

EMPLOYMENT PATTERNS IN NEW MEXICO'S PUBLIC
INSTITUTIONS OF HIGHER EDUCATION: 1979-1980

A report of the New Mexico Advisory Committee to the United States Commission on Civil Rights prepared for the information and consideration of the Commission. This report will be considered by the Commission, and the Commission will make public its reaction. In the meantime, the recommendations in this report should not be attributed to the Commission, but only to the New Mexico Advisory Committee.

March 1981

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INSTITUTIONS OF HIGHER EDUCATION: 1979-1980

A report prepared by the New Mexico Advisory Committee
to the United States Commission on Civil Rights

Attribution:

The findings and recommendations contained in this report are those of the New Mexico Advisory Committee to the United States Commission on Civil Rights and, as such, are not attributable to the Commission. This report has been prepared by the State Advisory Committee for submission to the Commission, and will be considered by the Commission in formulating its recommendations to the President and the Congress.

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LETTER OF TRANSMITTAL

New Mexico Advisory Committee to
the U.S. Commission on Civil Rights

March 1981

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Sirs and Mesdames:

The New Mexico Advisory Committee recently undertook a study of employment patterns at each of the six State-supported universities in New Mexico to determine whether minorities and women have shared in the fruits of higher education with respect to equal employment opportunity. This report summarizes the results of that inquiry.

In preparing this report, the Advisory Committee was keenly aware of the fact that these institutions play an extremely important role in the day-to-day lives of many of our citizens. Therefore, our main purpose in developing this report is to influence in a positive way, the basic thrust of affirmative action and equal employment opportunity in our colleges and universities. As part of this effort, we have carefully examined the overall employment composition of each of the State's public universities for the 1979-1980 school year.

The intent of this report is to develop an overall picture of the present composition of the work force employed in each of the institutions. This information will also serve as a basis for future follow-up studies that will be conducted on a periodic basis to determine whether any progress has been made.

In closing, we urge you to review the broader issues of equal employment opportunity and affirmative action in our nation's colleges and universities. Beyond that, we would recommend that the Commission initiate a project to deal with this very important issue on a national basis.

Respectfully,

ROBERTO A. MONDRAGON, Chairperson
New Mexico Advisory Committee

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An Advisory Committee to the United States Commission on Civil Rights has been established in each of the 50 States and the District of Columbia pursuant to section 105(c) of the Civil Rights Act of 1957, as amended. The Advisory Committees are made up of responsible persons who serve without compensation. Their functions under their mandate from the Commission are to: advise the Commission of all relevant information concerning their respective States on matters within the jurisdiction of the Commission; advise the Commission on matters of mutual concern in the preparation of reports of the Commission to the President and the Congress; receive reports, suggestions, and recommendations from individuals, public and private organizations, and public officials upon matters pertinent to inquiries conducted by the State Advisory Committee; initiate and forward advice and recommendations to the Commission upon matters in which the Commission shall request the assistance of the State Advisory Committee; and attend, as observers, any open hearing or conference which the Commission may hold within the State.

Acknowledgments

The New Mexico Advisory Committee is grateful to the staff of the Commission's Southwestern Regional Office in San Antonio, Texas, for its help in preparing this report.

The preparation of this report was directed by John F. Dulles, II, Deputy Director, under the supervision of J. Richard Avena, Director of the Southwestern Regional Office. The report was the principal assignment of Ernest J. Gerlach, Research-Writer/Equal Opportunity Specialist. Gloria M. Cabrera, Regional Attorney, provided legal counsel, and Mary Minter provided editing assistance. The following staff members also participated in the development of this report: Norma Valle and Patty Welch.

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CHAPTER I. Introduction

Despite the passage of extensive legislation by the Congress over the years, Federal enforcement efforts, and the efforts of many advocacy groups, equal employment opportunity in our institutions of higher education continues to be an elusive goal. Why is this the case? Why has the question of equality in our colleges and universities been so elusive? Many reasons have been suggested. For example, some advocates for change in our universities feel that not enough time has yet elapsed for the legislation to have had an impact. Others feel that the laws and executive orders have not been enforced, or have been enforced badly. A few believe that there has been a reluctance on the part of many university officials to recognize the problem. Whatever the reason, the lack of equal employment opportunity continues to exist on the campus.

To put this issue in perspective we need to understand the important role these institutions play in our society. They are important not only because of the influence they wield, but also because they establish the standards for many of our key professions. They also play an extremely critical role in shaping the youth of America. These responsibilities bring with them two important challenges. First, these institutions must seek to ensure diversity not only with regard to whom they teach and what they teach; but, also in terms of who does the teaching. Second, minorities and women must share in this endeavor, not only as students but also as faculty and as administrators.

Keeping in mind these critical issues, the New Mexico Advisory Committee decided conduct a study of employment patterns at each of the State-supported universities in New Mexico. Using the 1979-1980 school year as a base, the Committee selected the following institutions for its study: The University of New Mexico, New Mexico Tech, Western New Mexico University, Eastern New Mexico University, New Mexico State University, and New Mexico Highlands University. It was also decided to examine the patterns only on the main campuses. No attempt was made to analyze employment in the various branch institutions.

The study reveals a number of disturbing disparities. These disparities are not surprising in themselves. What is surprising is their severity. For example, minorities and women were found to be largely concentrated in lower-paying jobs. With few exceptions, they comprised only a small portion of the key decisionmakers in these institutions. During the 1979-1980 school year, for instance, Anglos made up nearly 80 percent of all the executives, administrators and officials in these six institutions. In some of the universities the proportion of Anglos in these positions was even higher. Moreover, minorities and women constituted only a tiny portion of the faculty. For example, in 1979, minorities occupied only 12 percent of all the tenured and non-tenured faculty positions in these institutions. Women made up less than 20 percent. Indeed, some disparities were found to exist in all of the institutions studied in this report.

The one conclusion that can be derived from these data is that minorities and women in New Mexico's State-supported universities have not fully shared in the fruits of higher education with respect to equal employment opportunity.

CHAPTER II. Institutional Profiles

The 1970 Census reported a population of 1,016,000 in New Mexico. Slightly more than 400,000, or approximately 40 percent of the population, was identified as Hispanic, and about 19,500, or less than 2 percent of the State's population was classified as black.¹ A supplementary report based on the 1970 Census and released in 1973 listed nearly 72,000 American Indians living in New Mexico, constituting about 7 percent of the State's population.² Asian Americans on the other hand, made up less than 1 percent of the population.³ Overall, minorities constituted nearly half of the State's population.

In a special study dealing with population projections for New Mexico and the effects on labor market requirements resulting from distributional changes in the State's population, the Bureau of Business and Economic Research (BBER) of the University of New Mexico conservatively estimated a total Indian population of 82,100 for New Mexico as of 1975, representing about 7.2 percent of the State's population. However, because of the lack of reliable data on Indians, the actual totals are probably higher. Moreover, the 1980 Census will most certainly upgrade these population figures.⁴

With regard to labor force participation rates, the New Mexico Employment Security Department (ESD) estimated that slightly over half of the State's population was in the labor force in 1970. This participation rate has remained fairly constant over the past decade. In 1979, for example, the ESD estimated that about 53 percent of the State's population was in the labor force. However, the rate for minorities and women has been consistently below that of Anglos and males. In fact, less than 40 percent of all females and less than half of all minorities were in the labor force.⁵

For the most part, employment patterns in State-supported universities in New Mexico do not reflect the overall demographic makeup of the population. Moreover, in analyzing employment data from the various institutions, a number of distinct patterns emerge which show a high degree of underrepresentation of minorities and women in certain job areas matched by an underrepresentation in others. A similar pattern with respect to Anglos and males also exists. As this and subsequent chapters will show, the pattern is such that minorities and women tend to be employed in lower-paying jobs more frequently than Anglos and males. Conversely, Anglos and males are more frequently employed in the higher-paying, faculty, administrative and managerial jobs.

The various tables and graphs in this chapter underscore some of the above patterns. Table 1, on the next page, describes the overall composition of the work force in the six institutions by gender. Figure 1 graphically describes that distribution. Highlights are summarized below:

During the 1979-1980 school year, the six universities employed a total work force of 8,245. The University of New Mexico in Albuquerque was by far the largest with a total employment of 4,756. The smallest was Western New Mexico University in Silver City with only 163 employees. In every instance, the number and proportion of males employed by these institutions exceeded the female work force. The overall male proportion ranged from a high of nearly 73 percent at New Mexico Tech to a low of about 54 percent at the University of New Mexico.

TABLE 1
DISTRIBUTION OF EMPLOYEES BY
GENDER AND INSTITUTION
1979 - 1980
INSTITUTIONAL SUMMARY

	TOTAL	MALE	FEMALE
University of New Mexico	4,756 100.0%	2,547 53.6%	2,209 46.4%
New Mexico Tech	393 100.0%	285 72.5%	108 27.5%
Western New Mexico University	163 100.0%	100 61.3%	63 38.7%
Eastern New Mexico University	418 100.0%	241 57.7%	177 42.3%
New Mexico State University	2,215 100.0%	1,420 64.1%	795 35.9%
New Mexico Highlands University	300 100.0%	199 66.3%	101 33.7%
TOTAL	8,245 100.0%	4,792 58.1%	3,453 41.9%

Source: Equal Employment Opportunity Commission. Higher Education Staff Information (EEO-6). Public/Private Institutions and Campuses. 1979/1980 School Year.

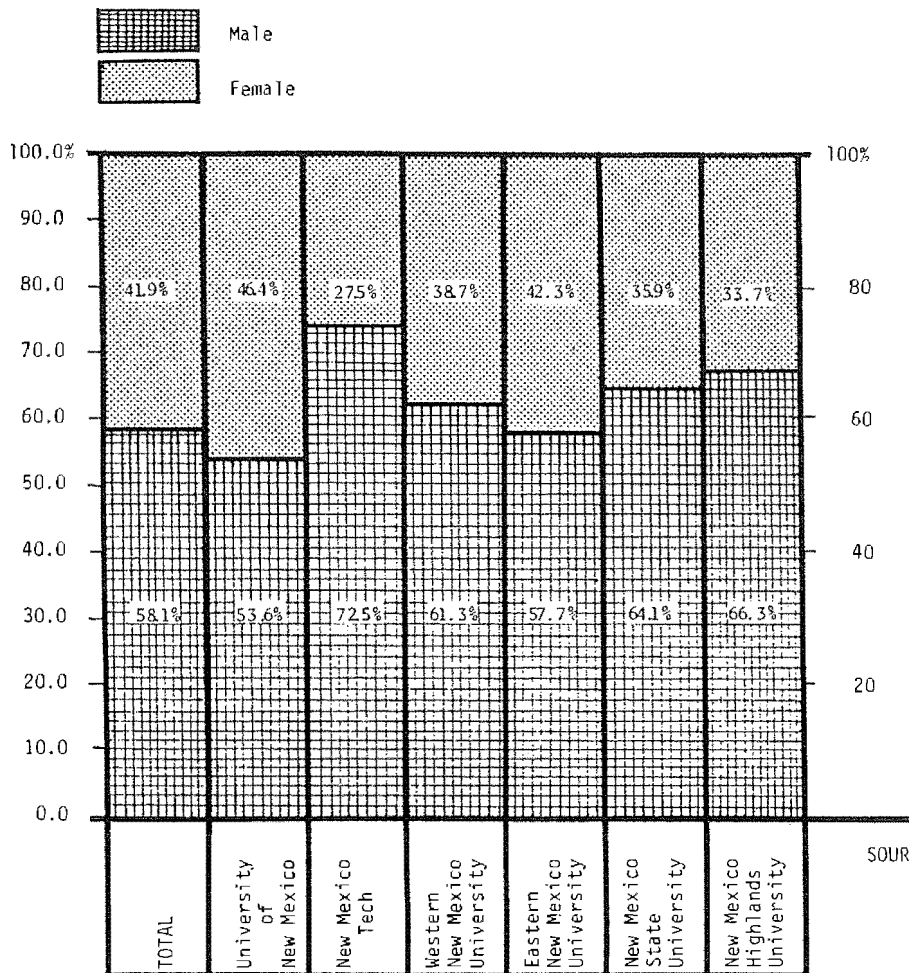


FIGURE 1
Distribution of Employees by
Gender and Institution - 1979-1980

SOURCE: EEOC, Higher Education Staff
Information (EEO-6). Public/
Private Institutions and Campuses
1979/1980

Table 2 describes the composition of the work force in these institutions by race and ethnicity. This table clearly shows that:

Minorities comprised only a small proportion of the total work force in the six universities. Overall, Anglos made up about 69 percent of the total employment. Minorities, on the other hand, constituted only around 31 percent of the total. More specifically, Hispanics made up approximately 27 percent; whereas, blacks comprised 1.5 percent, American Indians 1.4 percent, and Asian Americans 1.3 percent of the work force.

Figure 2 graphically shows the composition of the work force in each of the universities.

Anglos constituted the majority of the work force in each institution, with the exception of Highlands University where Hispanics made up about 72 percent of the total employment. In no institution did blacks, Asian Americans, or American Indians exceed 2 percent of the work force. The proportion of Hispanic employees, on the other hand, ranged from a low of about 10 percent at Eastern New Mexico University to a high of nearly 72 percent at Highlands.

TABLE 2
DISTRIBUTION OF EMPLOYEES BY RACE,
ETHNICITY AND INSTITUTION
1979 - 1980
INSTITUTIONAL SUMMARY

	TOTAL	WHITE/ ANGLO	BLACK	HISPANIC	ASIAN AMERICAN	AMERICAN INDIAN
University of New Mexico	4,756 100.0%	3,325 69.9%	93 2.0%	1,171 24.6%	72 1.5%	95 2.0%
New Mexico Tech	393 100.0%	257 65.4%	1 0.3%	130 33.0%	5 1.3%	0 0.0%
Western New Mexico University	163 100.0%	101 62.0%	0 0.0%	61 37.4%	1 0.6%	0 0.0%
Eastern New Mexico University	418 100.0%	361 86.4%	6 1.4%	43 10.3%	5 1.2%	3 0.7%
New Mexico State University	2,215 100.0%	1,591 71.8%	22 1.0%	563 25.4%	24 1.1%	15 0.7%
New Mexico Highlands University	300 100.0%	79 26.3%	1 0.3%	215 71.7%	3 1.0%	2 0.7%
TOTAL	8,245 100.0%	5,714 69.3%	123 1.5%	2,183 26.5%	110 1.3%	115 1.4%

Source: Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6),
Public/Private Institutions and Campuses. 1979/1980 School Year.

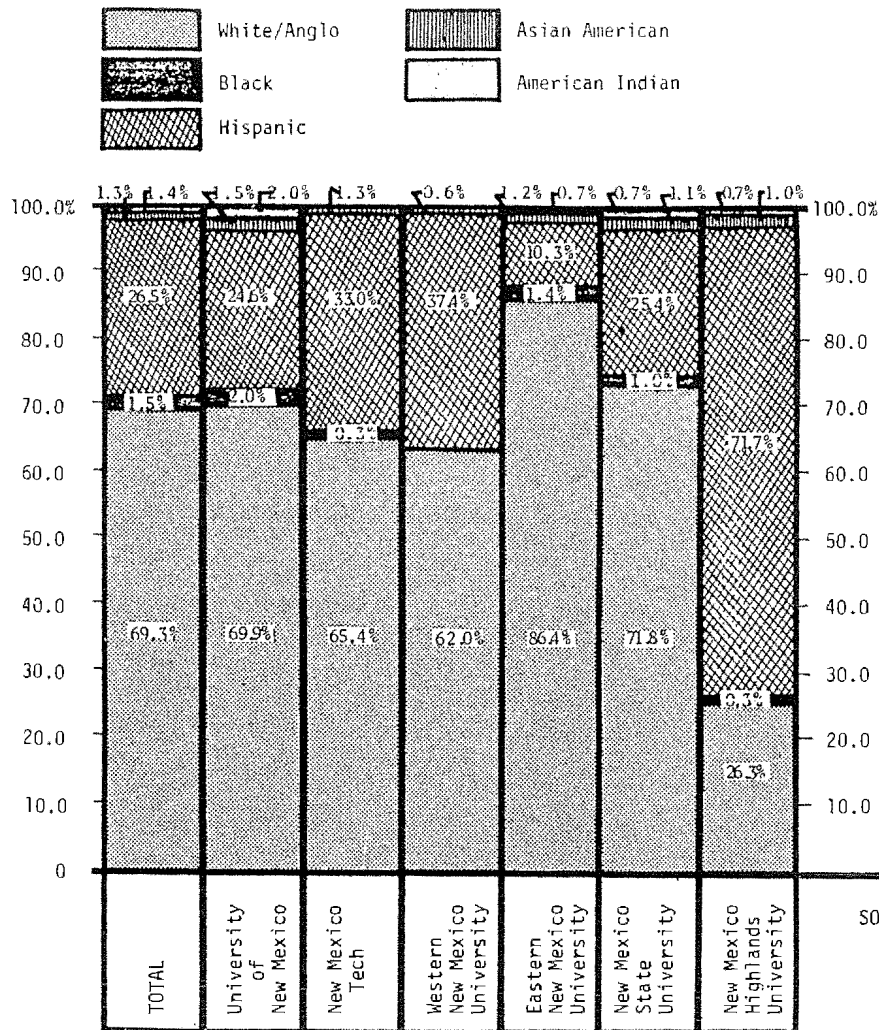


FIGURE 2
Distribution of Employees by
Race/Ethnicity in Institutions
1979-1980

SOURCE: EEOC, Higher Education Staff
Information (EEO-6). Public/
Private Institutions and Campuses
1979/1980

Table 3 provides a more detailed picture of the work force makeup in each of the institutions. As indicated earlier, the number and proportion of males employed in these institutions generally exceeded the female work force by a large margin. The same finding also applies when we look at each of the racial/ethnic groups by institution. More specifically:

Only at the University of New Mexico was there a close correlation between the number and proportion of males and females employed in each racial/ethnic group. However, upon closer examination of the various distributions, we find that the number and proportion of Indian and black females slightly exceeded the proportion of males in these groups.

Figure 3 graphically portrays the patterns shown in Table 3. Here we find that:

Nearly 71 percent of all male employees were Anglo. Hispanics made up about 25 percent of the total; whereas, blacks, Asian Americans, and American Indians each made up less than 2 percent of the male work force. For females, the pattern was slightly different in that minority females generally exceeded the proportion of minority males. The pattern applied to each of the institutions with the exception of Eastern New Mexico University. At this institution, minority males slightly exceeded the proportion of minority females. Only at Highlands did minority males and females exceed the proportion of Anglos in both genders. In this instance, Hispanics comprised the majority.

TABLE 3
DISTRIBUTION OF EMPLOYEES BY RACE,
ETHNICITY, GENDER AND INSTITUTION
1979 - 1980

	TOTAL	MALE						FEMALE					
		TOTAL	WHITE/ ANGLO	BLACK	HISPANIC	ASIAN AMERICAN	AMERICAN INDIAN	TOTAL	WHITE/ ANGLO	BLACK	HISPANIC	ASIAN AMERICAN	AMERICAN INDIAN
University of N.M.	4,756 100.0%	2,547 53.6%	1,821 38.3%	42 0.9%	592 12.4%	49 1.0%	43 0.9%	2,209 46.4%	1,504 31.6%	51 1.1%	579 12.2%	23 0.5%	52 1.1%
New Mexico Tech	393 100.0%	285 72.5%	190 48.3%	1 0.3%	89 22.6%	5 1.3%	0 0.0%	108 27.5%	67 17.1%	0 0.0%	41 10.4%	0 0.0%	0 0.0%
Western N.M. University	163 100.0%	100 61.3%	62 38.0%	0 0.0%	37 22.7%	1 0.6%	0 0.0%	63 38.7%	39 24.0%	0 0.0%	24 14.7%	0 0.0%	0 0.0%
Eastern N.M. University	418 100.0%	241 57.7%	203 48.6%	3 0.7%	30 7.2%	4 1.0%	1 0.2%	177 42.3%	158 37.8%	3 0.7%	13 3.1%	1 0.2%	2 0.5%
N.M. State University	2,215 100.0%	1,420 64.1%	1,057 47.7%	11 0.5%	330 14.9%	16 0.7%	6 0.3%	795 35.9%	534 24.1%	11 0.5%	233 10.5%	8 0.4%	9 0.4%
NM Highland University	300 100.0%	199 66.3%	53 17.7%	1 0.3%	140 46.7%	3 1.0%	2 0.6%	101 33.7%	26 8.7%	0 0.0%	75 25.0%	0 0.0%	0 0.0%
TOTAL	8,245 100.0%	4,792 58.1%	3,386 41.1%	58 0.7%	1,218 14.8%	78 0.9%	52 0.6%	3,453 41.9%	2,328 28.2%	65 0.8%	965 11.7%	32 0.4%	63 0.8%

Source: Equal Employment Opportunity Commission, Higher Education Staff Information (EE0-6). Public/Private Institutions and Campuses.
1979/1980 School Year.

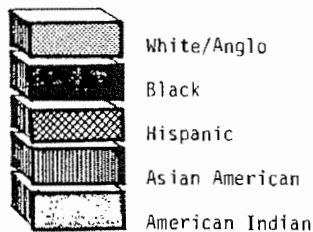
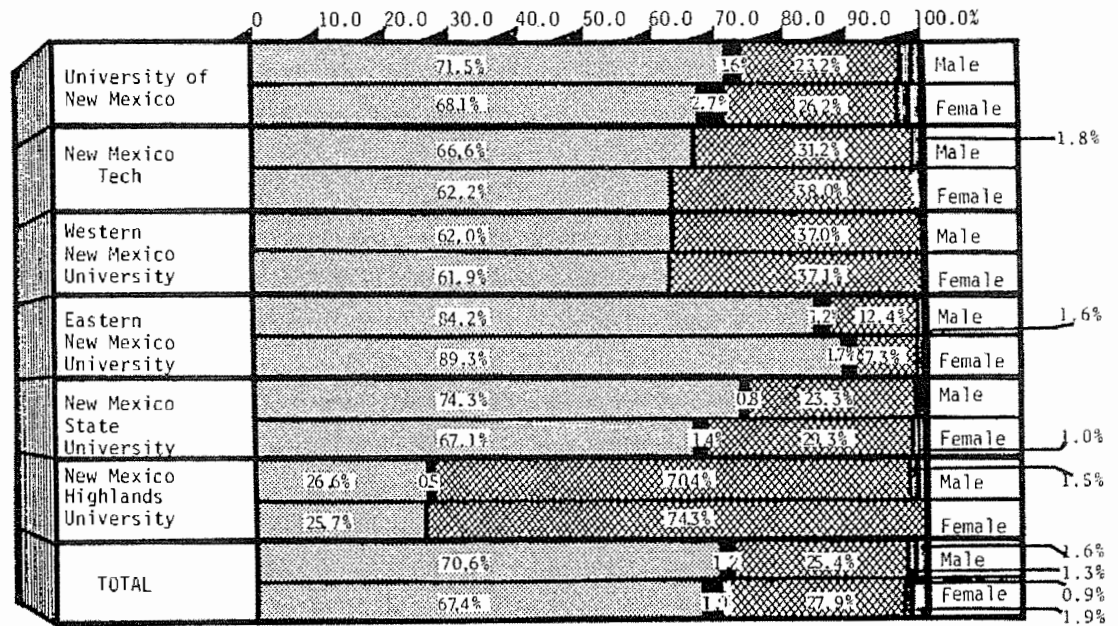


FIGURE 3
Distribution of Employees by
Race, Ethnicity, Gender and Institution
1979-1980

SOURCE: EEOC, Higher Education Staff Information (EEO-6).
Public/Private Institutions and Campuses,
1979-1980.

To sum up:

Minorities comprised only a very small proportion of the total employment in these institutions. The one institution that consistently stands apart in this regard is Highlands University where Hispanics constituted the largest segment of the work force. In none of the other institutions did minorities make up more than 38 percent of the total work force.

With regard to females, the data show that they comprised about 42 percent of the work force in these institutions. However, their proportion in the work force varied significantly from one institution to another. For example, they made up about 46 percent of the total work force at the University of New Mexico, but only about 28 percent of the employment at New Mexico Tech.

Notes to Chapter II

1. U.S. Bureau of the Census, Census of Population: 1970 General Social and Economic Characteristics: Final Report PC(1)-C33 New Mexico. Table 49, Ethnic Characteristics by Race for Urban and Rural Residence: 1970. Note: Complete 1980 Census data was not available at the time this report was being written.
2. U.S. Bureau of the Census, Census of Population, Subject Reports - PC(2)-1F, American Indians. Table 1, Indian Population by Sex and Urban and Rural Residence: 1970.
3. U.S. Bureau of the Census, Census of Population: 1970 General Social and Economic Characteristics: Final Report.
4. John P. Temple, Associate Economist. Bureau of Business and Economic Research, New Mexico Population to 1985 and Impact on Job Outlook. The University of New Mexico, April, 1976.
5. New Mexico Employment Security Department, Affirmative Action Information 1980 - New Mexico, DB-22. Prepared by the Research and Statistics Section, Albuquerque, NM.

CHAPTER III. Affirmative Action on the Campus: Myth or Reality

In 1972, the U.S. Senate's Committee on Labor and Public Welfare reported:

As in other areas of employment, statistics for educational institutions indicated that minorities and women are precluded from the more prestigious and higher-paying positions and are relegated to the more menial and lower-paying jobs....]

Despite eight years, innumerable pronouncements on the value of affirmative action, and the passage of new legislation, minorities and women in our nation's colleges and universities are still largely concentrated in less prestigious and lower-paying jobs. This condition also applies to those institutions being studied here.

In this chapter we begin to examine the composition of the work force in each of the six institutions. Subsequent chapters will focus more on the composition of the faculty in these institutions and on salary distributions. The intent here is to describe in a clear and concise manner the characteristics of the work force presently employed in these six universities.

Data for this chapter and the ones to follow were mainly derived from EEO-6 forms provided by the universities. Information on this form is classified into seven broad job categories. These categories are as follows:

- Executive/Administrative/Managerial
- Faculty
- Professional Non-Faculty
- Secretarial/Clerical

- Technical/Paraprofessional
- Skilled Crafts
- Service/Maintenance

A listing of definitions for each category and a general description of the methodology used to gather, collate and analyze the data are outlined in Appendix B.

Table 4 provides a general overview of the total full-time work force employed by the six institutions during the 1979-1980 school year by job category, race, ethnicity and gender. Tables 5 and 6 translate these data into percentage distributions. Based on these tables, the following findings are highlighted:

The largest portion of the work force in these institutions were employed in Faculty-related jobs. In fact, slightly over 25 percent of all those employed in the six institutions were in this job area. The next three highest job categories with respect to total employment were: Professional Non-Faculty (22.3%), Secretarial/Clerical (19.9%), and Technical/Paraprofessional (12.5%). (See Table 6)

Males comprised the majority of the work force in every job area except the Secretarial/Clerical category. Anglo males dominated every category except three: Secretarial/Clerical, Skilled Crafts and Service/Maintenance. In the Secretarial/Clerical category, Anglo females made up 55 percent of the total work force. (See Table 1, Appendix C)

Anglos occupied nearly 80 percent of the Executive/Administrative/Managerial jobs, slightly over 88 percent of all Faculty jobs, and almost 80 percent of the Professional Non-Faculty jobs. (See Table 5)

Table 4
Distribution of Employees by Race,
Ethnicity, Gender and Job Category -
Institutional Summary 1979-1980

JOB CATEGORY	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Executive/Admin. Managerial	496	389	107	396	9	79	4	8
Faculty	2,065	1,668	397	1,827	14	166	44	14
Professional Non-faculty	1,823	1,121	702	1,456	40	253	40	34
Secretarial/ Clerical	1,634	102	1,532	958	28	604	8	36
Technician/ Para-professional	1,023	545	478	713	23	272	7	8
Skilled Crafts	411	401	10	176	0	229	0	6
Service/ Maintenance	740	532	208	143	8	573	7	9
TOTAL	8,192	4,758	3,434	5,669	122	2,176	110	115

SOURCE: EEOC. Higher Education Staff Information (EEO-6). Public/Private Institutions and Campuses. 1979-1980.

Note: Total does not include 53 faculty members who had contracts under 9-10 months. See Appendix C. Category B. Table 1.

Table 5
Distribution of Employees by Race,
Ethnicity, Gender and Job Category -
Institutional Summary 1979-1980

Horizontal Distribution

JOB CATEGORY	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Executive/Admin. Managerial	100.0%	78.4	21.6	79.8	1.8	15.9	0.8	1.6
Faculty	100.0%	80.8	19.2	88.5	0.7	8.0	2.1	0.7
Professional Non-faculty	100.0%	61.5	38.5	79.8	2.2	13.9	2.2	1.9
Secretarial/ Clerical	100.0%	6.2	93.8	58.6	1.7	37.0	0.5	2.2
Technician/ Para-professional	100.0%	53.3	46.7	69.7	2.2	26.6	0.7	0.8
Skilled Crafts	100.0%	97.6	2.4	42.8	0.0	55.7	0.0	1.5
Service/ Maintenance	100.0%	71.9	28.1	19.3	1.1	77.4	1.0	1.2
TOTAL	100.0%	58.1	41.9	69.2	1.5	26.6	1.3	1.4

SOURCE: EEOC. Higher Education Staff Information (EEO-6). Public/Private
Institutions and Campuses, 1979-1980.

Hispanics made up 56 percent of those employed in Skilled Craft jobs, and 77 percent of all those in Service/Maintenance-type jobs. Other minorities comprised only a tiny portion of the work force in each job area. (See Table 5)

Table 6 describes the vertical distribution for each racial/ethnic and gender group within the seven job categories. The most significant distributions are highlighted

Slightly over 35 percent of all males were employed as Faculty. Less than 12 percent of all females were employed as such. In contrast, nearly 45 percent of all females were employed as secretaries or clerical workers.

About 32 percent of all Anglos were employed as Faculty. Another 26 percent were employed in Professional Non-Faculty-type jobs. Only 2.5 percent were in Service/Maintenance jobs.

The largest proportion of blacks were employed in Professional Non-Faculty (32.8%) and Secretarial/Clerical (22.9%) type jobs. None were employed in the Skilled Craft category.

Table 6
Distribution of Employees by Race,
Ethnicity, Gender and Job Category -
Institutional Summary 1979-1980

Vertical Distribution

JOB CATEGORY	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Executive/Admin. Managerial	6.1	8.2	3.1	7.0	7.4	3.6	3.6	7.0
Faculty	25.2	35.1	11.6	32.2	11.5	7.6	40.0	12.2
Professional Non-faculty	22.3	23.6	20.4	25.7	32.8	11.6	36.3	29.5
Secretarial/ Clerical	19.9	2.1	44.6	16.9	22.9	27.8	7.3	31.3
Technician/ Para-professional	12.5	11.4	13.9	12.6	18.9	12.5	6.4	7.0
Skilled Crafts	5.0	8.4	0.3	3.1	0.0	10.5	0.0	5.2
Service/ Maintenance	9.0	11.2	6.1	2.5	6.5	26.3	6.4	7.8
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: EEOC. Higher Education Staff Information (EEO-6). Public/Private
Institutions and Campuses. 1979-1980.

Hispanics were mainly employed as Secretarial/Clerical (27.8%) and Service/Maintenance (26.3%) workers. Less than 4 percent were classified as Executives/Administrators or Managers.

Asian Americans were mainly employed in Faculty (40.0%) and in Professional Non-Faculty (36.3%) type jobs.

American Indians were primarily employed in the Secretarial/Clerical (31.3%) and Professional Non-Faculty (29.5%) job categories.

Appendix C provides a more detailed picture of the overall distribution by race, ethnicity and gender.

Figure 4 on the next page shows the distribution of the work force by job category and gender. Clearly, males constituted the majority in every job area except the Secretarial/Clerical. In only two other job areas did females make up a substantial portion of the work force. These were the Professional Non-Faculty and Technical/Paraprofessional areas. Females were almost entirely excluded from Skilled Craft jobs, comprising only 2.4 percent of the total work force.

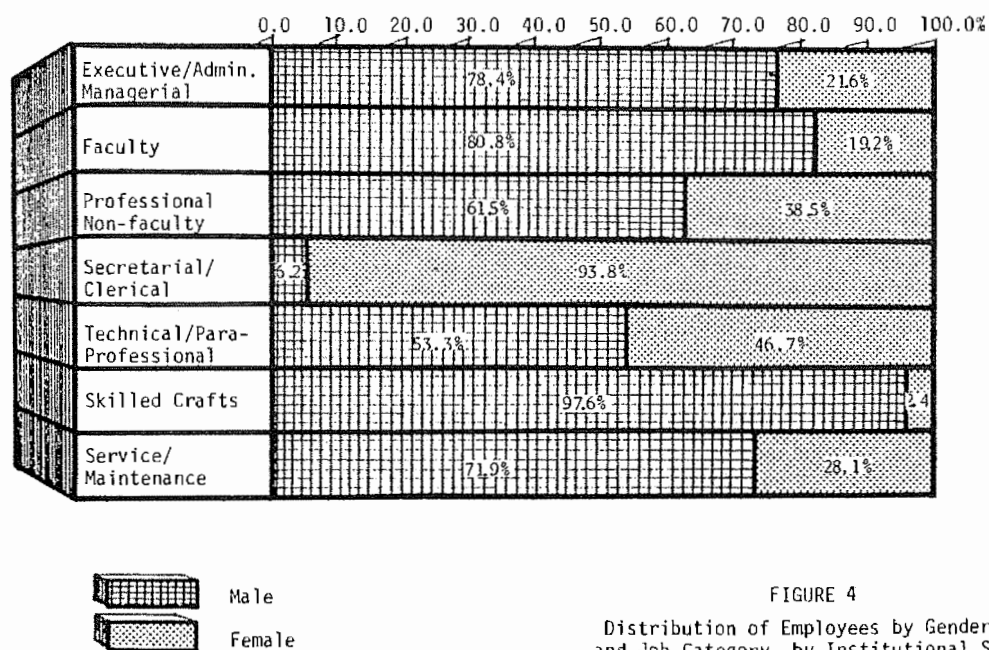


FIGURE 4
Distribution of Employees by Gender
and Job Category, by Institutional Summary
1979-1980

SOURCE: EEOC. Higher Education Staff Information (EE
Public/Private Institutions and Campuses.
1979-1980

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Figure 5 describes the racial/ethnic composition of the work force within each job category. Anglos comprised the majority in every category except two: Skilled Craft and Service/Maintenance. In these two job areas, minorities -- mainly Hispanics -- comprised most of the workers. In the three highest paying most prestigious job categories -- Executive/Administrative/Managerial, Faculty, and Professional Non-Faculty -- Anglos clearly dominated.

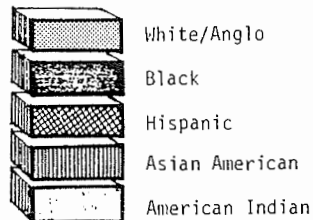
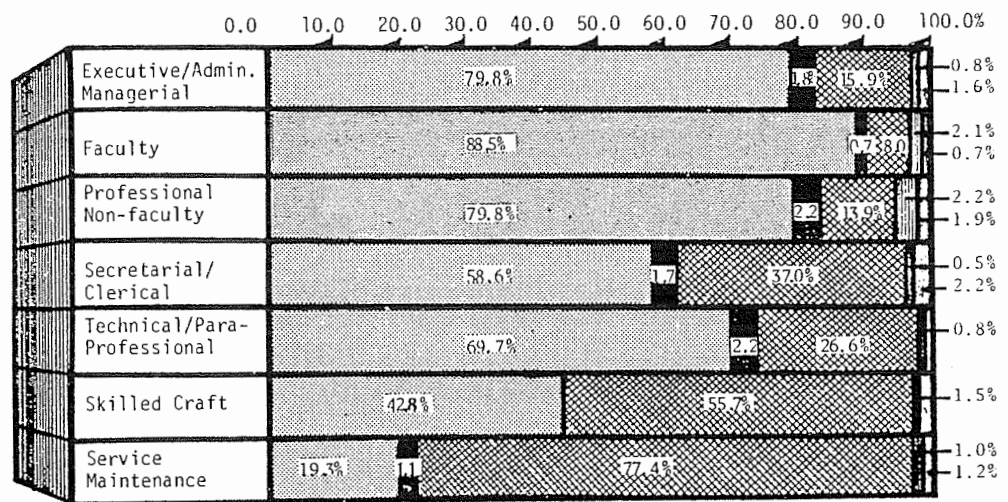


FIGURE 5

Distribution of Employees by Race, Ethnicity and Job Category, Institutional Summary 1979-1980

SOURCE: EEOC. Higher Education Staff Information (E. Public/Private Institutions and Campuses. 1979-1980)

Figure 6 portrays the distribution for each of the racial/ethnic and gender groups. These data, based on Table 6, show the relationship between Anglos, Hispanics, blacks, Asian-Americans, American Indians, males and females, with respect to their proportional representation among the various job areas. This figure also illustrates the point already made that Anglos and males tend to be employed in the higher-paying, more prestigious jobs. Minorities and women, on the other hand, are more likely to be employed in the lower-paying jobs.

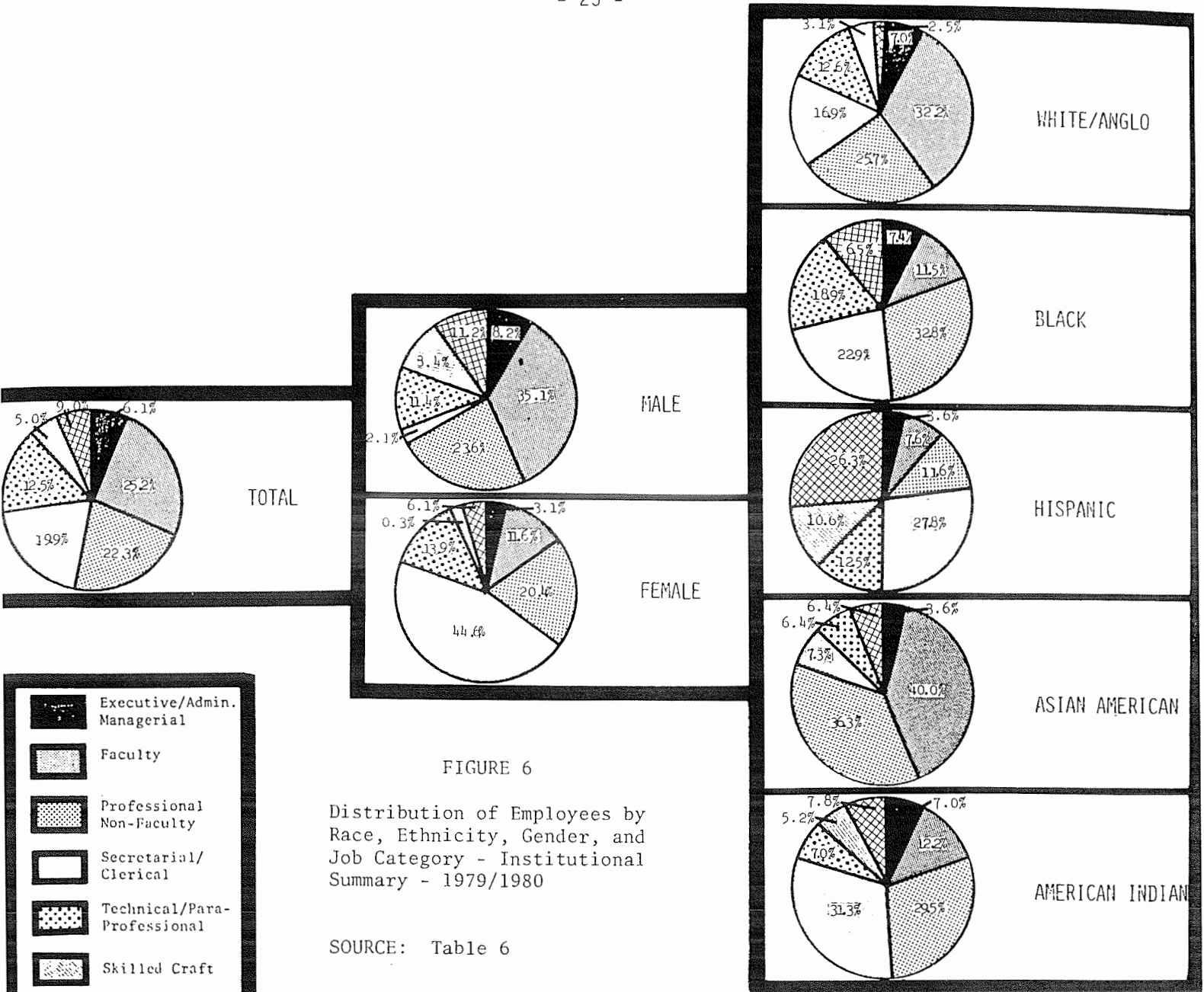


FIGURE 6

Distribution of Employees by Race, Ethnicity, Gender, and Job Category - Institutional Summary - 1979/1980

SOURCE: Table 6

- 26 -

In order to determine whether the various universities exhibited patterns that were different from the total work force distribution, four job categories were selected for more intensive analysis on an institutional basis. Those categories selected were:

- Executives/Administrators/Managers
- Faculty
- Professional Non-Faculty
- Service/Maintenance

Employment data for each institution were then collated and analyzed. These data are described in the subsequent tables and graphs.

Executives/Administrators/Managers

Table 7 shows the composition of the work force in this category for each institution. Figures 7 and 8 graphically describe this composition by gender and by race and ethnicity, respectively.

Males occupied most of the jobs in this category. Overall, they constituted 77.8 percent of the total work force in this job area. However, the proportion of males in this category ranged from a high of nearly 89 percent at New Mexico State University to a low of 67 percent at New Mexico Highlands University.

Figure 8 describes the racial/ethnic makeup of the work force in this particular job area in each of the institutions. Anglos constituted the majority of those employed in this category in every institution except at Highlands. Here, Hispanics made up more than 93 percent of the total. The proportion of Hispanics in this job area in the other institutions ranged from a high of about 20 percent at Western New Mexico University to a low of 4.5 percent at New Mexico Tech.

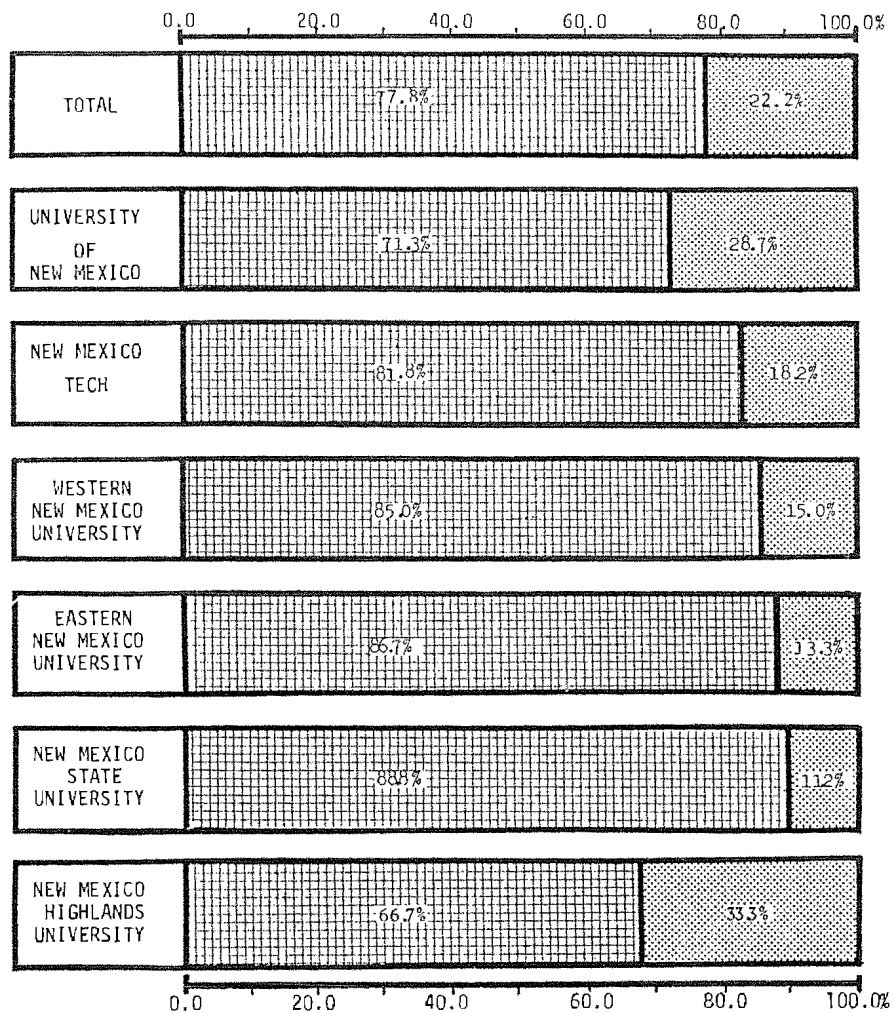
Blacks held less than 2 percent of these jobs. In three of the schools there were no blacks employed as executives, administrators, or officials at all. Only at two institutions did they exceed their overall proportion of 1.8 percent. However, there were only nine blacks in this category out of a total of 500. (See Table 7)

Asian Americans and American Indians fared just as poorly. Overall, they comprised only a very small portion of the total work force in this category. Only at two institutions did American Indians exceed or match their overall proportion of 1.6 percent. Asian Americans made up less than 1 percent of all the executives and administrators. Only at New Mexico State University did they exceed that proportion.

Table 7
Distribution of Employees by Race, Ethnicity,
Gender, Job Category and Institution
1979-1980 School Year
Executives/Administrators/Managers

	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
University of New Mexico	279 100.0%	199 71.3%	80 28.7%	217 77.8%	4 1.4%	50 17.9%	2 0.7%	6 2.2%
New Mexico Tech	22 100.0%	18 81.8%	4 18.2%	21 95.5%	0 0.0%	1 4.5%	0 0.0%	0 0.0%
Western New Mexico University	20 100.0%	17 85.0%	3 15.0%	16 80.0%	0 0.0%	4 20.0%	0 0.0%	0 0.0%
Eastern New Mexico University	30 100.0%	26 86.7%	4 13.3%	24 80.0%	2 6.7%	4 13.3%	0 0.0%	0 0.0%
New Mexico State University	134 100.0%	119 88.8%	15 11.2%	117 87.3%	3 2.2%	10 7.5%	2 1.5%	2 1.5%
New Mexico Highlands University	15 100.0%	10 66.7%	5 33.3%	1 6.7%	0 0.0%	14 93.3%	0 0.0%	0 0.0%
TOTAL	500 100.0%	389 77.8%	111 22.2%	396 79.2%	9 1.8%	83 16.6%	4 0.8%	8 1.6%

SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6).
Public/Private Institutions and Campuses, 1979-1980.

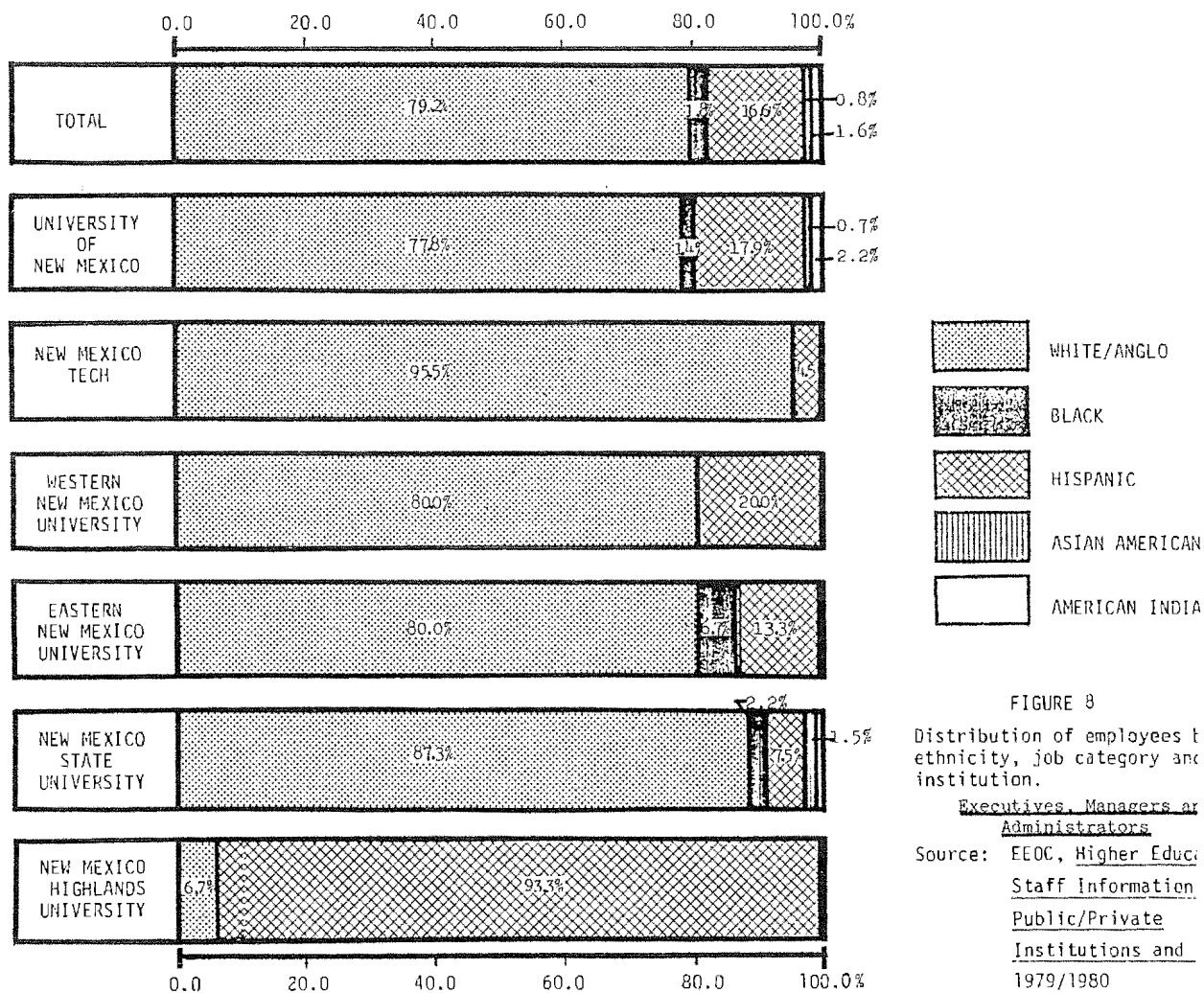


MALE
FEMALE

FIGURE 7
Distribution of employee
gender, job category and
institution

Executives, Managers
Administrators

Source: EEOC, Higher E
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Faculty

Table 8 shows the composition of the work force in this category for each institution. Figures 9 and 10 graphically portray this composition by gender and race and ethnicity, respectively.

Males completely dominated the faculty in each institution. Overall, they comprised nearly 81 percent of all the faculty. The proportion of male faculty ranged from a low of 79 percent at the University of New Mexico and Western New Mexico University to a high of nearly 95 percent at New Mexico Tech.

Looking at the racial/ethnic composition of each institution's faculty, it becomes readily apparent that Anglos comprised the majority in each institution except at Highlands. But even at Highlands, they made up nearly half of the faculty.

In general, Anglos constituted almost 89 percent of all faculty employees. Hispanics were a distant second, making up only 8 percent, while minorities as a whole, comprised only 11 percent of the total faculty.

The proportion of Anglo faculty ranged from a low of nearly 50 percent at Highlands to a high of 97 percent at New Mexico Tech. In none of the institutions did blacks comprise more than 1 percent of the faculty. In only one institution - Eastern New Mexico University - did American Indians make up more than 1 percent of the total. The proportion of Hispanic faculty, on the other hand, ranged from zero percent at New Mexico Tech to nearly 48 percent at Highlands University.

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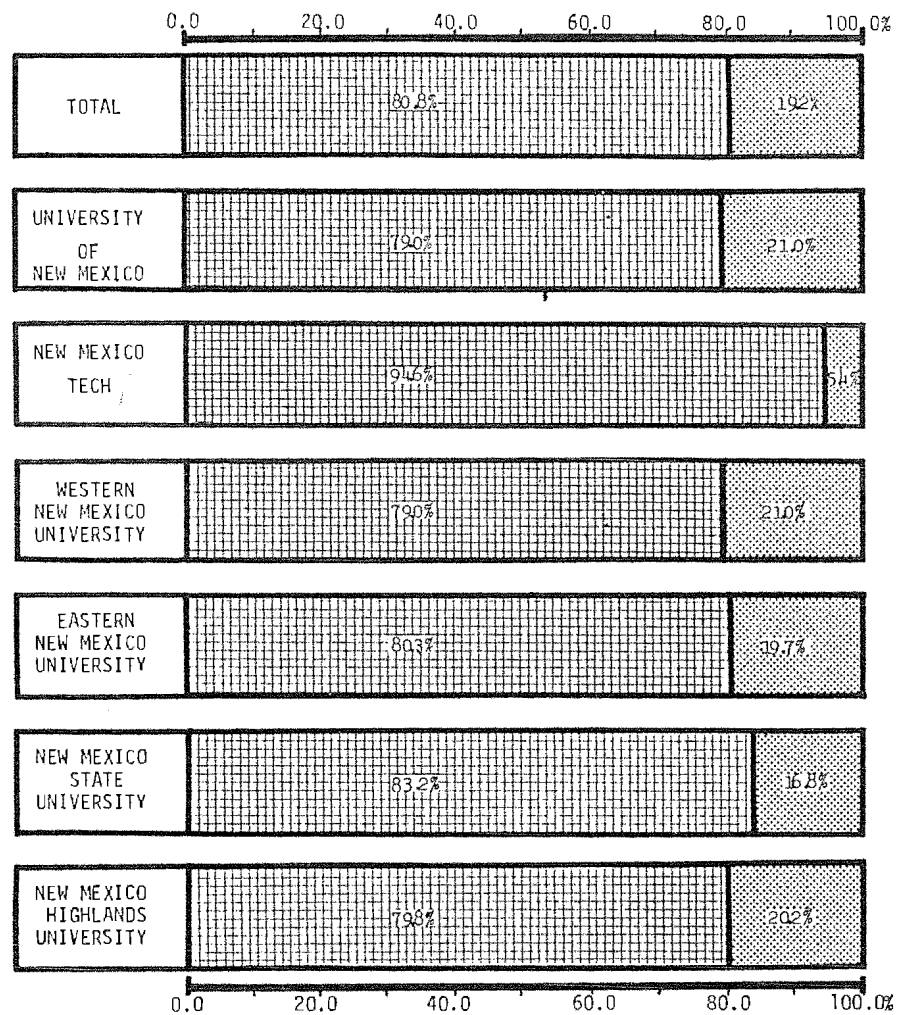
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Table 8
Distribution of Employees by Race, Ethnicity,
Gender, Job Category and Institution
1979-1980 School Year

Faculty

	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
University of New Mexico	1,126 100.0%	889 79.0%	237 21.0%	1,013 90.0%	10 0.9%	70 6.2%	25 2.2%	8 0.7%
New Mexico Tech	74 100.0%	70 94.6%	4 5.4%	72 97.3%	0 0.0%	0 0.0%	2 2.7%	0 0.0%
Western New Mexico University	62 100.0%	49 79.0%	13 21.0%	50 80.6%	0 0.0%	11 17.7%	1 1.6%	0 0.0%
Eastern New Mexico University	152 100.0%	122 80.3%	30 19.7%	143 94.1%	0 0.0%	3 2.0%	4 2.6%	2 1.3%
New Mexico State University	542 100.0%	451 83.2%	91 16.8%	495 91.3%	4 0.7%	30 5.5%	10 1.8%	3 0.6%
New Mexico Highlands University	109 100.0%	87 79.8%	22 20.2%	54 49.5%	0 0.0%	52 47.7%	2 1.8%	1 0.9%
TOTAL	2,065 100.0%	1,668 80.8%	397 19.2%	1,827 88.5%	14 0.7%	166 8.0%	44 2.1%	14 0.7%

SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6).
Public/Private Institutions and Campuses, 1979-1980.

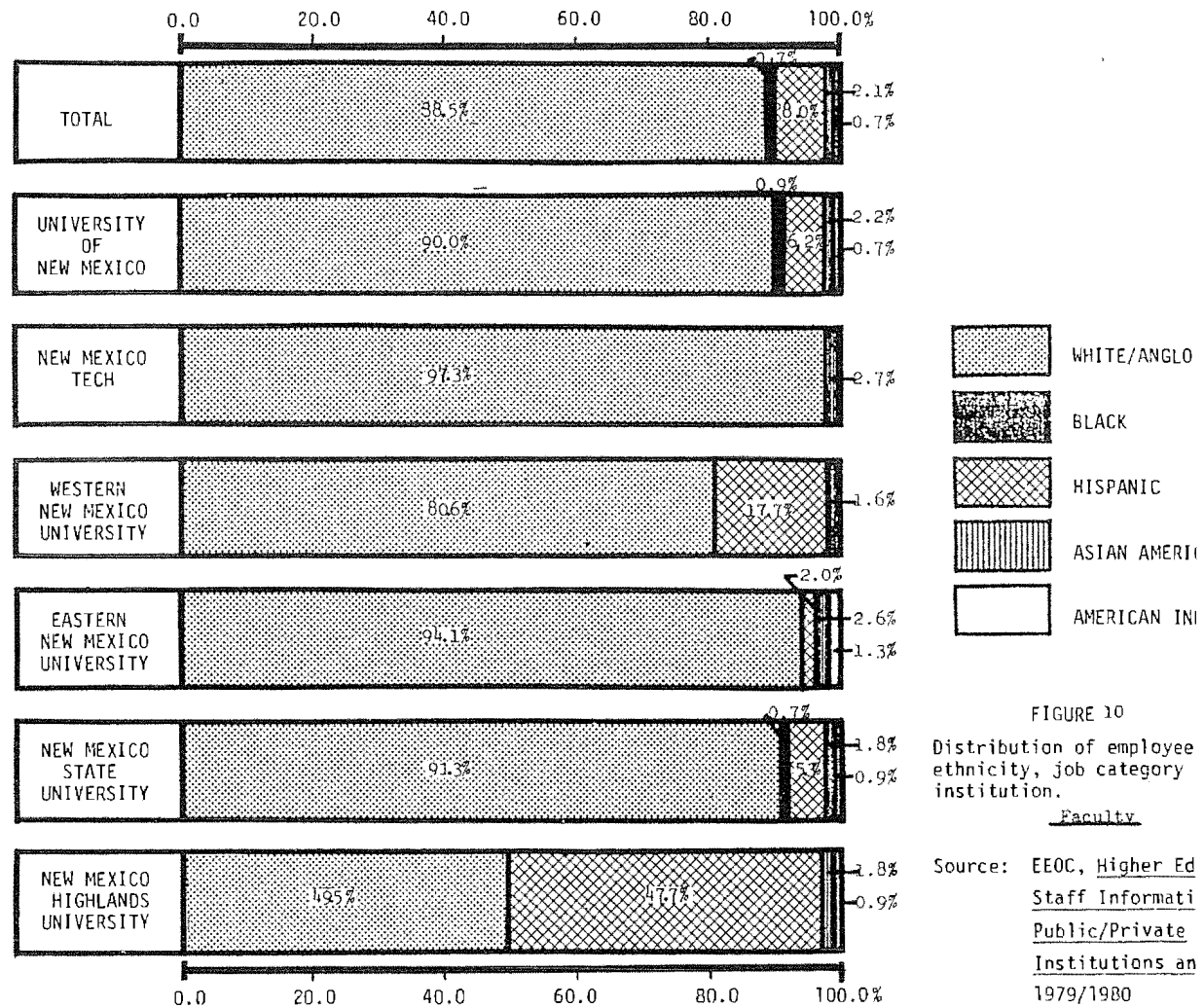


MALE
FEMALE

FIGURE 9
Distribution of employment
gender, job category and
institution

Faculty

Source: EEOC, Higher
Staff Information
Public/Private
Institutions
1979/1980



Professional Non-Faculty

Table 9 shows the composition of the work force in this job area for each of the institutions. Figures 11 and 12 graphically describe the makeup by gender and by race and ethnicity, respectively.

Males comprised nearly 62 percent of the work force in this category, overall. However, the proportion of males in this job area ranged from a low of 48 percent at Western New Mexico University to a high of 81 percent at New Mexico Tech.

Figure 12 describes the makeup of the work force in this particular category for each of the institutions. Overall, Anglos comprised nearly 80 percent of the total. The range of Anglos in this category, however, varied from a low of almost 26 percent at Highlands to a high of nearly 93 percent at New Mexico Tech.

Hispanics made up about 14 percent of the work force in this job area. The range of Hispanic employment in this category varied considerably, however. For example, at Highlands they made up nearly 68 percent of the professionals. At New Mexico Tech they made up less than 2 percent of the work force in this category.

Other minorities constituted about 6 percent of the work force in this job area. Blacks and Asian Americans each made up 2.2 percent, while American Indians made up only 1.9 percent of the total.

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Table 9
Distribution of Employees by Race, Ethnicity,
Gender, Job Category and Institution -
1979-1980 School Year

Professional Non-Faculty

	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
University of New Mexico	1,142 100.0%	652 57.1%	490 42.9%	907 79.4%	30 2.6%	149 13.0%	26 2.3%	30 2.6%
New Mexico Tech	59 100.0%	48 81.4%	11 18.6%	55 93.2%	0 0.0%	1 1.7%	3 5.1%	0 0.0%
Western New Mexico University	21 100.0%	10 47.6%	11 52.4%	9 42.9%	0 0.0%	12 57.1%	0 0.0%	0 0.0%
Eastern New Mexico University	60 100.0%	37 61.7%	23 38.3%	48 80.0%	2 3.3%	9 15.0%	1 1.7%	0 0.0%
New Mexico State University	498 100.0%	341 68.5%	157 31.5%	426 85.5%	7 1.4%	53 10.6%	9 1.8%	3 0.6%
New Mexico Highlands University	43 100.0%	33 76.7%	10 23.3%	11 25.6%	1 2.3%	29 67.4%	1 2.3%	1 2.3%
TOTAL	1,823 100.0%	1,121 61.5%	702 38.5%	1,456 79.8%	40 2.2%	253 13.9%	40 2.2%	34 1.9%

SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6).
Public/Private Institutions and Campuses, 1979-1980.

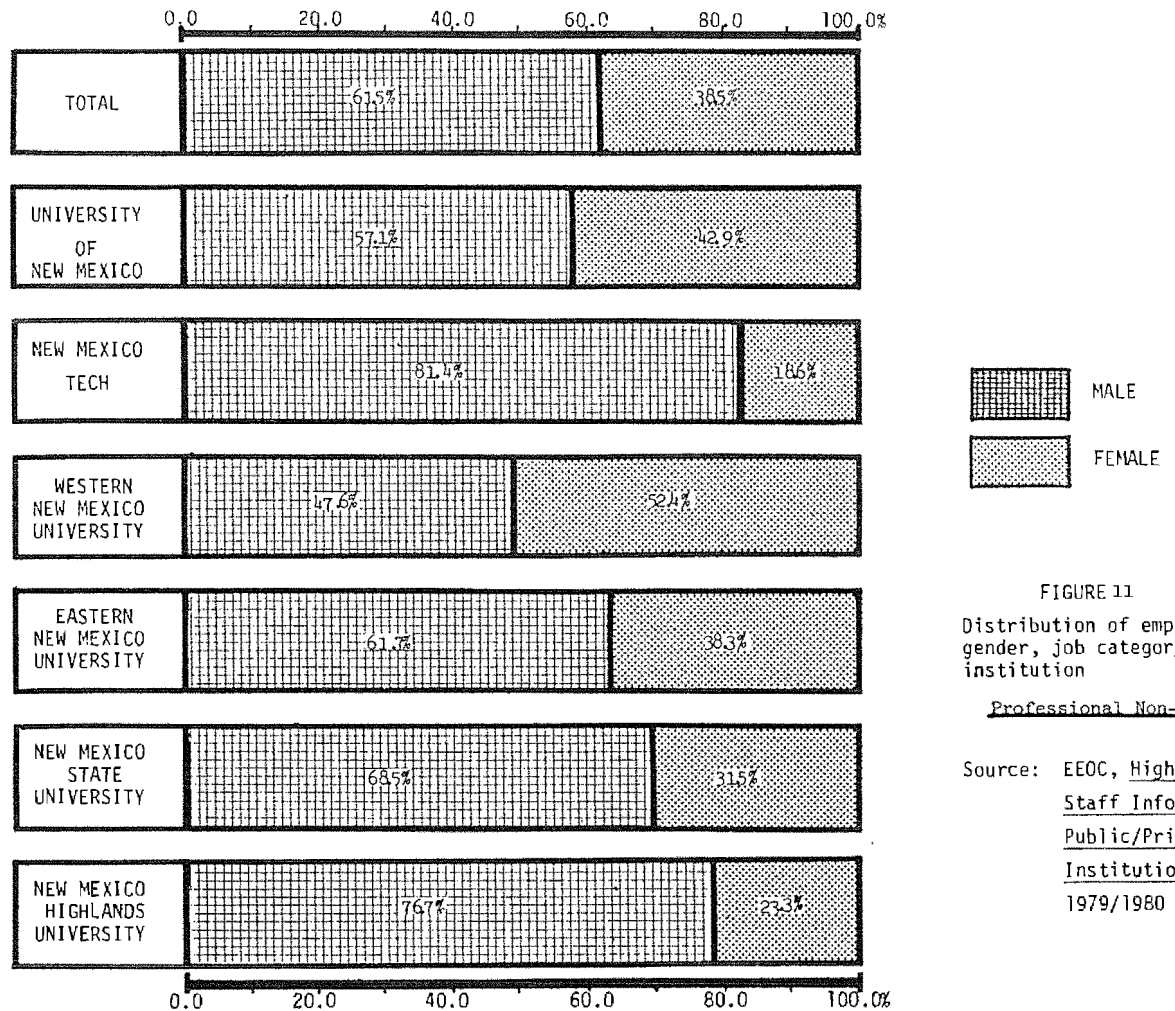
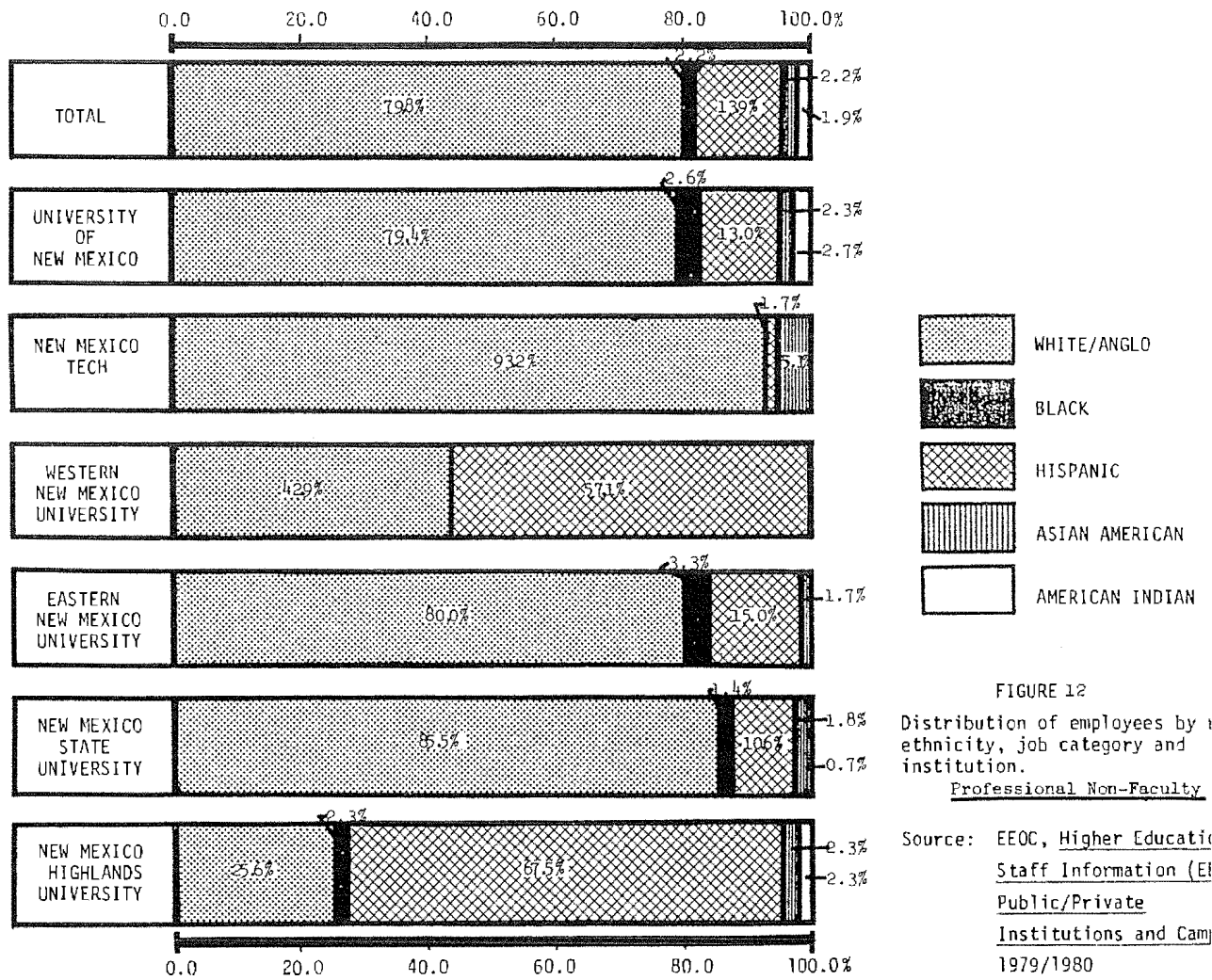


FIGURE 11
Distribution of employees by
gender, job category and
institution

Professional Non-Faculty

Source: EEOC, Higher Educat
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Service/Maintenance

Table 10 describes the make up of the work force in this job category at each of the universities. Figures 13 and 14 graphically show the composition of this work force by gender and by race and ethnicity, respectively.

In this category, as in the others reviewed in this section, males comprised the majority of the work force. Overall, they made up 72 percent of the total employment in this job area. The range varied from a low of 63 percent at the University of New Mexico, to a high of nearly 91 percent at New Mexico State University.

Figure 14 describes the racial/ethnic composition of the work force in this category. Hispanics constituted the majority of those employed in service/maintenance-type jobs. Overall, they comprised nearly 78 percent of the total work force in this category. However, their range varied considerably from institution to institution. For example, at Eastern New Mexico University, they made up only 36 percent of the work force in this job area; whereas, at Highlands they comprised 100 percent of the total. Only at Eastern New Mexico University did Anglos comprise the majority of the workers in this particular job area. Other minorities made up only a very small portion of the total work force in this category.

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Table 10
Distribution of Employees by Race, Ethnicity,
Gender, Job Category and Institution -
1979-1980 School Year

Service/Maintenance

	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
University of New Mexico	390 100.0%	244 62.6%	146 37.4%	75 19.2%	6 1.5%	293 75.1%	7 1.8%	9 2.3%
New Mexico Tech	78 100.0%	64 82.1%	14 17.9%	14 17.9%	1 1.3%	63 80.8%	0 0.0%	0 0.0%
Western New Mexico University	22 100.0%	15 68.2%	7 31.8%	2 9.1%	0 0.0%	20 90.0%	0 0.0%	0 0.0%
Eastern New Mexico University	56 100.0%	37 66.1%	19 33.9%	35 62.5%	1 1.8%	20 35.7%	0 0.0%	0 0.0%
New Mexico State University	147 100.0%	133 90.5%	14 9.5%	16 10.9%	0 0.0%	131 89.1%	0 0.0%	0 0.0%
New Mexico Highlands University	46 100.0%	39 84.8%	7 15.2%	0 0.0%	0 0.0%	46 100.0%	0 0.0%	0 0.0%
TOTAL	739 100.0%	532 72.0%	207 28.0%	142 19.2%	8 1.1%	573 77.5%	7 0.9%	9 1.2%

SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6).
Public/Private Institutions and Campuses, 1979-1980.

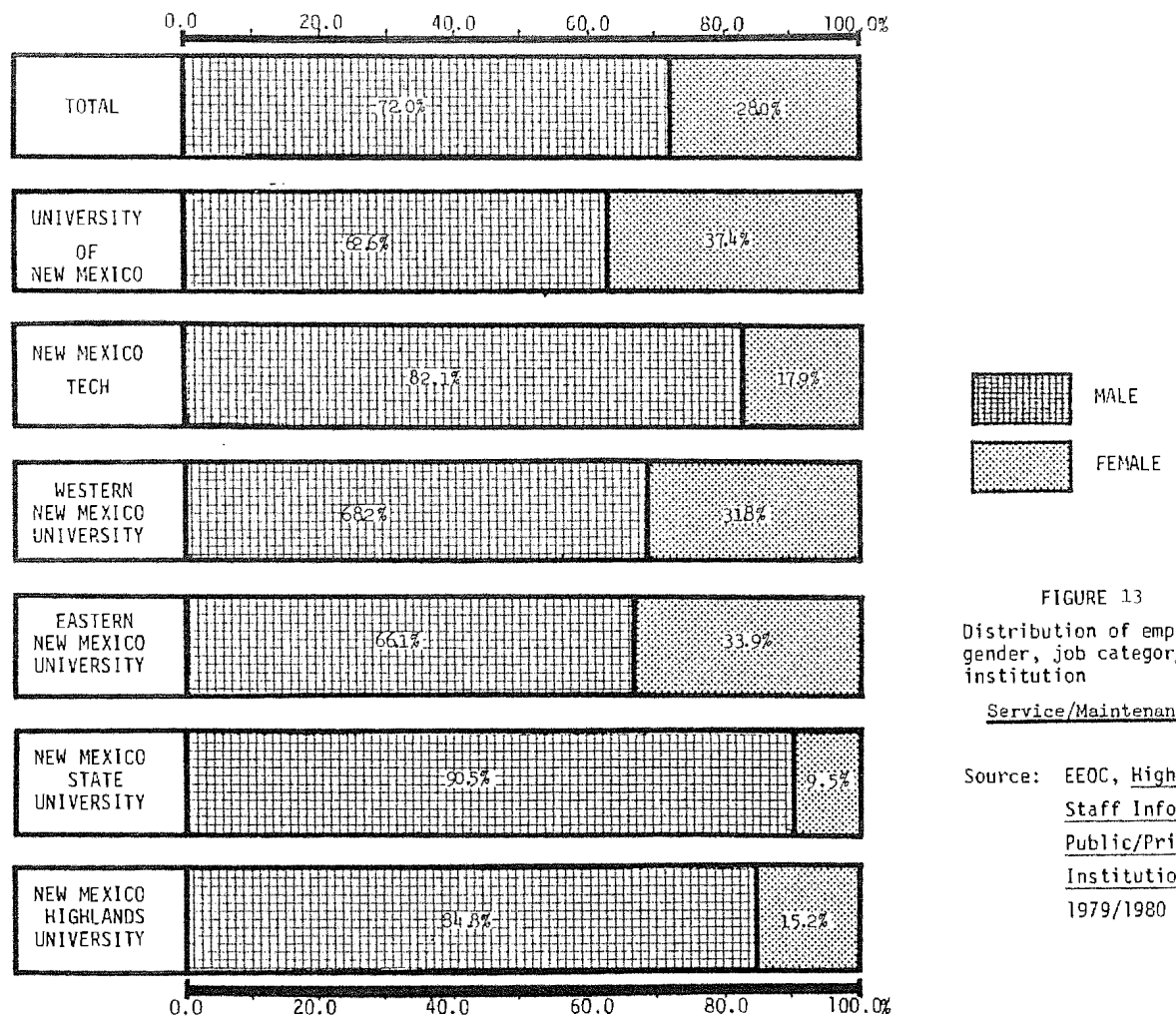


FIGURE 13
Distribution of employees by
gender, job category and
institution

Service/Maintenance

Source: EEOC, Higher Education
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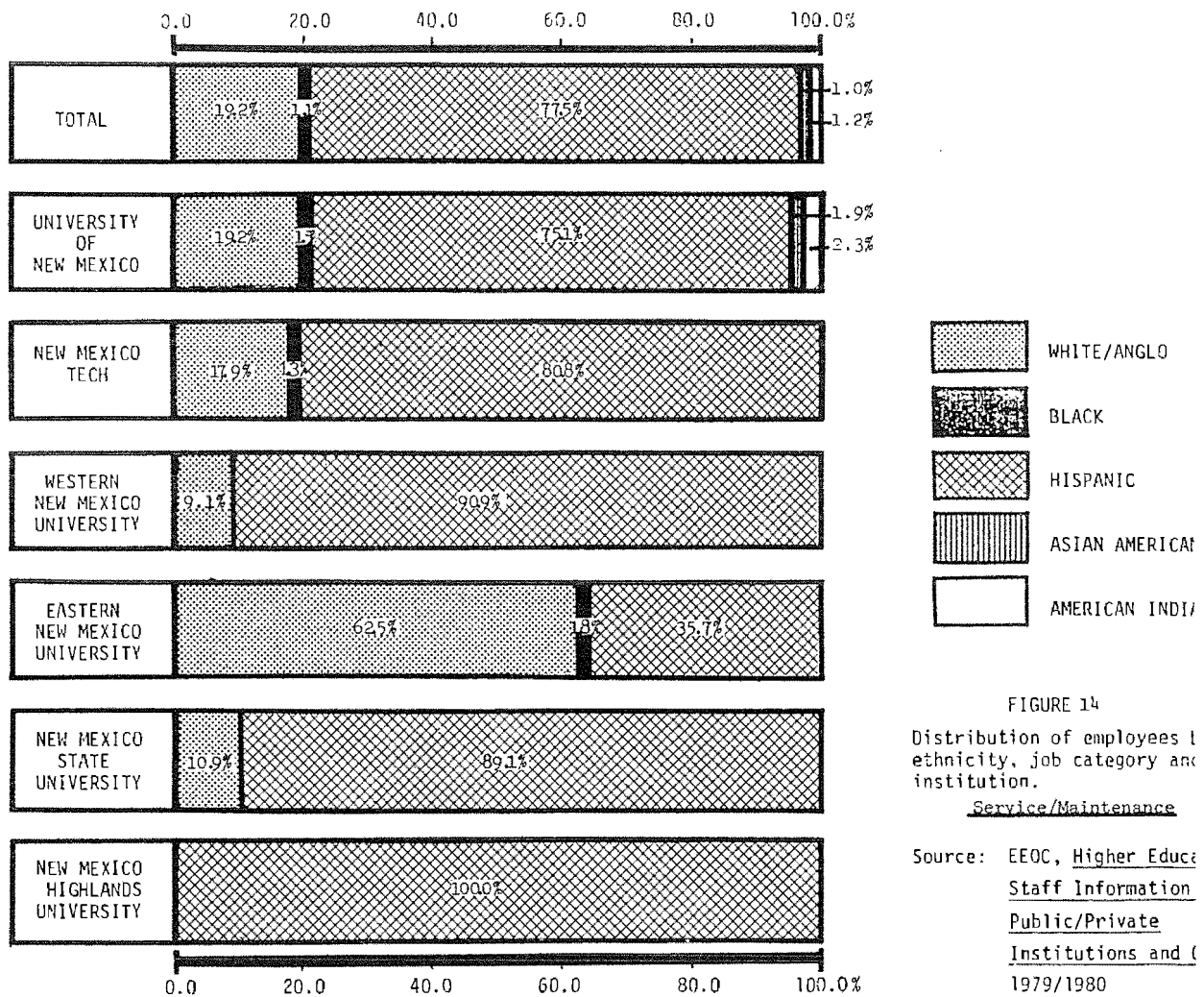


FIGURE 14
Distribution of employees by
ethnicity, job category and
institution.

Service/Maintenance

Source: EEOC, Higher Education
Staff Information
Public/Private
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At the beginning of this chapter it was stated that minorities and women were often precluded from the more prestigious and higher-paying jobs and that they were mainly relegated to lower-paying, blue-collar-type jobs in the various colleges and universities. The data presented in this chapter tend to support that finding. Without a doubt, Anglo males occupied most of the higher-paying, more prestigious executive, administrative, faculty, and professional jobs in the State's six public universities.

Notes to Chapter III

1. 118 Cong. Rec. 2277 (daily ed. Feb. 22, 1972).

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CHAPTER IV. Faculty Composition by Tenure and Rank - An Institutional Summary

An American Council on Education study reported that over a five-year period ranging from 1968 to 1973, the proportion of minorities and women employed as faculty in our nation's colleges and universities increased by less than 1 percent.¹ More recent reports indicated that the rate of increase has not changed that significantly for minorities and women.²

Another report prepared by the National Academy of Sciences indicated that the unemployment rate of women with doctorates in science, engineering and social sciences was more than four times as high as the unemployment rate of their male colleagues.³ Other studies have largely supported that finding. Similar studies conducted within particular disciplines show the same pattern.⁴

Although there has been an "increase" in the number of women and minorities employed in faculty positions, nationwide, there is another side of the issue. Many are hired in low positions, part-time or one-year contracts, as instructors, and the like.⁵ Indeed, the question has been raised as to whether there has been any progress at all.

What about New Mexico? Are minorities and women well represented in the tenured ranks? Do they constitute a significant portion of the faculty in the institutions being examined in this report? These are some of the questions we will examine in this chapter.

There are two major categories of faculty employment*:

- Tenured
- Non-Tenured On Track

Tenured status denotes permanent status; whereas non-tenured on-track implies that the individual is on a career-conditional, probationary status.

Within each category there are six types of levels of faculty indicating rank and status. These are:

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Others

The higher one goes up the ladder, the more prestige and authority one has. For example, a professor has more rank and authority than an assistant professor. A tenured professor usually has more prestige than a non-tenured professor. Salary is also largely based on rank and tenure status.

The progression from one level to another is usually governed by a slow and complex process of review and certification. Oftentimes this review takes place within particular department where the individual is employed. As a result, departments retain a great deal of autonomy within the university with regard to hiring and promotion of faculty. They also play an important role in recruiting new faculty.

*For the purpose of this chapter, only data for Tenured and Non-Tenured On-Track faculty are analyzed.

Table 11 on the next page describes the overall composition of the tenured and non-tenured faculty employed by the six universities during the 1979-1980 school year. Tables 12 and 13 translate these data into percentage distributions. We will first examine the make up of the tenured faculty. The next section in this chapter will look at the status of the non-tenured faculty.

Tenured Faculty

The distributions shown in Tables 11 and 12 clearly show that Anglos and males comprised the majority of the tenured faculty in these universities. More specifically:

During the 1979-1980 school year, a total of 1,192 tenured faculty were employed by the six institutions. Of this number, 88 percent were male.

Anglos comprised nearly 93 percent of all the tenured faculty. Hispanics, the second largest group, made up only 4.7 percent of the total. Other minorities constituted 2.5 percent of the faculty in this category. (See Table 12)

Table 11
Distribution of Faculty by Race,
Ethnicity, Gender, Rank and Tenure - 1979-1980

TENURED FACULTY	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Professors	598	572	26	565	0	15	16	2
Associate Professors	444	373	71	412	2	23	4	3
Assistant Professors	145	103	42	126	1	17	1	0
Instructors	3	0	3	3	0	0	0	0
Lecturers	0	0	0	0	0	0	0	0
Other Faculty	2	1	1	1	0	1	0	0
TOTAL	1,192	1,049	143	1,107	3	56	21	5

NON-TENURED ON TRACK	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Professors	30	27	3	29	0	0	1	0
Associate Professors	122	101	21	104	0	15	3	0
Assistant Professors	470	359	111	392	3	55	15	5
Instructors	50	24	26	35	1	13	0	1
Lecturers	2	1	1	2	0	0	0	0
Other Faculty	6	5	1	3	0	2	1	0
TOTAL	680	517	163	565	4	85	20	6

SOURCE: EEOC, Higher Education Staff Information (EEO-6). Public/Private Institutions and Campuses, 1979-1980.

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Table 12
Distribution of Faculty by Race,
Ethnicity, Gender, Rank and Tenure - 1979-1980

Horizontal Distribution

TENURED FACULTY	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Professors	100.0%	95.7	4.3	94.5	0.0	2.5	2.7	0.3
Associate Professors	100.0%	84.0	16.0	92.8	0.4	5.2	0.9	0.7
Assistant Professors	100.0%	71.0	29.0	86.9	0.7	11.7	0.7	0.0
Instructors	100.0%	0.0	100.0	100.0	0.0	0.0	0.0	0.0
Lecturers	100.0%	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Faculty	100.0%	50.0	50.0	50.0	0.0	50.0	0.0	0.0
TOTAL	100.0%	88.0	12.0	92.8	0.3	4.7	1.8	0.4

NON-TENURED ON TRACK	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Professors	100.0%	90.0	10.0	96.7	0.0	0.0	3.3	0.0
Associate Professors	100.0%	82.8	17.2	85.2	0.0	12.3	2.5	0.0
Assistant Professors	100.0%	76.4	23.6	83.4	0.6	11.7	3.2	1.1
Instructors	100.0%	48.0	52.0	70.0	2.0	26.0	0.0	2.0
Lecturers	100.0%	50.0	50.0	100.0	0.0	0.0	0.0	0.0
Other Faculty	100.0%	83.3	16.7	50.0	0.0	33.3	16.7	0.0
TOTAL	100.0%	76.0	24.0	83.1	0.6	12.5	2.9	0.9

SOURCE: EEOC, Higher Education Staff Information (EEO-6). Public/Private Institutions and Campuses, 1979-1980.

Not only did Anglo males make up the majority of the tenured faculty, they also dominated each of the rankings. For example, 96 percent of all those holding the rank of professor were male. Nearly 95 percent were Anglo. There were no black professors in the tenured category. Hispanics made up only 2.5 percent of the total number of professors. Asian Americans and American Indians comprised 2.7 percent and 0.3 percent of all the tenured professors, respectively. (See Table 12)

Only at the assistant professor level did minorities exceed their overall proportion of 7.2 percent. At this level they constituted nearly 13 percent of all the assistant professors holding tenure. Hispanics made up about 12 percent of the total. Women made up 29 percent of those holding this rank.

•Non-Tenured On-Track Faculty

Tables 11 and 12 also show the composition and distribution of the non-tenured faculty employed by these six universities during the 1979-1980 school year. Although minorities and women did slightly better with respect to non-tenured faculty, Anglo males occupied most of the teaching positions in this category. More specifically:

During the 1979-1980 school year, a total of 680 faculty members were employed in the non-tenured category in the six institutions. Males constituted 76 percent of this faculty. Anglos made up 83 percent of the total. In contrast, Hispanics comprised only 13 percent and other minorities slightly over 4 percent of the non-tenured faculty.

At the non-tenured level, most faculty members held the rank of associate professor. In fact, 69 percent of the non-tenured faculty held that rank. Anglos, however, constituted the majority of the faculty at each level.

Table 13 describes the vertical distribution of the faculty within each racial/ethnic and gender group by rank. Figures 15 and 16 graphically depict the data in this table for tenured and non-tenured faculty, respectively. With regard to Figure 15, the major findings are:

Slightly over half of the tenured faculty held the rank of professor. In contrast, nearly 55 percent of all male faculty held this rank, while only about 18 percent of all tenured female faculty were at this level. However, almost 50 percent of all female faculty held the rank of associate professor.

Table 13
Distribution of Faculty by Race,
Ethnicity, Gender, Rank and Tenure - 1979-1980

Vertical Distribution

TENURED FACULTY	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Professors	50.2	54.5	18.2	51.0	0.0	26.8	76.2	40.0
Associate Professors	37.2	35.6	49.6	37.2	66.7	41.1	19.0	60.0
Assistant Professors	12.2	9.8	29.4	11.4	33.3	30.3	4.8	0.0
Instructors	0.3	0.0	2.1	0.3	0.0	0.0	0.0	0.0
Lecturers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Faculty	0.1	0.1	0.7	0.1	0.0	1.8	0.0	0.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

NON-TENURED ON TRACK	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Professors	4.4	5.2	1.8	5.1	0.0	0.0	5.0	0.0
Associate Professors	17.9	19.5	12.9	18.4	0.0	17.6	15.0	0.0
Assistant Professors	69.1	69.4	68.1	69.4	75.0	64.7	75.0	83.3
Instructors	7.4	4.7	16.0	6.2	25.0	15.3	0.0	16.7
Lecturers	0.3	0.2	0.6	0.4	0.0	0.0	0.0	0.0
Other Faculty	0.9	1.0	0.6	0.5	0.0	2.4	5.0	0.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: EEOC, Higher Education Staff Information (EEO-6). Public/Private Institutions and Campuses, 1979-1980.

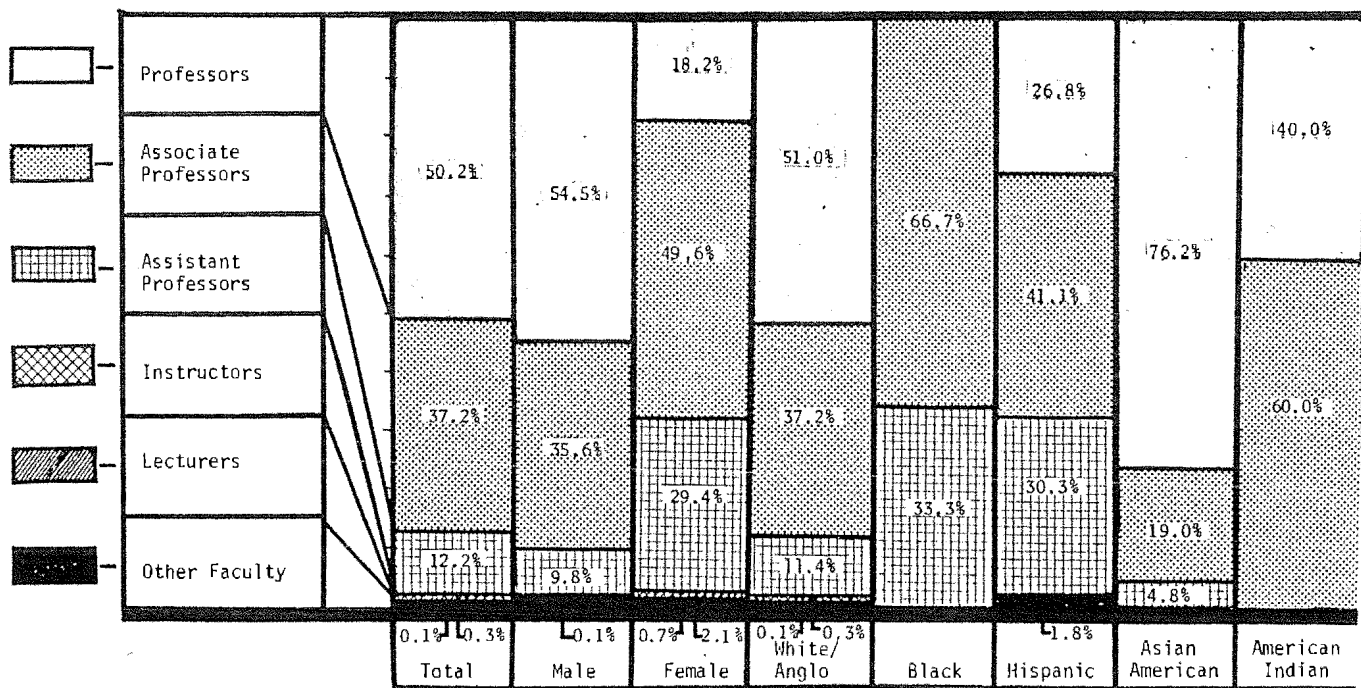


FIGURE 15
Distribution of Tenured Faculty by Race, Ethnicity,
Gender, and Status - Institutional Summary
1979/1980 School Year
(Vertical Distribution)

Fifty-one percent of all Anglo faculty held the rank of professor. In contrast, nearly 27 percent of all Hispanics, 40 percent of all American Indians, and 76 percent of all Asian American faculty held this rank. There were no black tenured faculty holding the rank of professor in these institutions.

Although the vast majority of all Asian American faculty held the rank of professor, they constituted only a very small portion of the overall faculty in the ranking - less than 3 percent. (See Table 12)

Figure 16 shows:

There were no blacks, Hispanics or American Indians in the non-tenured category holding the rank of professor.

There were no blacks or American Indians holding the rank of associate professor in the non-tenured category.

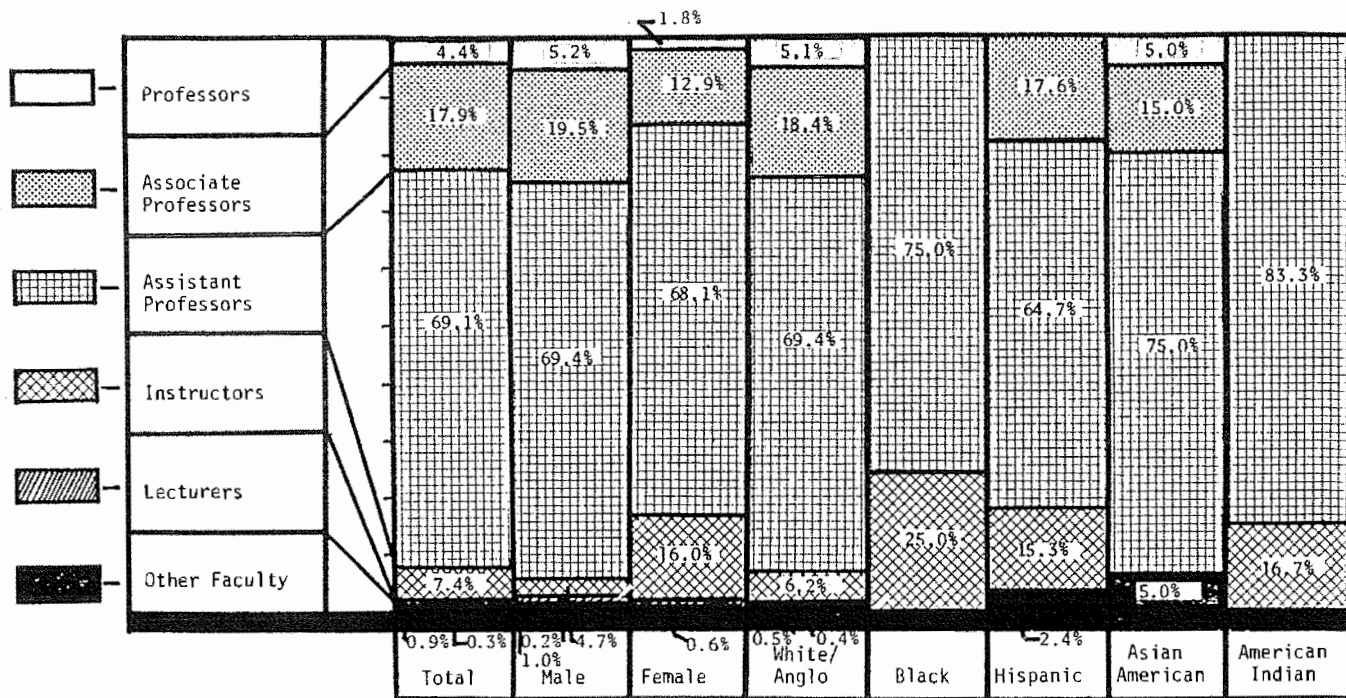


FIGURE 16
Distribution of Non-Tenured Faculty by Race,
Ethnicity, Gender and Status - Institutional Summary
1979/1980 School Year
(Vertical Distribution)

(On-Track)

Figures 17 through 20 graphically describe the distribution of tenured and non-tenured (on-track) faculty by gender, race, and ethnicity, respectively. They clearly show that Anglos and males dominated almost every level and rank. The few exceptions were those where only a small number of faculty were employed. For example, in Figure 17, all of the instructors were female. However, there were only three instructors holding tenure status in these universities. All were Anglos.

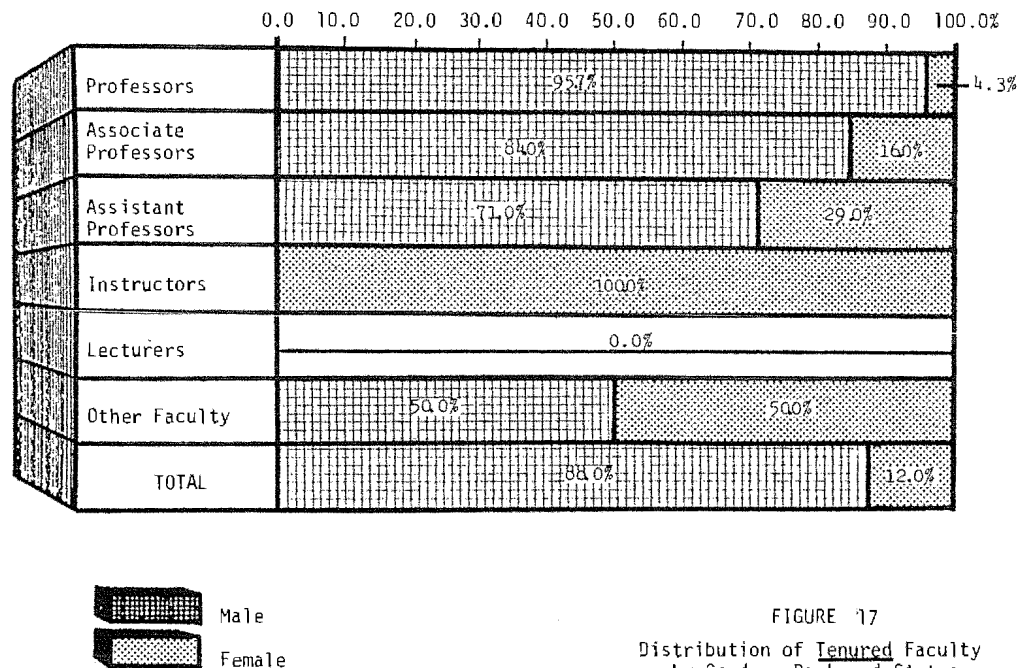
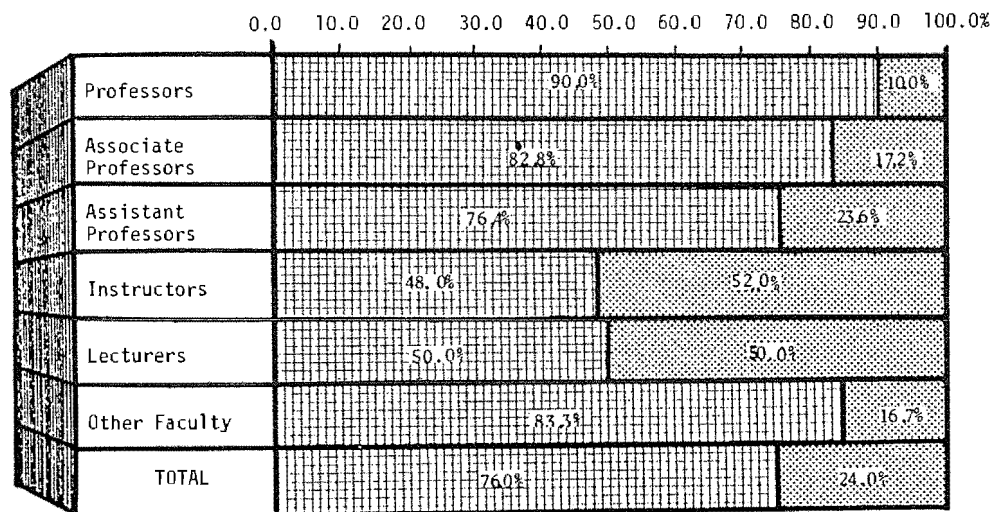


FIGURE 17
Distribution of Tenured Faculty
by Gender, Rank and Status
1979-1980

SOURCE: EEOC, Higher Education Staff Information
(EEO-6). Public/Private Institutions and
Campuses, 1979-1980.





 Male
 Female

FIGURE 18
 Distribution of Non-tenured (On-track)
 Faculty by Gender, Rank and Status
 1979-1980

SOURCE: EEOC, Higher Education Staff Information
 Public/Private Institutions and Campus
 1979-1980.

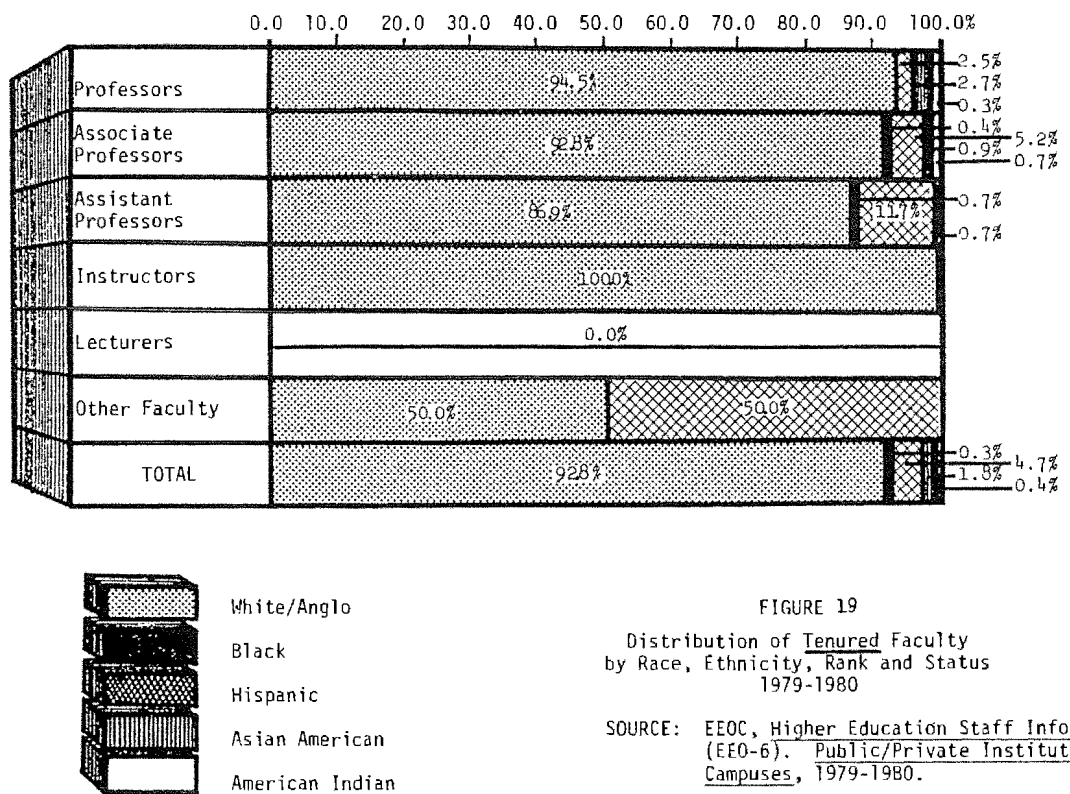


FIGURE 19
Distribution of Tenured Faculty
by Race, Ethnicity, Rank and Status
1979-1980

SOURCE: EEOC, Higher Education Staff Information (EEO-6). Public/Private Institutions and Campuses, 1979-1980.

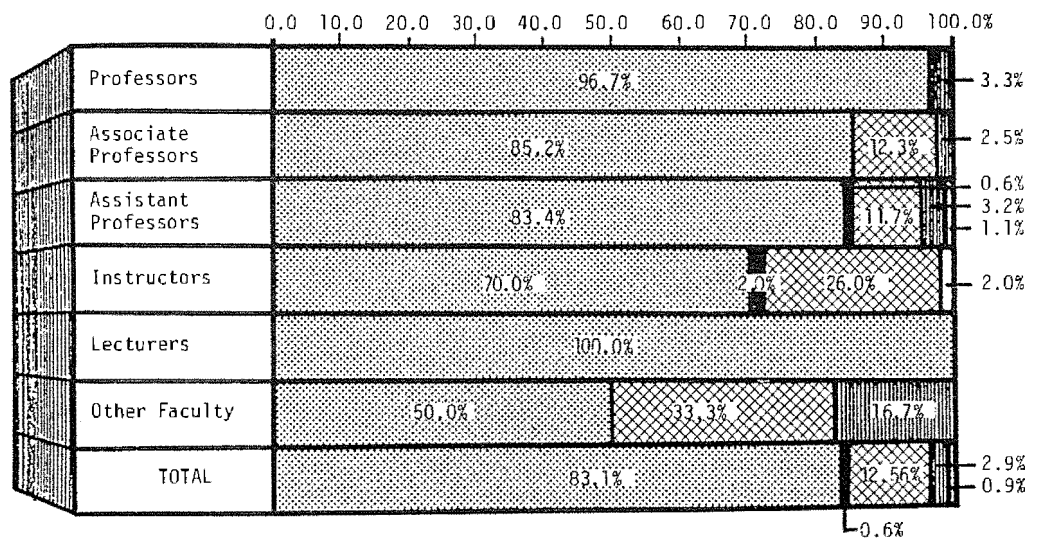
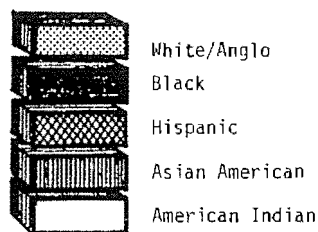


FIGURE 20
Distribution of Non-tenured (On-Track)
Faculty by Race, Ethnicity, Rank and Status
1979-1980

SOURCE: EEOC, Higher Education Staff Information (Public/Private Institutions and Campuses, 1979-1980).



- 60 -

The data conclusively show that minorities and women constituted only a small portion of the faculty in these institutions during the 1979-1980 school year. Furthermore, most minorities held non-tenure status in these institutions. For example:

Out of a total of 200 minorities employed as faculty in these six universities, 115, or nearly 58 percent, held non-tenure status. In contrast, of the 1,672 Anglo faculty in these institutions, only 34 percent were classified as non-tenure. (See Table 11)

With respect to female faculty, we find a similar disparity.

Out of the 306 female faculty members employed in these universities during the 1979-1980 school year, 163, or about 53 percent, were in non-tenure status. (See Table 11)

Notes to Chapter IV

1. Bernice Sandler, Affirmative Action on the Campus: Progress, Problems, and Perplexity. Sept. 9, 1975. A paper presented at a U.S. Commission on Civil Rights Consultation on Affirmative Action, Washington, D.C., p. 15.
2. Ibid.
3. National Academy of Sciences, Doctoral Scientists and Engineers in the United States, 1973, Profile. Washington, D.C., March, 1974.
4. University of Michigan, The Higher, The Fewer. Report and Recommendations of the Committee to Study the Status of Women in Graduate Education and Later Careers. School of Graduate Study, Ann Arbor, Michigan, March, 1974. Also, Bernice Sandler, Affirmative Action on the Campus: Progress, Problems, and Perplexity, p. 15.
5. Ibid. Also, "Making Affirmative Action Work in Higher Education, An Analysis of Institutional and Federal Policies with Recommendations." A report of the Carnegie Council on Policy Studies in Higher Education, August, 1975.

CHAPTER V. Distribution of Employees by Salary - An Institutional Summary

The intent of this chapter is to examine the distribution of the work force by salary level on the basis of race, ethnicity and gender. As in the other chapters the 1979-1980 school year is used as the base year. Data from each of the institutions have been summarized in order to better define patterns across institutional settings. Six broad salary categories or levels based on those found in the EEO-6 form are used as a means for structuring the distributions.

The question that we will attempt to answer here is rather straightforward:

Are there any apparent differences between the various racial/ethnic and gender groups with respect to salary levels within these universities?

In seeking answers to that question, we must keep in mind that many complex variables enter into the picture when we begin to discuss salary levels. Certainly, job status is one factor. Qualifications is another. Seniority also comes into play. However, any attempt to examine the underlying reasons why a certain pattern exists is beyond the scope of this report. Our intent is to describe what exists.

Table 14 describes the numerical distribution for all employees in the six universities by salary level. Tables 15 and 16 translate those data into percentage distributions.

When we examine Tables 14 and 15, a number of patterns begin to emerge. For example:

The proportion of males within each of the salary levels increases as we go up the ladder. For females, the opposite is true. For instance, males made up about 33 percent of all those earning \$9,999 or less in the six universities. Females comprised nearly 67 percent of the work force at that level. At the top of the ladder we find that males constituted slightly over 93 percent of the work force making \$25,000 or more a year. Only about 7 percent of the work force in this salary range were female. Given the fact that males comprised about 58 percent and females 42 percent of the total work force in these universities, it becomes obvious that female employees tended to be located in the lower salary levels more frequently than males. (See Table 15)

Similar patterns appear evident among the various racial/ethnic groups.

The proportion of Anglos within each level steadily increases as we go up the ladder. For Hispanics, the opposite is true. As the salary level increases, we find fewer and fewer Hispanics. The same pattern is also true for blacks and American Indians. (See Table 15)

Table 14
Salary Distribution of Employees
By Race, Ethnicity and Gender
1979-1980

SALARY LEVEL	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Below \$9,999	2,663	890	1,773	1,235	46	1,317	17	48
\$10,000 - 12,999	1,211	596	615	811	24	348	11	17
\$13,000 - 15,999	1,155	665	490	881	25	210	19	20
\$16,000 - 18,999	1,001	711	290	816	11	143	20	11
\$19,000 - 24,999	1,110	915	195	977	8	99	13	13
\$25,000 plus	1,052	981	71	949	8	59	30	6
TOTAL	8,192	4,758	3,434	5,669	122	2,176	110	115

SOURCE: EEOC, Higher Education Staff Information (EEO-6). Public/Private
Institutions and Campuses, 1979-1980.

Table 15
Salary Distribution of Employees
By Race, Ethnicity and Gender
1979-1980

Horizontal Distribution								
SALARY LEVEL	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Below \$9,999	100.0%	33.4	66.6	46.4	1.7	49.5	0.6	1.8
\$10,000 - 12,999	100.0%	49.2	50.8	67.0	2.0	28.7	0.9	1.4
\$13,000 - 15,999	100.0%	57.6	42.4	76.3	2.2	18.2	1.6	1.7
\$16,000 - 18,999	100.0%	71.0	29.0	81.5	1.1	14.3	2.0	1.1
\$19,000 - 24,999	100.0%	82.4	17.6	88.0	0.7	8.9	1.2	1.2
\$25,000 plus	100.0%	93.3	6.7	90.2	0.8	5.6	2.3	0.6
TOTAL	100.0%	58.1	41.9	69.2	1.5	26.6	1.3	1.4

SOURCE: EEOC, Higher Education Staff Information (EEO-6). Public/Private
Institutions and Campuses, 1979-1980.

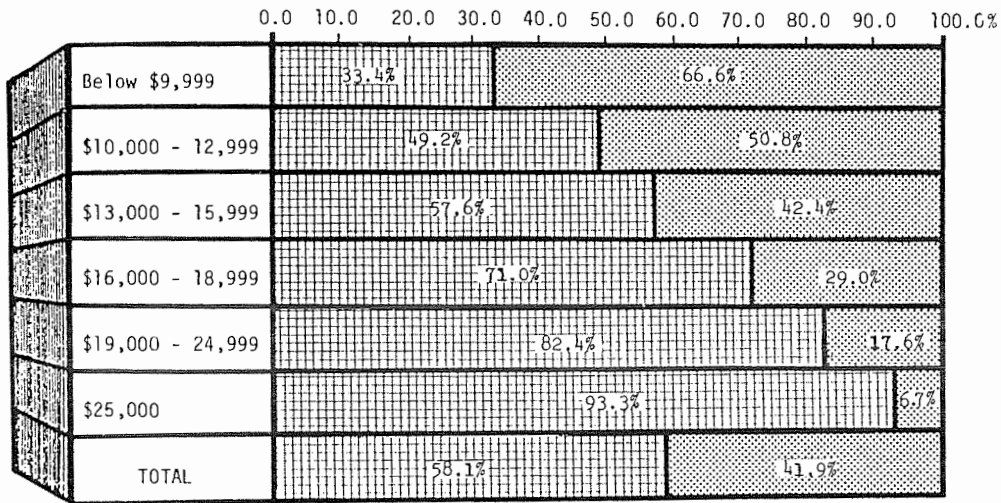
The pattern for Asian American employees was the exception. Like that of Anglos and males, the proportion of Asian Americans in each level increases as the salary level increases. We must take note, however, that they made up only 1.3 percent of the work force in these institutions; whereas, Anglos constituted 69.2 percent of the total. Furthermore, a large number of Asian Americans were employed in high-paying jobs. For instance, of the 110 Asian Americans working in these universities, 84, or 76 percent, were employed in either faculty or professional non-faculty positions. (See Table 4)

Figures 21 and 22 dramatically show the overall distribution of the work force within each of the salary levels by gender, and by race and ethnicity, respectively. The patterns just defined are clearly portrayed in these two graphs.

What about the distribution within the various groups? Table 16 shows the vertical distribution of each group by salary level. Figure 23 translates the data into a graphic representation.

When we look at the gender distribution on Table 16, some interesting patterns become apparent. For example:

While nearly 20 percent of all males earned less than \$10,000, almost 52 percent of all females were at that level. In fact, nearly 70 percent (69.5%) of the entire female work force, made less than \$12,999 a year. In contrast, only 31 percent of all male employees were in that range.



 Male
 Female

FIGURE 21

Salary Distribution of Employees
by Gender - An Institutional Summary
1979-1980

SOURCE: EEOC, Higher Education Staff Information
(EEO-6). Public/Private Institutions
and Campuses, 1979-1980.

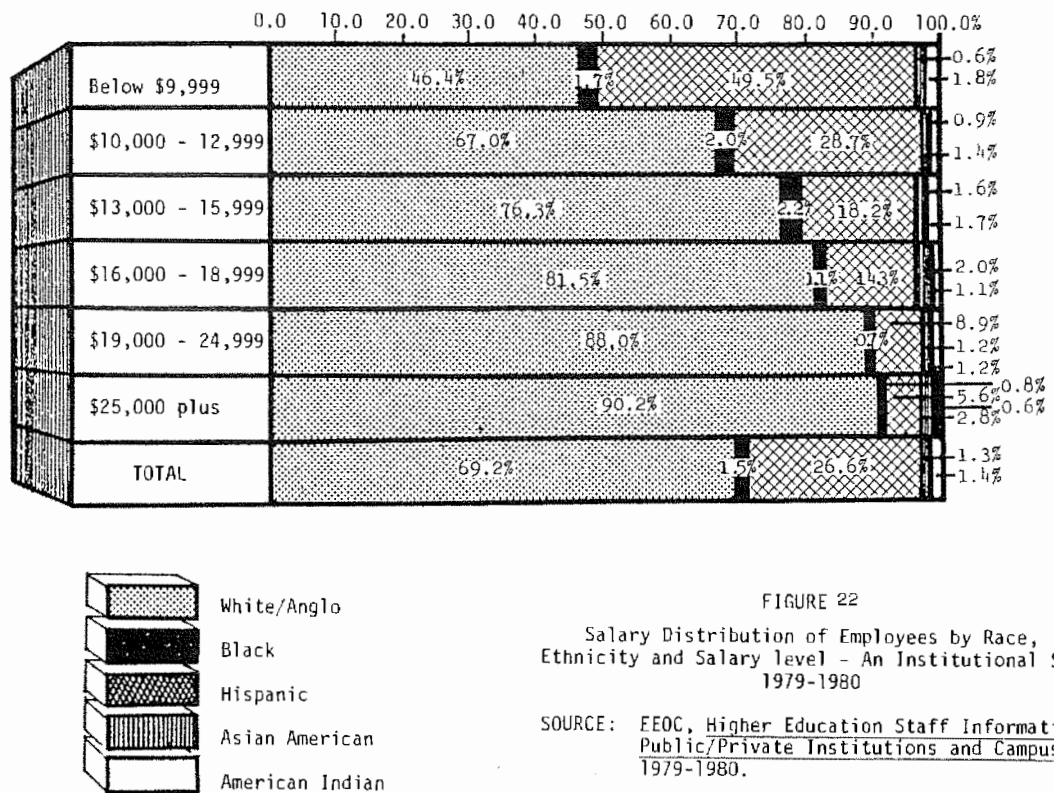


FIGURE 22
 Salary Distribution of Employees by Race,
 Ethnicity and Salary level - An Institutional Summary
 1979-1980
 SOURCE: EEOC, Higher Education Staff Information (EEO-6),
 Public/Private Institutions and Campuses,
 1979-1980.

Table 16
Salary Distribution of Employees
By Race, Ethnicity and Gender
1979-1980

Vertical Distribution

SALARY LEVEL	Total	Male	Female	White/ Anglo	Black	Hispanic	Asian American	American Indian
Below \$9,999	32.5	18.7	51.6	21.8	37.7	60.5	15.4	41.7
\$10,000 - 12,999	14.8	12.5	17.9	14.3	19.6	16.0	10.0	14.8
\$13,000 - 15,999	14.1	14.0	14.3	15.6	20.5	9.7	17.3	17.4
\$16,000 - 18,999	12.2	14.9	8.4	14.4	9.0	6.6	18.2	9.6
\$19,000 - 24,999	13.6	19.2	5.7	17.2	6.6	4.5	11.8	11.3
\$25,000 plus	12.8	20.6	2.1	16.7	6.6	2.7	27.3	5.2
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SOURCE: EEOC, Higher Education Staff Information (EEO-6): Public/Private
Institutions and Campuses, 1979-1980.

At the other end of the pay scale, nearly 21 percent of all male employees in these universities made \$25,000 or more annually. Only a little more than 2 percent of the female work force was at that level.

Similar patterns appear when we look at each of the racial/ethnic groups.

While only 22 percent of all Anglo employees earned less than \$10,000 a year, nearly 38 percent of all blacks, 61 percent of all Hispanics, and about 42 percent of all American Indians were in that range. Only Asian Americans did better than Anglos with 15.4 percent earning less than \$10,000 annually.

In the higher salary levels, Anglos completely overshadowed the others. For example, nearly 39 percent of the total work force in these six institutions earned \$16,000 or more. However, when we look at the Anglo distribution we find that slightly over 48 percent (48.3%) were in that range. In comparison, only 22 percent of all blacks, 14 percent of all Hispanics and 26 percent of all American Indian employees earned \$16,000 or more a year. For the reasons presented previously, Asian Americans were the exception. Over half were making in excess of \$16,000 a year.

At the \$25,000 plus level, nearly 13 percent of the entire work force was in this range. However, almost 21 percent of the entire male work force, and almost 17 percent of all Anglos were earning \$25,000 or more a year. In contrast, only about 7 percent of all blacks, 3 percent of all Hispanics, and 5 percent of all American Indians were at or above this salary level. Slightly over 27 percent of all Asian Americans were in this range.

Figure 23 compresses the data found in Table 16 into four major salary levels. This figure clearly shows that there are significant differences between the various racial/ethnic and gender groups with respect to salary. As indicated above, minorities and women were mainly concentrated at the lower end of the salary spectrum, while Anglos and males were mainly employed at the higher end. The pattern is similar to the one where we found that minorities and women tended to be employed in lower-paying jobs, while Anglos and males comprised most of the work force in executive, administrative, managerial faculty and professional-type jobs. The correlation between job status and salary is readily apparent.

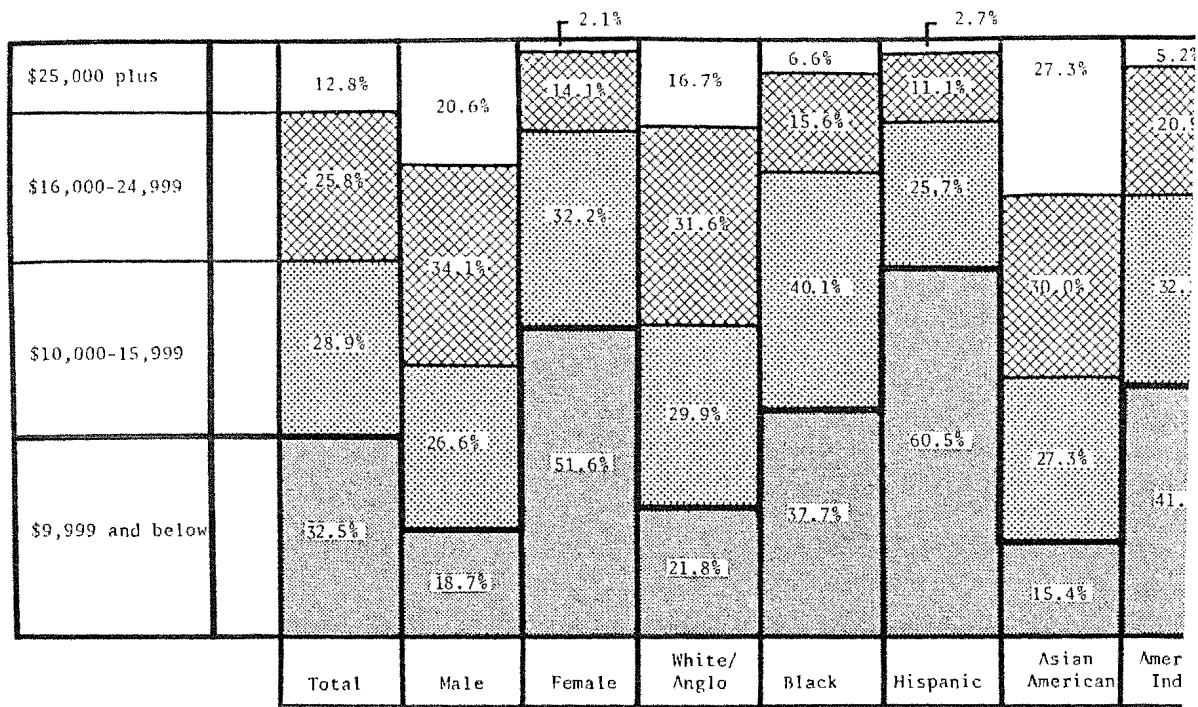


Figure 23

SOURCE: EEOC, Higher Education Staff
Information (EEO-6). Public/
Private Institutions and Campuses,
1979-1980.

Salary Distribution by Race, Ethnicity,
and Gender - Institutional Summary
1979-1980 School Year
(Vertical Distribution)

2%
1.9%
2.2%
41.7%
American Indian

CHAPTER VI
 PRINCIPAL FINDINGS

The principal findings of this study are:

.With the exception of Highlands University, minorities and women comprised only a small proportion of the total work force in the six institutions. Overall, Anglos made up about 69 percent of the total employment. Minorities and women constituted 31 and 42 percent of the total, respectively. Except in a very few instances, minorities and women were not employed in these institutions at a level which corresponded to their proportion in the population or their level of participation in the labor force in New Mexico.

.Anglos and males held most of the higher-paying, more prestigious executive, administrative, faculty and professional jobs in these universities. Minorities and women, on the other hand, were mainly employed in lower-paying jobs. For example, Anglos occupied nearly 80 percent of all the executive and administrative jobs, nearly 90 percent of all the faculty positions, and almost 80 percent of the professional non-faculty jobs. Minorities held slightly over 57 percent of the skilled craft jobs and nearly 80 percent of all the service/maintenance jobs. Women were mainly employed as secretaries and clerical workers. Only about 3 percent were classified as executives or administrators. Only 12 percent were employed in faculty positions.

Anglos comprised nearly 93 percent of the tenured and, 83 percent of the non-tenured faculty. Minorities made up only 7 percent of the tenured faculty and 17 percent of the non-tenured faculty. Women, on the other hand, constituted only 12 percent of the tenured, and 24 percent of the non-tenured faculty. The data clearly shows that minorities and women made up only a very small portion of the faculty in these institutions.

With respect to salary, the data reveals significant differences between the various racial/ethnic and gender groups. Minorities and women were mainly concentrated in the lower salary levels; whereas Anglos and males were mainly employed in the higher salary levels.

The one basic conclusion that can be derived from these data is that minorities and women in New Mexico's institutions of higher learning have not been able to fully share in the fruits of higher education with regard to equal employment opportunity. Indeed, severe disparities exist.

A P P E N D I X A

Response to the Report

Prior to the publication of a report, the Advisory Committee offered to all individuals, organizations and institutions covered in the report an opportunity to respond in writing. Five of the six universities included in this study did respond and offered their views on our interpretation of the data. Those institutions that responded were: The University of New Mexico, New Mexico Tech, Eastern New Mexico University, New Mexico State University, and New Mexico Highlands University.

A number of university officials in responding to our report pointed out that the availability of minorities and women with advanced degrees in certain professional job areas was extremely low both in New Mexico and nationally. This, they said, accounts for the small number of minorities and women in the Executive, Administrative, Managerial, Faculty and Professional job areas. Another factor noted by some officials was that the turnover rate for faculty and senior administrative and research staff in these institutions is low, so that even in job areas where the availability of women and minorities is not low, correction of past patterns of employment might take years. Finally, some took issue with the fact that the composition of the work force at each of the institutions was compared to that of the State's population makeup. In this context, they pointed out that availability factors, not demographics is a key element in determining the composition of a university's work force.

These letters of response are available for public review and can be obtained by contacting the:

U.S. Commission on Civil Rights
Southwestern Regional Office
418 S. Main
San Antonio, Texas 78204

APPENDIX B

Methodology and Definitions

A. Purpose

The purpose of this study is to examine employment patterns at each of the six State-supported universities in New Mexico during the 1979-1980 school year by race, ethnicity, gender, salary level and job category.

B. Scope

The intent of this study is to develop a clear and concise picture of the work force at these institutions. The 1979-1980 school year was selected as the base year for this study. Also, only the main campuses were studied.

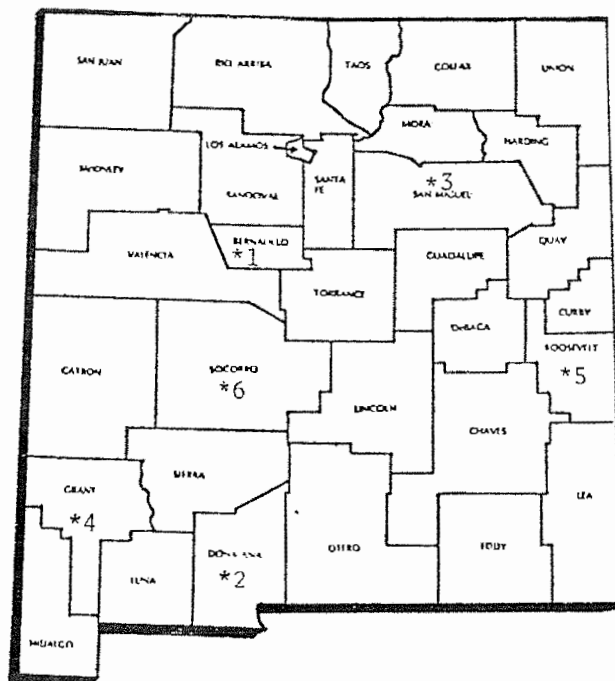
Six institutions were selected for analysis:

- The University of New Mexico
Albuquerque
- New Mexico State University
Las Cruces
- New Mexico Highlands University
Las Vegas
- Western New Mexico University
Silver City
- Eastern New Mexico University
Portales
- New Mexico Tech
Socorro

The map on the following page shows the general location of each institution. A brief description of each follows:

•University of New Mexico

This institution was established in 1892 and began to offer courses of study in 1893. Academically, the university is composed of eight undergraduate colleges, the Graduate School, School of Law, and the School of Medicine. The university also operates branches in Gallup, Los Alamos and Holloman. The main campus is located in Albuquerque. The University of New Mexico is the largest in the State with respect to student enrollment and work force size.



1. University of New Mexico
Albuquerque
2. New Mexico State University
Las Cruces
3. New Mexico Highlands University
Las Vegas
4. Western New Mexico University
Silver City
5. Eastern New Mexico University
Portales
6. New Mexico Tech
Socorro

• New Mexico State University

Founded in 1888 as Las Cruces College, it is second in size only to the University of New Mexico with respect to student enrollment. It is one of the largest campuses in the world, encompassing over 6,200 acres. The university also maintains branches in Alamogordo, Carlsbad, Grants and Farmington.

• New Mexico Highlands University

Located in Las Vegas, this institution was established in 1893. It offers both undergraduate and graduate level programs in the liberal arts and teacher training.

• Western New Mexico University

Located in Silver City, this university was founded in 1893. It is a multi-purpose institution offering programs in the arts and sciences, teacher training, and electronics technology. It also provides a junior college program, professional, and one and two-year terminal programs, as well as graduate level courses.

• Eastern New Mexico University

This institution was first established as a two-year college in 1934. It was made into a four-year university in 1940. A branch campus was opened in Roswell in 1967. The university also maintains branches in Clovis, Artesia, Hobbs and Tucumcari.

• New Mexico Tech

Formerly the New Mexico School of Mines, this institution was established in 1889. It has four major divisions: the College, the New Mexico Bureau of Mines and Mineral Resources, the Research and Development Division, and the New Mexico Petroleum Recovery Research Center.

C. Data Base

The principal source of information for this study was obtained from EEO-6 reports provided by each of the institutions. The Higher Education Staff Information Form (EEO-6) is used by three Federal enforcement agencies - the Equal Employment Opportunity Commission (EEOC); Office for Civil Rights Department of Education, (OCR/DOE); and the Office of Federal Contract Compliance Programs (OFCCP). All public and private colleges and universities are required to submit this form on an annual basis if they are receiving Federal funds.

The EEO-6 includes separate entities for those employees on a 9-10 month, or 11-12 month contract. It also provides data describing the race, ethnicity, gender, and salary distribution of employees within seven broad job categories. These categories are:

- Executive/Administrative/Managerial
- Faculty
- Professional Non-Faculty
- Secretarial/Clerical
- Technical/Paraprofessional
- Skilled Craft
- Service/Maintenance

Section III of the EEO-6 also includes information on full-time faculty by rank and tenure. There are three categories of faculty:

- A. Tenured
- B. Non-Tenured On-Track
- C. Other

Within each category are six rankings:

- 1. Professors
- 2. Associate Professors
- 3. Assistant Professors
- 4. Instructors
- 5. Lecturers
- 6. Other Faculty

Only those employees reported in the "Faculty" section of the report are included in this section. Also, for the purpose of this report, only Tenured and Non-Tenured-On-Track faculty have been analyzed.

In addition, there is a section indicating the number of new hires, and temporary and part-time employees. For the purpose of this report, only full-time staff and faculty was used.

Once the EEO-6 for each institution was received, the data was carefully reviewed for accuracy, collated, placed into appropriate matrices and analyzed. The report summarizes the results of this analysis.

D. Data Limitations/Problems

A major consideration in a study of this kind is the accuracy of the data base. This base is subject to many variables affecting its reliability and usefulness. For example, data describing the race and/or ethnicity of an employee is usually developed through the use of visual survey techniques. As a result, mistakes in identifying employees can be made.

Another limitation is statistical in nature. Although every effort was made to provide a high degree of detail and accuracy, errors may occur. With respect to percentage totals, details may not add up to totals because of rounding. Internal consistency in the data base was a major consideration. Also, at times it was necessary to use 1970 Census data since 1980 data was not available at the time this report was being written.

Another factor that must be taken into consideration is the data base itself. Because the report draws heavily on statistical data for describing the work force in the various institutions, other factors governing the employment process are not fully examined. Moreover, it should be understood that the work force is not a static entity. Jobs are created and people are hired, promoted, and terminated under very dynamic conditions.

E. Definition of Terms

In any kind of study it is absolutely necessary that the important concepts be carefully defined to ensure that misinterpretations are reduced to a minimum. In this report, the following definitions apply:

Affirmative Action - The positive steps that are taken by an employer to overcome the effects of past discrimination and to ensure that all employees and prospective employees are afforded equal employment opportunity.

Availability - Availability indicates the level at which minorities and women might be expected to participate in a job group within an institution or business if employment decisions were made without regard to race or sex.

Equal Employment Opportunity - The right of an employee or prospective employee to be treated during the course of employment or in the application of employment on his/her merit without regard to race, color, religion, national origin, sex, age, or handicap.

Recruitment Area - Recruitment is a key element in the context of affirmative action. A critical factor is defining the institution's labor and/or recruiting area from which it seeks its work force. Both are defined as the geographical area around the institution from which it hires its work force. This may also include the institution itself. In some cases these areas may be the same. However, they tend to get larger for those jobs that require more skill and pay more, partly because the supply of people in the immediate area with the necessary skills may not be sufficient to meet the demand.

F. Population Group Definitions

For the purpose of the report, the following group definitions are used:

White - a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black - a person having origins in any of the black racial groups of Africa.

Hispanic - a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

American Indian - a person having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

Asian American or Pacific Islander - a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.

Source: U.S. Executive Office of the President, Office of Management and Budget, Circular No. A-46 "Race and Ethnic Standards for Federal Statistics and Administrative Reporting." (May 12, 1977)

Minority groups as used in this report refers to those population groups who identify themselves as black, Mexican American, American Indian and Asian American.

Also, for the purpose of this report, the categories of White/Anglo, or Anglo, and Hispanic are used to define whites and Mexican Americans, respectively. White/Anglo is a common term used to refer to non-Hispanics in the Southwest. The category "Hispanic" will be used in lieu of Mexican American in this report.

G. Job Categories

For reporting purposes, the institutions are required to categorize their employment data on the following job definitions:

Executives/Administrators/Managerial

Occupations in which employees set broad policies, exercise overall responsibility for the extension of these policies, or direct individual departments or special phases of an institution's operations.

Faculty

Includes all those providing instruction on a full or part-time basis. This category includes professors, associate professors, assistant professors, instructors, lecturers, or other designated faculty on a tenured or non-tenured status.

Professional Non-Faculty

Occupations which require specialized and theoretical knowledge which is usually acquired through college training or through work experience and other training which provides comparable knowledge.

Secretarial/Clerical

Occupations in which workers are responsible for internal and external communication, recording and retrieval of data and/or information and other paperwork required in an office.

Technical/Paraprofessional

Occupations which require a combination of basic scientific or technical knowledge and manual skill which can be obtained through specialized post-secondary school education or through equivalent on-the-job training. Paraprofessionals are those workers who perform some of the duties of a professional, or technician in a supportive role which usually requires less formal training and/or experience normally required for professional or technician status.

Skilled Craft

Occupations in which workers perform jobs which require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work which is acquired through on-the-job training and experience or through apprenticeship or other formal training programs.

Service/Maintenance

Occupations in which workers perform duties which result in or contribute to the comfort, convenience, hygiene or safety of the general public or which contribute to the upkeep and care of buildings, facilities, or grounds.

Source: U.S. Equal Employment Opportunity Commission

APPENDIX C

Distribution of Employees by
Race, Ethnicity, Gender and
Job Category

Institutional Summary - 1979-1980

Table 1
Distribution of Employees by Race, Ethnicity
Gender and Job Category
Institutional Summary - 1979-1980

A. Employees with 9-10 Mo. Contracts	M A L E							F E M A L E					
	Total	Total	White/ Anglo	Black	Hispanic	American Indian	American Indian	Total	White/ Anglo	Black	Hispanic	American Indian	American Indian
Executive/Admin. Managerial	4	4	3	0	1	0	0	0	0	0	0	0	0
Faculty	1,494	1,194	1,052	4	107	27	4	300	261	4	24	5	6
Professional Non-Faculty	12	3	3	0	0	0	0	9	6	0	3	0	0
Secretarial/Clerical	0	0	0	0	0	0	0	0	0	0	0	0	0
Technical/Para- Professional	1	0	0	0	0	0	0	1	1	0	0	0	0
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0
Service Maintenance	1	0	0	0	0	0	0	1	1	0	0	0	0
TOTAL	1,512	1,201	1,058	4	108	27	4	311	269	4	27	5	6
B. Full-time Faculty Less 9-10 Mo. Contracts	53	34	31	0	3	0	0	19	14	1	4	0	0
C. Employees 11-12 Month Contracts	Total	M A L E						F E M A L E					
Executive/Admin. Managerial	492	385	297	7	70	4	7	107	96	2	8	0	1
Faculty	571	474	425	6	30	10	3	97	89	0	5	2	1
Professional Non-Faculty	1,811	1,118	882	19	165	32	20	693	565	21	85	8	14
Secretarial/Clerical	1,634	102	59	4	36	1	2	1,532	899	24	568	7	34
Technical/Para- Professional	1,022	545	377	12	153	1	2	477	335	11	119	6	6
Skilled Crafts	411	401	169	0	226	0	6	10	7	0	3	0	0
Service Maintenance	739	532	88	6	427	3	8	207	54	2	146	4	1
TOTAL	6,680	3,557	2,297	54	1,107	51	48	3,123	2,045	60	934	27	57
GRAND TOTAL	8,245	4,792	3,386	58	1,218	78	52	3,453	2,328	65	965	32	63

SOURCE: Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6).
Public/Private Institutions and Campuses. 1979-1980.