker
J. Harvey Booker
11507 Piping Rock

APPENDIX B

Houston, Texas PILOT STUDY ADMINISTRATORS

JHB:vj

January 29, 1979

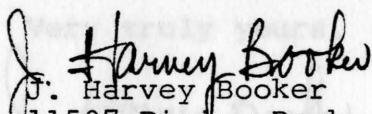
January 29, 1979

Dr. John O. Hunter, President
College of Lake Country
Grays Lake, Illinois

Dear Dr. Hunter:

Thank you for your response and examination of my dissertation questionnaire on Affirmative Action-Equal Opportunity. Your comments were indeed constructive and resourceful and your suggestion to consider collective bargaining as a part of the study is being contemplated.

Very truly yours,


J. Harvey Booker
11507 Piping Rock
Houston, Texas 77077

JHB:vj

JHB:vj

January 29, 1979

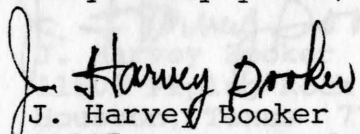
Dr. Charles H. Goehring
Director of Planning and Development
Dr. John J. Prihoda
District Superintendent
Iowa Valley Community College
Marshalltown, Iowa 50150

Dear Dr. Prihoda:

Thank you for your prompt response and extensive examination of my dissertation questionnaire on Affirmative Action-Equal Opportunity. Your comments were indeed constructive and resourceful and facilitates objectivity of my study.

Dr. Gilli sends his regards.

Very truly yours,


J. Harvey Booker
11507 Piping Rock
Houston, Texas 77077

JHB:vj
Terry J. Puckett, President
Muskingum Area Technical College
Zanesville College
Zanesville, Ohio 43701

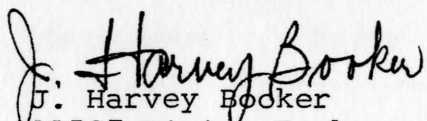
January 29, 1979

Dr. Charles H. Goehring
Director of Planning and Development
Muskingum Area Technical College
1555 Newark Road
Zanesville, Ohio 43407

Dear Dr. Goehring:

Thank you for responding to Dr. Puckett's request to examine my dissertation questionnaire on Affirmative Action-Equal Opportunity. Your observations and comments were indeed resourceful and should facilitate obtaining the objective information requested.

Very truly yours,


J. Harvey Booker
11507 Piping Rock
Houston, Texas 77077

JHB:vj

cc: Dr. Terry J. Puckett, President
Muskingum Area Technical College
Zanesville College
Zanesville, Ohio 43701

TEST-RETEST RELIABILITY COEFFICIENT

Instrument	Score	N	r
Questionnaire	Total	30	0.73*

*p less than or equal to .05.

TEST-RETEST MEANS, STANDARD DEVIATION, AND p-VALUES

Instrument	Score	Trial	N	Mean	S.D.	p-Value
Questionnaire	Total	Test	30	91.4	22.8	.04
		Retest		90.4	20.1	

APPENDIX C

TEST-RETEST RELIABILITY

TEST-RETEST RELIABILITY COEFFICIENT

Instrument	Score	N	r
Questionnaire	Total	30	0.73*

*p less than or equal to .001.

TEST-RETEST MEANS, STANDARD DEVIATION, AND t -VALUES

Instrument	Score	Trial	N	Mean	S.D.	t -Value
Questionnaire	Total	Test	30	91.4	22.8	.04
		Retest		90.4	20.1	

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS 77004

69

Dear Dr. _____

My name is Harvey Booker and I am a candidate for the doctoral degree in education at Texas Southern University with a concentration in Guidance. My dissertation is titled "An Analysis of the Relationship Between Perceived Duties of Affirmative Action Officers and Obtained Outcomes in Selected Public Community-Junior Colleges During the Period of 1975 through 1977." This study is being conducted under the supervision of Dr. Angelo C. Gilli, Professor of Education at Texas Southern University.

APPENDIX D

LETTER TO ADMINISTRATORS

I have selected your college of my study. If you have in your employment a person charged with the responsibility of Affirmative Action-Equal Opportunity, regardless of title, it would greatly assist me if you could provide me with that person's name and title. My intention is to send a brief questionnaire to that individual.

Enclosed is a form for submission of this information with a stamped addressed return envelope for your convenience.

The overall results and recommendations of this study will be shared with you.

Your consideration of this request is greatly appreciated.

Very truly yours,

Harvey Booker

Doctoral Candidate

Dr. Angelo C. Gilli, Sr.
Professor of Education
Texas Southern University

Harvey Booker
c/o Dr. Angelo C. Gilli, Sr.
Texas Southern University
Post Office Box 65
Houston, Texas 77004

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS 77004

90

Affirmative Action-Equal Opportunity Officers

.
. .
. .
. .

Dear Dr.

My name is Harvey Booker and I am a candidate for the doctoral degree in education at Texas Southern University with a concentration in Guidance. My dissertation proposal is "An Analysis of the Relationship Between Perceived Duties of Affirmative Action Officers and Obtained Outcomes in Selected Public Community-Junior Colleges During the Period of 1975 through 1977." This study is being conducted under the supervision of Dr. Angelo C. Gilli, Professor of Education at Texas Southern University.

I have selected your college to be a part of my study. If you have in your employment a person charged with the responsibility of Affirmative Action-Equal Opportunity, regardless of title, it would greatly assist my research if you would provide me with that person's name and title. My intention is to send a brief questionnaire to that individual.

Enclosed is a form for submission of this information with a stamped addressed return envelope for your convenience.

The overall results and recommendations of this study will be shared with you.

Your consideration of this request is greatly appreciated.

Very truly yours,

Harvey Booker

Doctoral Candidate

Dr. Angelo C. Gilli, Sr.
Professor of Education
Texas Southern University

Harvey Booker
c/o Dr. Angelo C. Gilli, Sr.
Texas Southern University
Post Office Box 65
Houston, Texas 77004

FORM

Affirmative Action-Equal Opportunity Officers

Do you have a person assigned to Affirmative Action-Equal Opportunities? Yes _____ No _____

If yes:

Institution's Name _____

Official's Name _____

Title of Official _____

Campus Address _____

Please return this form to:

Mr. Harvey Booker
c/o Dr. Angelo C. Gilli, Sr.
Texas Southern University
Post Office Box 65
Houston, Texas 77004

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS 77004

My doctoral research at Texas Southern University in Houston, Texas is on Community-Junior College Administrators of Affirmative Action-Equal Opportunity Programs. Through the courtesy of your college president, I learned that you have been assigned this responsibility. The purpose of my research is to analyze the relationship between perceived duties of Affirmative Action Officers and obtained outcomes in public Community-Junior Colleges during the period of 1975 through 1977. My research will be limited to Affirmative Action Administrators of public Community-Junior Colleges in Texas. This study is being conducted under the supervision of Dr. Angelo C. Gilli, Professor of Education at Texas Southern University.

APPENDIX E

Your participation in this research will be greatly appreciated. The request is that you complete the enclosed questionnaire and return it to me as soon as possible. The results and recommendations will in no way identify you or your college specifically.

QUESTIONNAIRE PACKET

For your convenience, a self-addressed stamped envelope is provided for your return of the completed questionnaire.

Thank you in advance for your most valued assistance.

Very truly yours,

(signed) Angelo C. Gilli, Sr.
Dr. Angelo C. Gilli, Sr.
Professor of Education
Texas Southern University

Harvey Booker
Doctoral Candidate
Harvey Booker
c/o Dr. Angelo C. Gilli, Sr.
Texas Southern University
Post Office Box 65
Houston, Texas 77004

BOOKER'S QUESTIONNAIRE ON AFFIRMATIVE ACTION COMPLIANCE
TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS 77004

Section I - Questions

Questions relating to demographic and background.

1. How long has this position existed? _____
2. Date of your appointment: 12 _____

My doctoral research at Texas Southern University in Houston, Texas is on Community-Junior College Administrators of Affirmative Action-Equal Opportunity Programs. Through the courtesy of your college president, I learned that you have been assigned this responsibility. The purpose of my research is to analyze the relationship between perceived duties of Affirmative Action Officers and obtained outcomes in public Community-Junior Colleges during the period of 1975 through 1977. My research will be limited to Affirmative Action Administrators of public Community-Junior Colleges in Texas. This study is being conducted under the supervision of Dr. Angelo C. Gilli, Professor of Education at Texas Southern University.

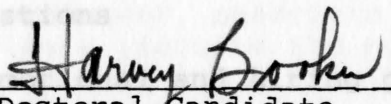
Your participation in this research will be greatly appreciated. The request is that you complete the enclosed questionnaire and return it to me as soon as possible. The results and recommendations will in no way identify you or your college specifically.

For your convenience, a self-addressed stamped envelope is provided for your return of the completed questionnaire.

Thank you in advance for your most valued assistance.

Very truly yours,

(signed) Angelo C. Gilli, Sr.
Dr. Angelo C. Gilli, Sr.
Professor of Education
Texas Southern University



Doctoral Candidate
Harvey Booker
c/o Dr. Angelo C. Gilli, Sr.
Texas Southern University
Post Office Box 65
Houston, Texas 77004

A. Racial and sex breakdown of those included above who were promoted:

White _____
Minorities _____
Male _____
Female _____

11. BOOKER'S QUESTIONNAIRE ON AFFIRMATIVE ACTION COMPLIANCE
 (instructor, assistant professor, associate professor,
 and full professor)

Section I - Questions

Please state the number for each year indicated below.

Questions relating to demographic and background. 74 75-77

1. How long has this position existed? _____
those promoted:
2. Date of your appointment: 19____.
3. Sex: Male _____ Female _____
Minorities
4. Your race: White _____ Other _____
Female
12. What were the degrees completed during the period 74-75
5. Completed formal education upon accepting position:
 Bachelor's _____ Master's _____ Doctorate _____
6. Title of person to whom you directly report:
Please state the number for each year indicated
 President _____ Vice President _____ Other (Specify) _____
7. Affirmative Action-Equal Opportunity Position Duties:
 Full time _____ Part time _____
8. Number of professional and staff assistants you employ
 in your Affirmative Action Program activity? _____
9. Have you a specific budget for Equal Opportunity-
 Affirmative Action activities? Yes ___ No ___
C. Racial and sex breakdown
10. Do you annually write an affirmative action plan?
 Yes ___ No ___
Minorities

13. New full-time faculty hired (teaching professionals with
 rank of instructor, assistant professor, associate professor,
 or full professor). Please indicate the number

Section II - Questions

Questions relating to numerical promotional and hiring goals.

11. Administrator promotions. Please state the number who
 underwent promotions for each year indicated below.

B. Total no. actually hired 74-75 75-76 76-77

A. Racial and sex breakdown of
 those included above who
 were promoted:

White	_____	_____	_____
Minorities	_____	_____	_____
Male	_____	_____	_____
Female	_____	_____	_____

11. Faculty promotions (teaching professionals with rank of instructor, assistant professor, associate professor, and full professor).

Please state the number for each year indicated below.

	74-75	75-76	76-77
A. Racial and sex breakdown of those promoted:			
White	_____	_____	_____
Minorities	_____	_____	_____
Male	_____	_____	_____
Female	_____	_____	_____

12. What were the goals established for the period 74-75 through 76-77 with reference to the following:

1. Full-time administrators hired (non-teaching professionals).

Please state the number for each year indicated below.

	74-75	75-76	76-77
A. Hiring goal established	_____	_____	_____
B. Number actually hired	_____	_____	_____
C. Racial and sex breakdown of those hired:			
White	_____	_____	_____
Minorities	_____	_____	_____
Male	_____	_____	_____
Female	_____	_____	_____

13. New full-time faculty hired (teaching professionals with rank of instructor, assistant professor, associate professor, or full professor). Please indicate the number for each year listed below.

	74-75	75-76	76-77
A. Total hiring goal established	_____	_____	_____
B. Total no. actually hired	_____	_____	_____
C. Racial and sex breakdown of those hired:			
White	_____	_____	_____
Minorities	_____	_____	_____
Male	_____	_____	_____
Female	_____	_____	_____

March 30, 1979

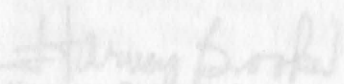
I recently wrote you requesting that you reply to my doctoral dissertation questionnaire on Affirmative Action - Equal Opportunity. This letter is a follow-up of the earlier request. I realize the inconvenience of how such a request places on your daily schedule and very much appreciate your consideration of this undertaking.

As the subject of my study is APPENDIX F tapped areas of research, the findings could prove successful to the educational community.

FOLLOW-UP LETTERS

Thanks again for your consideration and I look forward to receiving your completed response at your earliest convenience.

Very truly yours,


Harvey Booker
11507 Piping Rock
Houston, Texas 77077

April 30, 1979
March 30, 1979

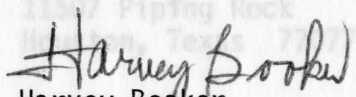
I recently wrote you requesting that you reply to my doctoral dissertation questionnaire on Affirmative Action - Equal Opportunity. This letter is a follow-up of the earlier request. I realize the inconvenience of time such a request places on

I recently wrote you requesting that you reply to my doctoral dissertation questionnaire on Affirmative Action - Equal Opportunity. This letter is a follow-up of the earlier request. I realize the inconvenience of time such a request places on your daily schedule and very much appreciate your consideration of this undertaking.

As the subject of my study is mostly an untapped area of research, the findings could prove resourceful to the educational community.

Thanks again for your consideration and I look forward to receiving your completed response at your earliest convenience.

Very truly yours,


Harvey Booker
11507 Piping Rock
Houston, Texas 77077

October 10, 1981

April 30, 1979

I recently wrote you requesting that you reply to my doctoral dissertation questionnaire on Affirmative Action-Equal Opportunity. This letter is a follow-up of the earlier request. I realize the inconvenience of time such a request places on your daily schedule and very much appreciate your consideration of this undertaking.

As the subject of my study is mostly an untapped area of research, the findings could prove resourceful to the educational community.

Thanks again for your consideration and I look forward to receiving your completed response at your earliest convenience.

Very truly yours,

Harvey Booker
Harvey Booker
11507 Piping Rock
Houston, Texas 77077

Harvey Booker
Harvey Booker
11507 Piping Rock
Houston, Texas

October 10, 1981

Two years ago I wrote you requesting that you participate in my dissertation research after receiving permission from your College President.

Because of a number of declines to participate in the study and the resulting small sample, I now find the need to document those who elected not to participate. Would you please send me a statement simply saying your school declined to participate in the study. A stamped, return envelope is provided. Also enclosed is a copy of the original questionnaire for your information.

Thank you,

Harvey Booker
Harvey Booker
11507 Piping Rock
Houston, Texas

APPENDIX G

SAMPLE YATES' CORRECTION FOR CONTINUITY

YATES' CORRECTION FOR CONTINUITY

The Yates' Correction for Continuity is used whenever small frequencies (less than 5) are expected. The sample size of this study was small. Therefore, the Yates' Correction for Continuity was used to bring the observed and the expected values closer together and to decrease the value of chi-square. The following is an example of the Yates' Correction for Continuity which was applied to the null hypotheses of this study:

$$\begin{aligned} \chi^2 &= \frac{N(|AD - BC| - N/2)^2}{(A+B)(C+D)(A+C)(B+D)} = \frac{23(|25 - 22| - 11.5)^2}{(7)(16)(16)(7)} \\ &= \frac{23(3 - 11.5)^2}{12,544} = \frac{23(-8.5)^2}{12,544} = 0.13 \end{aligned}$$

Federal Register, No. 42, 4 May 1977.

Federal Register, Vol. 31, 12 June 1979.

Ferguson, George A. Ferguson, *Statistical Analysis in Psychology and Education*, 3d edition. New York: McGraw-Hill Book Company, 1971.

Field, Cheryl M. "Higher Court Clarifies Colleges' Obligations to the Handicapped," *The Chronicle of Higher Education*, 19 (June 1979), 1.

Foxley, Cecilia H., Director of Affirmative Action, University of Iowa. *Locating, Recruiting, and Employing Women, An Equal Opportunity Approach*. Garrett Park, Md.: Garrett Park Press, 1976.

Gemell, Susanna. "The Affirmative Action Officer," *Journal of the National Association of Women Deans and Counselors*, 38 (Winter 1975), 88.

BIBLIOGRAPHY

- Affirmative Action and Equal Employment. A Guide Book for Employers. Vol. 1. Washington, D.C.: U.S. Equal Employment Opportunity Commission, January 1964.
- Affirmative Action and Equal Employment, A Guide Book for Employers. Vol. 2. Washington, D.C.: U.S. Equal Employment Opportunity Commission, January 1974.
- "Affirmative Action Programs." Washington, D.C.: U.S. Department of Labor, 1977.
- "Bakke Ruling Seen Having Little Effect," Journal of Higher Education, V, No. 1 (1981), 3.
- Breneman, David W., and Nelson, Susan C. Financing Community Colleges: An Economic Perspective. Washington, D.C.: Brooking Institute, 1981.
- Carnegie Council on Policy Studies in Higher Education, The. Making Affirmative Action Work in Higher Education. San Francisco: Jossey-Bass, Inc., 1975.
- Equal Employment Opportunity: An Interpretative Guide. Washington, D.C.: American Petroleum Institute, 1972.
- Federal Register, No. 42, 4 May 1977.
- Federal Register, Vol. 21, 12 June 1979.
- Ferguson, George A. Ferguson, Statistical Analysis in Psychology and Education. 3d edition. New York: McGraw-Hill B-ok Company, 1971.
- Field, Cheryl M. "Higher Court Clarifies Colleges' Obligations to the Handicapped," The Chronicle of Higher Education, 19 (June 1979), 1.
- Foxley, Cecilia H., Director of Affirmative Action, University of Iowa. Locating, Recruiting, and Employing Women, An Equal Opportunity Approach. Garrett Park, Md.: Garrett Park Press, 1976.
- Gemmell, Susanne. "The Affirmative Action Officer," Journal of the National Association of Women Deans and Counselors, 38 (Winter 1975), 88.

- Good, Carter V. Introduction to Educational Research. New York: Appleton-Century-Crofts, 1963.
- Good, Carter V., and Scates, Douglas E. Methods of Research. New York: Appleton-Century-Crofts, 1954.
- Goode, William J., and Hatt, Paul K. Methods in Social Research. New York: McGraw-Hill, 1952.
- Goodwin, Felix Lee. "Affirmative Action and Equal Opportunity at the University of Arizona from May 1966 to December 1976." Doctoral dissertation, University of Arizona, 1979.
- Harris, J. L. "Affirmative Action Issues," Ebony, XXVI, No. 3 (1980), 26.
- Hook, Janet, and McDonald, Kim. "First Effects on U. S. Budget Cuts Beginning to Hit Many Colleges," The Chronicle of Higher Education, 23 (2 December 1981), 1-12.
- Hurst, Willard. "Consensus and Conflict in Public Policy," Deadalus, 105 (Fall 1976), 98.
- Job Discrimination? Laws and Rules You Should Know. Washington, D. C.: Equal Employment Opportunity Commission, 1975.
- Kelson, Marilyn. "Comparison of Perceptions of the Chief Executive Officer with Those of the Affirmative Action Officer Regarding the Role, Responsibilities, and Positional Authority of the Affirmative Action Officer in Selected Institutions of Higher Education." Doctoral Dissertation, University of Missouri, Kansas City, 1979.
- Kronovet, Esther. The Management of Affirmative Action Programs. Bethesda, Md.: ERIC Document Reproduction Service, Ed. 104 216, 1975.
- Labor Law Report. Employment Practices, No. 75, June 1979.
- Labor Law Report. Employment Practices, No. 76, July 1979.
- Middleton, Lorenzo. "Bakke Ruling Seen Having Little Effect," Journal of Higher Education, V, No. 1 (1981), 3.
- National Association of Colleges and University Business Officers. Federal Regulations and the Employment Practices of Colleges and Universities. Washington, D.C. Government Printing Office, 1974.

- "Note Pad--Washington," The Chronicle of Higher Education, 23 (25 November 1981), 17.
- Office of Federal Contract Compliance. Affirmative Action Guidelines. Order No. 4. Washington, D.C.: Bureau of National Affairs, Inc., July 12, 1974.
- Rabbi, Earl. "San Francisco School Board to Deslect Administrators," Communtary Magazine, XLI (1973), 23.
- Sugnet, Charles J. "The Uncertain Progress of Affirmative Action," Change 6 (May 1974), 38-42.
- They Have the Power--We Have the People. Houston Hearings, An Equal Employment Opportunity Report. Washington, D.C.: Equal Employment Opportunity Commission, 1979.
- U. S. Commission on Civil Rights. Statement on Affirmative Action. Washington, D.C.: Government Printing Office, 1977.
- U. S. Department of the Interior. "Equal Employment Opportunity: Special Procedural Rules Applicable to Proceedings Conducted Pursuant to Enforcement of Executive Order 11246, as Amended by Executive Order 11375, and Rules, Regulations, and Orders Issued Thereunder." Federal Register, 36 (1971), 17439-43.
- U. S. Equal Employment Commission. "Processing Complaints of Employment Discrimination as Between Two Agencies." Federal Register, 35 (1970), 8461-62.
- "What Bakke Means," Time Magazine, 10 July 1978, pp. 8-12.