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Legal Issues in Affirmative Action - The University of California, California State University and Colleges, and Community College Systems - PART I

Assembly Committee on Fair Employment Practices

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ASSEMBLY SELECT COMMITTEE ON FAIR EMPLOYMENT PRACTICES

AND

ASSEMBLY COMMITTEE ON JUDICIARY

LEGAL ISSUES IN AFFIRMATIVE ACTION – THE UNIVERSITY OF CALIFORNIA,
CALIFORNIA STATE UNIVERSITY AND COLLEGES, AND COMMUNITY COLLEGE SYSTEMS

Hearing of November 30, 1982

University of California, Berkeley
Alumni House
California Alumni Association
Dana Street at Bancroft Avenue
Berkeley, California



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ELIHU M. HARRIS
CHAIRMAN

CHAIRMAN ELIHU M. HARRIS: First of all, I want to apologize for being late. The storm had adverse effects on my travel plans.

Today the Assembly Select Committee on Fair Employment Practices and the Assembly Judiciary Committee are holding a joint hearing on legal issues in affirmative action - the University of California, State University and Colleges, and Community College System.

Our purpose today is to examine some of the problems confronted by women and minorities in gaining employment within the three post-secondary education systems. We will examine the areas of recruitment, hiring, promotions, separations, and collective bargaining.

The three post-secondary educational institutions employ approximately 118,000 individuals. Minorities and women make up approximately 70,000 of those individuals. However, nearly 60 percent of the positions held by minorities and women are in clerical/secretarial or service/maintenance classifications which are traditionally paid less.

The goal of this hearing is to identify problems that result in the underutilization of women and minorities (in California post-secondary systems) and to seek solutions to those problems.

We have assembled an impressive group of witnesses which includes Personnel Administrators Affirmative Action Officers, Labor Representatives, Faculty Representatives, Advocate Groups, and other experts familiar with the issue of employment discrimination.

Now, joining me at the hearing, at this point, is Assemblywoman Teresa Hughes, who is Chairman of the Post-Secondary Education Subcommittee and I assume will also be chairing the overall Education Committee within the next seven days. I don't think that's a scoop, but anyway, nevertheless, moving right along.

Mr. Thomas, would you come forward please. Our first witness, Mr. Thomas, is the former Employee Relations Representative for CSEA. Mr. Thomas.

MR. BILL THOMAS: Good morning.

CHAIRMAN HARRIS: Good morning.

MR. THOMAS: My prior experience in labor relations consists of working for CSEA in 1976 through 1980; July, 1980. During that period of time, I handled complaints for employees involving refusal to promote, discrimination and to layoffs. It is incredibly difficult to process these particular complaints basically, because in the UC System the control of these procedures is handled by the Personnel Office.

CHAIRMAN HARRIS: Is it system-wide or just at Berkeley?

MR. THOMAS: Well, on the issue complete mobility of issues system-wide has the authority to override our local personnel management. However, we did use that opportunity at times to send cases down to system-wide and in most cases they would not override the personnel managers. This resulted in the necessity of going to court.

CHAIRMAN HARRIS: What would you say the majority of the complaints revolved around? Were they basically promotional problems or were they problems with transfers or personal harrasment, what kinds of things would you say were the predominant?

MR. THOMAS: Predominantly, the problems resulted in my experience, were separations or dismissals and it seemed like the bulk of the people that would ask to see us were minorities and women minority. There is no easy transfer policy used in the system. It is very difficult to transfer to another department because the departmental chair has the right to reject a person who they view as not qualified. Even when a person has been laid off for economic reasons, it creates a difficulty for many individuals of getting a job in another department because he or she has to go through an interview process and then the Department Chair picks them up or rejects them.

If they are rejected, then notification of the rejection goes to the personnel manager, not to the individual applicant. So, it is difficult for you to get the information you need in order to process a complaint.

CHAIRMAN HARRIS: Do you have any questions?

MR. LEO YOUNGBLOOD: Yes, Mr. Thomas, system-wide, have you seen any problems in terms of hiring or promotions or promotional problems, specifically, with minorities or women? Have you seen in trends or patterns?

MR. THOMAS: I haven't had a great deal of experience with the system-wide, although I did apply for a job with systemwide, and I was turned down.

MR. YOUNGBLOOD: Do you have anything else you would like to add for the record?

MR. THOMAS: Am I free to come back on some of the issues?

CHAIRMAN HARRIS: Sure.

MR. THOMAS: Thank you. Then that will be all for now.

CHAIRMAN HARRIS: Alright. Anyone who is testifying today, if they would like to add anything later, the record will be open for ten days following the hearing for additional written testimony.

Ms. Juanna Barbarito with the California Community Colleges Affirmative Action Office. Or rather, Mr. Arnold Bray.

MR. ARNOLD BRAY: Mr. Chairman and members of the Committee. I am Arnold Bray, Director of Legislation and Public Affairs for the Chancellor's Office of the California Community Colleges, and with me is Doctor Juanna Barbarito who is our Administrator for Affirmative Action Programs. She will present the majority of the testimony this morning in response to your questions pursuant to the letter that we received from your office. However, I would briefly like to say in the beginning is that the Chancellor's Office has attempted to make some affirmative and positive steps towards support of and encouragement of affirmative action within the California Community Colleges. The packet information which your staff has prepared, I think, accurately speaks to some of the problems that we face with regard to affirmative action and the fact that affirmative action programs, state-wide, as well as nationally, seem to be sliding backwards.

The Chancellor's Office, in terms of its commitment, we have one person who has the major responsibility for affirmative action programs state-wide. So, it makes it very difficult for us, on a state-wide level, to monitor and in some instances enforce and provide technical assistances to the 107 community college campuses in this state. And, as a matter of fact, prior to I guess

about a year or so ago, Mrs. Barbarito's responsibilities within the Chancellor's Office were threefold. Not only was she handling affirmative action, but also bilingual education as well as sex equity programs. Since that time, in terms of our commitment, we have been able to, with the assistance of the State Legislature, to hire two additional people for those other services.

However, still, it remains a problem, as you can well imagine, one person trying to get around to the 107 community colleges in this State. In addition, I would like the Committee to know that the Chancellor's Office is committed, and will support, any legislation, be that your committee or other legislators would put forth that would essentially say that affirmative action programs should be taken into consideration when it comes time for layoffs. As we know, the dwindling resources in this state, there's been minimal, if any, hires going on and that's particularly true in the California Community College System. But we are supportive of protecting the gains that we have made and we encourage the Community Colleges to continue to move in a very positive direction.

With that, I would like for Mrs. Barbarito now to address the specific questions that the Committee is concerned with.

CHAIRMAN HARRIS: Thank you Mr. Bray.

MS. JUANNA BARBARITO: Good morning members of the Assembly Select Committee on Fair Employment Practices and the Assembly Committee on the Judiciary.

I am Juanna Barbarito, Administrator for Affirmative Action Programs for the California Community Colleges. I am pleased to be here to offer testimony on the legal issues in

affirmative action in the Community College System. My testimony will focus on the methods which are or should be used to increase representation of women and minority employees in the Community College System and a review of employees at the administrative, faculty and staff levels in the California Community Colleges.

This information is based on the EE06 report, which is a biannual, federally mandated report, collected during the Fall of every odd numbered year. For your information, I have included three charts depicting the changes by number and percent in the level of representation of ethnic minorities and women for each of the seven jobs categories from 1977 to 1979, from 1979 to 1981 and from 1977 to 1981. This information depicts a reported change in full-time employment of administrators, faculty, professional non-faculty, secretarial/clerical, technical paraprofessional, skill crafts and service/maintenance persons. A fourth chart is included which ... it is really in the form of a memorandum, which provides the ethnic and gender composition of the Superintendents present in the Community College System for 1982 and 1981.

The levels of representation will be discussed later on. As many of you are aware, California Community Colleges consist of 107 Community Colleges organized into 70 districts, governed by 70 locally elected independent governing boards. Since 1978, the Board of Governors has undertaken to improve the effectiveness of employment of affirmative action programs through the adoption of legislation. Senate Bill 1620, which is part of our education code and mandates employment of affirmative action programs in all California Community Colleges and supporting State regulations as those found in Title 5 of the Administrative Code, Sections 53000

to 53052 which were adopted in 1981.

CHAIRMAN HARRIS: Let me interrupt you. I would prefer, if you would highlight your testimony rather than read it, as I have already read it.

MS. BARBARITO: Alright.

CHAIRMAN HARRIS: We're going to have it all in the record. What we are really trying to establish here is a record. I'd rather be able to ask you some direct questions on the basis of your testimony.

MS. BARBARITO: Sure.

CHAIRMAN HARRIS: And particularly the points of recommendations, statistics. Those are the things that I'd most like to have highlighted.

MS. BARBARITO: As far as the... one of the areas I'd like to go back to in the testimony is the idea of the employment or the recruitment newsletters. Currently, if you'll look at the last exhibit, we produce a state-wide, monthly... on a monthly basis, an affirmative action newsletter that attempts on the first two pages to give some article or two or three on civil rights and then in the latter part, depending on how many or how few openings are available in the system and sometimes we do pick up University and State employment. We announce the available positions and distribute this to anyone that is interested and knows about it in the Community Colleges. What we would like to propose is a newsletter circulated or prepared on the basis of three regional areas; the Bay Area, Northern California/Central California and the third area being Southern California for the purpose of informing those persons that want to work in any of those three areas about

job announcements in California Community Colleges in those areas. We haven't been able to do this in the past and it would be cost effective because individual districts would not have to advertise as widely for each position, although they could continue to do so. At least we would know that we could direct persons to any of the three newsletters as a source of the latest employment information. Currently, we do not have this type of service. I know that the other systems may or may not have a similar service, but I think that we need one.

As far as the recommendations are concerned, which is probably the last printed page in your packet, we have, based on the evaluations that we did of districts last Winter and this early Spring, one of the things that was repeated time after time by the District Affirmative Action Officers the need for a full-time Affirmative Action Officer position. And, in those cases where there are several colleges in a district, a Campus Coordinator in those districts.

I've already mentioned the newsletter and number three would be State-sponsored legislation to provide for the extension of coverage of AB 3001 to community college districts. As you know, that is the law that covers state employees currently; that effects the determination.

And, number four would be a ... we have found that statistically, if you want to check this you certainly can very quickly, that we have had about three or four times as much progress shown for women as we have for minorities, for any given minority group. And, as a matter of fact, in the placement of women we have 75 percent of the placements at the administrative

level and faculty levels going to White women. We are finding that minority women are not making as great strides or finding... let me put it another way, are finding it very difficult to be moved into administrative positions or full-time faculty positions.

ASSEMBLYWOMAN TERESA HUGHES: Mr. Chairman, can I ask a question?

CHAIRMAN HARRIS: Yes, Assemblywoman Hughes.

ASSEMBLYWOMAN HUGHES: You talk about minority women making great strides in administrative positions. What about minority males within your system?

MS. BARBARITO: The level of representation is... I'm sorry, when I examined the statistics I was looking at women as a group. We can turn to the chart and look at the statistics for minority males if you wish. At this time, I wasn't... I don't have it handy to give you the analysis, but we can look and see.

ASSEMBLYWOMAN HUGHES: How are you evaluating or defining affirmative action? How are you interpreting this committee's charge regarding affirmative action? Totally in terms... and this is a question, not a statement, are you regarding it totally in terms of females and minority females or how are you interpreting that as you responded to the letter?

MS. BARBARITO: Typically, I have the experience of interpreting statistics for ethnic groups and then separately for women. I try not to combine minority and female number because that has always been frowned upon. I think it gives an unfair two rows of the picture that is going on. In terms of the women, it has been called to my attention at various times by persons that feel very affected by the situation that the... and in some cases

by White women as well, that the promotions or the opportunities are going to White women. This is why I pointed out in my... or I made a point in my analysis of looking at those particular statistics, but we can look if you wish at the male and female levels of representation and compare them.

I believe for Black persons you will find that in the Administrative Management level we have 137 men, Black men, for women we have 77 Black women. That may or may not be like a two-to-one ratio. For Hispanic women--I mean males, we have 155 at the Administrative level, we have 40 for Hispanic women. For Asians we have 51, this is for 1981. We have 51 male Asians, we have 31 female Asians. So my point is that they are not equally divided at all. For White persons, we have 1,454 White men Administrators and we have 490 White women Administrators. We have, and I think if you examine the rest you'll see it between the men and women the impact is very very great.

As far as I can tell you right now based on the analysis of all women, the statistics were 75 percent of the actual positions were being held by White women. Minority women total were about 24 point something percent. So that was my point.

CHAIRMAN HARRIS: Let me ask a question if I might? First of all, what was the thinking? How many Affirmative Action Officers or staff do you think is adequate to monitor effectively the Community College System? And I'm sure there's not enough, so you tell me why there aren't.

MS. BARBARITO: Do you mean at the State level or in each individual district?

CHAIRMAN HARRIS: I mean at the State level first of all

and then the individual campuses.

MS. BARBARITO: Well, we have one person at the State level; that's myself. And that's clearly not enough.

CHAIRMAN HARRIS: Right.

MS. BARBARITO: I know we have put in budget change proposals year after year and there is no action taken on them as far as the other control agencies are concerned. I would say that seven would be a number that could allow us to do a much better job. I mean you have only to look at the other two systems.

CHAIRMAN HARRIS: But the budget request for seven positions has been made to the Legislature?

MS. BARBARITO: Not for seven positions. I think we asked for one or two.

MR. BRAY: One or two positions.

MS. BARBARITO: Two.

CHAIRMAN HARRIS: And that's been turned down by the Legislature? Is that right?

MS. BARBARITO: That's correct.

MR. BRAY: That's correct.

CHAIRMAN HARRIS: Alright, I think we want to find out a little bit more about that. Let me ask a couple of questions about the ability to provide sanctions or to impose sanctions on various campuses. Is there any such power, or has it been exercised that it does in fact exist?

MS. BARBARITO: The power apparently exists, the process does not. Currently, in 1982, our legal unit has moved ahead to develop the method for enforcing compliance with minimum standards. In the past, under our old set of Administrative Regulations, we

had the seven-- or rather the six regulations, all being minimum standards which meant failure to comply with any of those standards could result in withholding of state dollars. Under the revised set of regulations which were adopted in December, 1981, I believe we only have four sections that are minimum standards and the intent is to have the districts fully aware that it is possible to have their state dollars withheld if they fail to comply.

CHAIRMAN HARRIS: Can you require each district to have an Affirmative Action Officer full-time?

MS. BARBARITO: Under the regulations, we are requiring them to designate someone to have that responsibility, but it's usually in addition to other duties.

MR. BRAY: There are very few campuses or districts that have full-time Affirmative Action Officers. The majority of Affirmative Action Officers as Ms. Barbarito has said, have other duties.

CHAIRMAN HARRIS: Does each campus in fact have a designated person? Are they required?...

MS. BARBARITO: Each district does. In some cases a Superintendent, and in every case it is a "HE" himself serve as the Affirmative Action Officer and unfortunately in those cases, several cases, they do not appear for the in-service training and other means that we find necessary during the year. But in the majority of cases, we do have a person designated as the District Affirmative Action Officer who does come to the meetings.

CHAIRMAN HARRIS: Do you have any questions? Well let me ask a couple more then. I am interested in following-up people who want the sanctions and also your ability to require some policy

changes in the individual campuses. You mentioned the possibility of a newsletter. Do you have the ability to impose requirements on the individual campuses or systems that they in fact report job openings? That they in fact advertise through some central means? Or make your office aware of every job opening in the faculty or staff-- so somehow we can make sure that job opportunities are made known system-wide?

MS. BARBARITO: Well we have in the guidelines which are strong recommendations, but they're not mandatory. They are permissive.

CHAIRMAN HARRIS: Can they be made mandatory?

MS. BARBARITO: Yes, they can be put into regulation form that all job announcements...

CHAIRMAN HARRIS: Excuse me. So I would take it that since they are not, it's because the Board of Governors have chosen not to make them mandatory? Is that right?

MS. BARBARITO: That could be one inference, yes.

CHAIRMAN HARRIS: Well, what's the other?

MS. BARBARITO: The other is that in the development of the regulations and guidelines, we solicit considerable field input, and district personnel will step forth and give views and it is an open discussion that takes, oh I guess...

CHAIRMAN HARRIS: I understand the process. I am asking for policy. That the Board of Governors would be the...

MS. BARBARITO: The appropriate Board.

CHAIRMAN HARRIS: ...That they have chosen not to do it ultimately. Is that right? Regardless of why.

MS. BARBARITO: Yes, it is going to be in the guidelines,

not the regulations.

CHAIRMAN HARRIS: I see. Let me ask a couple of other questions, and I don't mean to keep you unduly but I do want to make sure I understand exactly how you in fact develop your policies and also how they are enforced. What about the-- I mentioned the possibility of sanction and you told me that they have just chosen not to exercise this thing, is that correct?

MS. BARBARITO: That's correct because there was... we did not have a specific procedure to be announced throughout the system and to be followed. Currently, in this year, our Legal Unit has started work on it and it is regularly brought to the attention of the Board of Governors. Progress is being made to adopt a procedure.

CHAIRMAN HARRIS: I understand that there are at least four systems or campuses in effect have... I don't know about all minority and women, that in effect have no Black faculty or staff. Is that true?

MS. BARBARITO: Four?

CHAIRMAN HARRIS: Well, tell me how many.

MS. BARBARITO: I'm sorry. I couldn't tell you there are any that have none.

CHAIRMAN HARRIS: Have no Black staff.

MS. BARBARITO: At the Black...

CHAIRMAN HARRIS: What about Tahoe College? Or Sierra, whatever?

MS. BARBARITO: That may be. That may be one that doesn't have. I'm not sure about staff though. I know that it's a lot easier to... had I had this information, I could have checked

through the statistics for every single district...

CHAIRMAN HARRIS: Will you do that?

MS. BARBARITO: ...Which we do have... Yes, I can get back to you...

CHAIRMAN HARRIS: And get back to us and let us know. I would like to know by campus.

MS. BARBARITO: Okay.

CHAIRMAN HARRIS: Those campuses that have minimal or none....

MS. BARBARITO: Alright.

CHAIRMAN HARRIS: I think there shouldn't be that many of them, I would hope.

MS. BARBARITO: Do you want this information divided by administrative faculty and the rest of the staff?

CHAIRMAN HARRIS: If that is not too difficult. Otherwise, I will just take it by faculty.

MS. BARBARITO: It would probably be a fairer picture.

CHAIRMAN HARRIS: I would appreciate that. Do you have any questions?

MR. BRAY: Mr. Chairman, if I could just expand on one of the questions that you were asking which was sanctions. As we've mentioned, it is a difficult situation because unless there are problems, and those problems in the field are brought to our attention because as we said before, Mrs. Barbarito is the only person that we have at the State level. It is very difficult for us to know what is going on out there unless it is someone who is grieved, or otherwise has a problem, lets us know or complains or submits an official complaint. That is one of the very few ways

that we become aware of these problems and then when we do, of course, then an investigation is taking place. And under AB 803 which you are aware of, it does provide some sanctions. But ultimately, in terms of withholding funds, the bottom line as you well know, most state agencies have been reluctant to do so because the ultimate person that is hurt is the student. So that's the major problem that we are faced with.

CHAIRMAN HARRIS: Let me ask you something following up on that question. If, in fact... how does the procedure work from top to bottom? Say that I am employed throughout the Community Colleges and I am on the faculty, I am terminated I think without just cause for whatever reason, but I think it should be pertaining to my procedure as it relates from top to bottom up to Doctor Barbarito.

MS. BARBARITO: Well I can respond to that. Under the AB 803, part of the Government Code, we have the process that provides for a district to have their state funding in jeopardy if they do not attempt to resolve in good faith in complaints of discrimination.

CHAIRMAN HARRIS: Then what would be my first step?

MS. BARBARITO: The process would be for you to contact the Affirmative Action Officer. We do have the requirement in our AB 803 regulations that posters be made public or where the employees and applicants and students can see them. In that... on the poster, the person in charge of the program-- Discrimination Complaint Program and their telephone number and location be announced. The person would go to the appropriate office, get some advice on the local district procedure. We do have limitations on the amount of

time it can take at the local level. The complaint would be written. The state office would be notified that a complaint had been filed locally, and then...

CHAIRMAN HARRIS: So in other words, it is required that your office be notified of any complaint?

MS. BARBARITO: Yes.

CHAIRMAN HARRIS: Okay.

MS. BARBARITO: ...Of a written complaint. If they are following the formal process which cannot take longer than 30 days, then we are not informed of those. Then once the complainant has his or her complaint reviewed by the appropriate staff and there is no declaration or announcement that there is discrimination with the person, the person is not happy with the outcome of the complaint, then the complainant can appeal to the State Office. That is a requirement that the local district inform them of this right and then at that point, because we have not been able to obtain funding, the State Office will receive the file from the district and then typically refer them to the Department of Fair Employment and Housing since they seem to have the investigators to do the investigating, the official investigating.

ASSEMBLYWOMAN HUGHES: What is your time line in terms of resolving or referring these complaints to the State Office? When a local campus has a complaint, do you have a time line on it?

MS. BARBARITO: Yes...

ASSEMBLYWOMAN HUGHES: ...Or can this go on indefinitely?

MS. BARBARITO: No.

ASSEMBLYWOMAN HUGHES: What is that time line? And does it differ... is it standardized for all of the campuses?

MS. BARBARITO: We have attempted to standardize it. We issued a set of sample regulations. Many districts just modified them by including their name; district name, etc. Others were more creative and with those we have been trying to get them to comply with the state's standards. And, I think we are down to about two districts that still haven't turned in regulations, but that's not...

ASSEMBLYWOMAN HUGHES: What are those two districts?

MS. BARBARITO: I'm sorry, I don't have them at the top of my mind...

ASSEMBLYWOMAN HUGHES: It would be nice for us to know as we come up with budgets for this coming year. It is a nice leverage to see... it helps then to reach resolution on this matter and I would really request that you get us that data.

MS. BARBARITO: And, if I can add...

ASSEMBLYWOMAN HUGHES: Okay?

MS. BARBARITO: ...The amount of time is 90 days plus a possible 14 more days. And, that is the time within which a district has to respond and investigate and get the results to us.

CHAIRMAN HARRIS: Let me ask a question. Are there 109 or 107?

MS. BARBARITO AND MR. BRAY: 107.

ASSEMBLYWOMAN HUGHES: Mr. Chavez, would you join us up here? We will ask some questions of you. For the person that goes to legislation for the funding of the Community Colleges that I carried two years ago and we will probably be writing something new this year, so it would be nice if you would give us a clear slate.

MR. YOUNGBLOOD: I would like to know do you have any

specific programs for recruiting, recruitment of faculty and staff or administrators?

MS. BARBARITO: That's left up to the individual district, Mr. Youngblood. However, we do encourage them to recruit as widely as possible and that they should be announcing administrative or faculty positions state-wide.

MR. YOUNGBLOOD: So this is generally a publication of the openings. There is no focus recruitment or active recruitment in ...

MS. BARBARITO: Yes, we attempt to have them use the affirmative action registry. At one time we had every single district superintendent sign a form that said they would use the forms, the process, the registry in confidence, etc. We also attempt, through the regulations and guidelines, to require and make recommendations to districts that they use minority and female oriented recruitment sources and publications for their announcements.

MR. YOUNGBLOOD: Are there any training programs for staff or administration so that they can train to move upward?

MS. BARBARITO: What we have is, in the past we have had three affirmative action consortium operating in the state. One that serves the Southern California area; Orange County/Los Angeles for the most part. We have a San Diego Council that has been rather dormant and we have the Bay Area group; it used to be called SEARCH, I'm not sure if they are meeting anymore, but the same people are meeting under a different name now. And, through those persons they share information on recruitment sources; what is or isn't sources, returning results. It is an informal process.

MR. YOUNGBLOOD: So, there is no training program for a gardner to train to become an equipment operator or something like that?

MS. BARBARITO: Not to my knowledge. We do have... we had, oh approximately five years ago, in the Los Angeles Area, the district there did have an intern program that provided for persons to... that had achieved a coordinatorship level, to be trained for... to serve a year in an internship program and to my knowledge all ten persons have been placed in the senior level, administrative positions by now. But, there isn't anything else to my knowledge going on.

MR. YOUNGBLOOD: In your statement, you had programs, policies or hiring and screening applications. Who actually does the screening of applications when they are received, like at the individual campuses?

MS. BARBARITO: In the majority of cases where there are personnel directors, that is done by the Personnel staff. There are committee structures in many places and for professional level positions the paper screening is usually done by a committee that consists of an administrator, faculty members, and staff. In the more liberal districts we have student representatives and I think this is particularly helpful when we do searches for presidents or the superintendents.

CHAIRMAN HARRIS: Thank you. Do you have anything you would like to add for the record? Either of you. Mr. Bray?

Thank you very much. Your testimony has been helpful.

MR. BRAY: We'll get that additional information that you requested to you.

CHAIRMAN HARRIS: I would appreciate that.

MS. BARBARITO: Thank you. I believe it is still in the courts. I checked a couple of... I checked last month, I believe, with our Legal unit, and was informed it was still in the court. The person did not receive employment. There has been a change in the Superintendent; Doctor Lombardi resigned and went into private industry. There has been a new Superintendent selected. He has, through his staff, invited me and another person to come down and provide in-service to them. And, the earliest time that we can all meet will be January 4th. There have been, as far as I have been informed by the College Staff, two Black persons hired since this developed and I'm not sure if there has been one additional minority, but there were... I was told there were two Black persons hired. I have met one of those persons.

ASSEMBLYWOMAN HUGHES: In what capacity?

MS. BARBARITO: One is in the EOPS Office and I don't... I believe the other may be a faculty member. I'm not sure what department it is.

CHAIRMAN HARRIS: Thank you very much. Mr. Jeffrey Stetson please.

MR. JEFFREY STETSON: Good morning. I am Jeff Stetson. I am the System-wide Affirmative Action Officer for the State University System. In order to be as responsive as possible to the kinds of questions that you may have, I will be very brief in my opening remarks. I will not deal with statistics, although we have statistics available for you.

CHAIRMAN HARRIS: There will be submitted for the record?

MR. STETSON: Let me deal very briefly with what I consider to be some conceptual problems with Affirmative Action that apply to our system or any system for higher education for that matter.

CHAIRMAN HARRIS: Before you do that, can you give us a little overall statistics in terms of the number of employees, faculty, staff and some general statistics?

MR. STETSON: There are approximately 30,000 full-time staff in the system. I have for you a report that is broken down by campus from 1975 through 1981 for every two-year period that specifically looks at executive positions, faculty, professional non-faculty, clerical, technical, skilled and service. Essentially, those categories are articulated in...

CHAIRMAN HARRIS: Are those 30,000 equivalents are actual bodies or what?

MR. STETSON: Both. You want me to break down some of the figures in terms of ethnicity and gender?

CHAIRMAN HARRIS: Please.

MR. STETSON: For faculty, the total number of tenured faculty; 1,303 women, 6,780 males. That breaks down to 16.1 percent for women, 83.9 percent for males. That's the total number of tenured faculty throughout the system. That was the first report that we submitted to the EEOC report... category in '75.. In 1981, the last report, we had a total of 1,662 women and 7,377 males for a change of 18.4 percent women, 81.6 male. Again, not much of a change. Specifically, when one wants to take into consideration some of the legislation that in one way or another assisted us with regard to our affirmative action efforts. Particularly the early

retirement legislation.

Early retirement legislation in one way or another was responsible for something on the order of 1000 employees leaving the system. The overwhelming percent of those faculty leaving were white males. And, so having hired no one at all, we looked better as a result of the attrition through the early retirement bill.

For ethnic minorities, particularly for faculty, we look even worse. From 1975 through 1981, we actually experienced a decline in the number of Black faculty and Latino faculty on tenured tract and tenured positions. And this is after seven years of affirmative action efforts.

ASSEMBLYWOMAN HUGHES: But did you have a commensurate decline in student enrollment?

MR. STETSON: No not necessarily.

ASSEMBLYWOMAN HUGHES: You didn't?

MR. STETSON: No. Again, we had shifts in student enrollment. Obviously we increased actually from '75 through '77-'78 and started to decline at certain campuses from '78-'79 on. But, again, there have been major shifts in student enrollment which if the previous speakers have not indicated, I am sure that most speakers will. The shift has primarily been to the hard sciences, computer sciences, business and so on which presents a major difficulty in terms of recruiting. We will get to that later on. We made some progress in administration, but I think Assemblyman Harris and Assemblyperson Hughes you may recall that AB 105 presented some problems in making those comparisons because of major shifts in definitions of management. We, in essence, in 1975 and '77, had

a very narrow definition of Executive Management positions and as a result of the AB 105 hearings we made some shifts in that also consistent with ERA Collective Bargaining concerns. And so we went from something on the order of 303 persons in that category to about 1300. So it is very difficult to make reasonable comparisons. But, we have collapsed both the professional non-faculty and the executive managerial categories so that at least those two employment categories can be reviewed.

One of the things that I think needs to at least be looked at is some of the problems inherited in how one goes about looking at affirmative action programs. I think some of the members of the Committee may recall that several years ago we, particularly Blacks, used to define the political terms "liberal" and "conservative" in ways that said something about race relations at the time. And I believe the definition went something like we defined a "liberal" as a person who thought Blacks inferior because of their environment and a "conservative" was someone who thought Blacks inferior because of their genes, but the bottom line was both groups thought Blacks inferior. If affirmative action programs have failed, and I think to a large degree they have, they have failed essentially because they continue to look at those protected categories as having certain kinds of deficiencies. And once those deficiencies are corrected or responded to, there will be no problems. As long as we look at affirmative action programs as if there is something wrong with the individual or the group, rather than the kind of structural change that need to take place at the institution, we will continue to have fairly poor progress in affirmative action.

The second thing that is difficult to deal with, particularly in institutions of higher education, is the degree to which we spent a great deal of time ignoring or dismissing the reality of institutional racism and sexism, both to the extent that we perpetuate that and to the extent that we create policy that perpetuates it. Academicians and trustees and regents have real difficulties in coming to grips with racism, particularly in higher education. We look at a racist as somebody who stands on the corner and throws a big hard rock at a small brown face on a moving yellow bus; that's a racist. But we as academicians and educators, trustees and regents, do other kinds of things. We certify standards and legitimize quality. We make decisions regarding who gets access, who gets promoted and we do that all under the general concern of quality education and standards. And, yet the individuals who determine standards are much more dangerous than the rock-throwing racist. If affirmative action is to mean anything in higher education in particular, it will only have substantive change if we take a look at the curriculum. Because curriculum determines the kind of faculty that we hire, it determines the kinds of educational experience that our students have and it says something about what we consider to be important and legitimate scholarship. All of us have looked at, with some concern, the kind of test scores that our students have been receiving, both our perspective students and the students have been receiving, both our perspective students and the students that we have as well as our students that are graduating. We are concerned about the degree to which some of those students may be functionally illiterate with degrees. And yet, we have not taken a major look at those students

who graduate often with honors who may be majoring in English, but have never even studied Langston Hughes, or Nikki Giovanni, or Baraka -- and this is clearly from an afrocentric perspective. I am not arguing for an afrocentric bias, I am simply stating that if one wants to take a look at curriculum anywhere throughout the country, one sees basically a very narrow, very distorted, very ethnically bias, slanted and distorted definition of what is worth studying. So if one wants to bring in different kinds of individuals with a different kind of scholarship, then one has to look at the curriculum which one way or another determines that kind of faculty. Unless we do that, we are probably going to be here ten years from now talking about why we have the poor record of ethnic minorities and to a certain extent women in key positions.

I would be happy to respond to specific questions.

ASSEMBLYWOMAN HUGHES: Yes, you have an administrative internship program that we funded in the Legislature back several years ago at CSU and what has happened in the meantime? How many ethnic minorities and women do you have in these administrative internship programs and how many of them have in fact obtained positions in CSU?

MR. STETSON: We have a report that indicates some of that information for you that I will leave with you. Essentially, we have... this is the fifth year of the program's operation. The first three years we had 19 fellows each year. The fourth year of the program, because of cuts made by the office, that program was cut from 19 to 12 and the fourth year and the fifth year we've had 12 fellows. This year's ethnic diversity... this year's program is the first program where we've had a majority minority constituency

as follows. Seventy percent of the individuals in the program are either Black or Latino.

ASSEMBLYWOMAN HUGHES: And how many of those are women? Well, no I don't want to mix the two up. I want statistics for... you said there were 12 participants. Out of the 12 participants, how many were women?

MR. STETSON: There are 7 women and 5 males.

ASSEMBLYWOMAN HUGHES: Seven women...

MR. STETSON: ...and five males.

CHAIRMAN HARRIS: And you said this is the first year that the majority have been minorities?

MR. STETSON: Yes. The previous years the majority have been White women. They have been occasionally a White male or two in the program and a relatively few number of Blacks and Latinos. We have had two Asians in the program over the last two years, and one Asian in the first year.

CHAIRMAN HARRIS: What was the purpose of the program?

MR. STETSON: The purpose of the program was to respond to the need to specifically assist ethnic minorities and women in advancing in administrative careers in the system.

CHAIRMAN HARRIS: Okay. And the program's guidelines were such that there were no restrictions?

MR. STETSON: That's correct. There are still no restrictions, but it is worded in such a way that it is clear that one has to make nominations consistent with the greatest degree of underrepresentation at a given campus. The campuses submit three to four names to our office and we have a system-wide screening committee that reviews, interviews, and then makes the final

determination.

ASSEMBLYWOMAN HUGHES: What has happened to most of these people who went through the administrative internship program, say... you have had it five years and what has happened?

MR. STETSON: Something on the order of 55 percent of the individuals who have gone through the program have received some kind of promotion.

ASSEMBLYWOMAN HUGHES: Within your system...

MR. STETSON: That's right.

ASSEMBLYWOMAN HUGHES: ...or in a ... okay.

MR. STETSON: There are a number that have left. There are a number in the system that have not advanced. There are a few who as a result of the program decided that they were not going to attempt to be in administration, that they would prefer to be faculty. We've had some who were in Student Affairs as administrators and decided what they needed to do was get a terminal degree in the academic end of the house so that they could advance that way and a number of them are still enrolled in graduate programs in an attempt to get that Ph.D. By all comparisons the program has been successful in as much as that is a fairly good record of promotion when you look at national fellowship programs as well state-wide.

ASSEMBLYWOMAN HUGHES: What were the... out of the minorities and knowing historically as I don't have to tell you, as you well know--that most minorities are overly qualified for most programs that they get into anyway, or else they wouldn't be accepted to begin with. Out of those ethnic minorities and/or women who were admitted to the administrative internship program, how many of those people already had Ph.D.'s, but were just going

on to try to seek some administrative position within the system?

MR. STETSON: Something on the order of 40 to 45 percent. We are still collecting that kind of information, but the information that we got from the first three years would suggest that it was something on the order of 40 percent. Now, again, we had difficulty in coordinating the program initially because when the program first was established there was no system-wide affirmative action officer in our office. That person had been promoted. There was an interim of a year where no one was hired and so those responsibilities got sent to different areas of the Chancellor's Office. This last year marked the first year where both the selection, the training, the coordination of the program came under my area as System-wide Affirmative Action Officer. I assumed training half-way through last year. And, so we are beginning to put together the records specifically looking at the promotional rates, not only in terms of whether or not people got promotions, but what kinds of promotions. Some people who were EOP directors went to other campuses to be EOP directors and while that may be a difference, we want to take a look at what kind of difference that really is.

ASSEMBLYWOMAN HUGHES: But you are going to have that kind of information when you make a budget request this year to continue funding...

MR. STETSON: That's right.

ASSEMBLYWOMAN HUGHES: ...a program like that, because I think it is really going to be crucial. I personally would not want to vote for a budget where you only upgrade EOP directors. Alright? And that is clearly my bias because I think that there

are ethnic minorities and women in other fields of endeavor and other disciplines who need to be so upgraded.

MR. STETSON: Sure. We made, again we made a concerted effort in the past year and a half to specifically look at where the greatest degree of ethnic representation was and in some ways, obviously, that meant we were looking at EOP Student Affirmative Action - Affirmative Action Ethnic Studies Programs because that is the largest concentration of ethnic minorities throughout our system, by and large. We did have a reasonable representation of faculty who were coming on board. We have now promoted some individuals in that program to levels of "Dean" and we certainly are anticipating that one of those Deans is very competitive for Vice Presidency in the next year.

CHAIRMAN HARRIS: Let me ask you a couple of questions about that program. I don't want to belabor it and I would hope that you perhaps would give us an analysis of the program and also either your understanding or the system's understanding of the legislative intent of that program and why or why not it is not being complied with. It seems to be almost offensive, that the program, my understanding of its intent, would have the result that it had in terms of participation. I am concerned about the nomination process, whether or not that's fair, whether all people who want to in fact be considered are given that opportunity or whether or not they are filtered out because they are not considered in favor by the President or by the Academic Senate depending upon who in fact filters out those who would seek nomination. But it seems to me that the program has obviously improved, and I understand under your leadership in the past year or so, but I don't

want to see the program adhere to its past, what I think a very woeful record, should you leave or should someone... or should the system in fact change its commitment.

MR. STETSON: Well, the recruitment of the fellows is not very different from the recruitment of our future employees to the extent to which you have a particular constituency that you are dealing with and that constituency is narrowed, you are going to get a narrowed pool. To the extent to which you make reasonable efforts to insure that folks out in the field are aware of the program and advised to apply, I think that's made a difference. Not only are we aware of the kind of diversity that we got last year, but we know what kinds of individuals are already going to apply for next year's program. And, so we have been recruiting from last year for next year's program. The thing that I want to stress, however, is that it is significant that this program suffered much more of a cut than any other program was expected to suffer throughout the system. And, to the extent that we lost 7 to 19 positions, I think is a very unfortunate situation and the system is now attempting to get those positions back, but it is a question of to what degree are we really going forward and making an honest commitment to do that. And, I think, given the current direction of the system and the leadership that is there at this point, that is a priority. But, it was also clear that if we could cut out of our budget 7 out of 19 positions for, whatever, reason we did not have the commitment necessary.

The faculty development program is also an affirmative action program and again a program that has given us every reason to believe that it has made a difference in terms of the number of people staying on board.

CHAIRMAN HARRIS: Tell me a little about your office.
How many staff positions are there for affirmative action
system-wide?

MR. STETSON: System-wide?

CHAIRMAN HARRIS: Yes.

MR. STETSON: The Legislature never supported a full-time
position at any of the campuses. The best that we came up with was
half-time funding at a relatively low level.

CHAIRMAN HARRIS: Okay, what about in the Chancellor's
Office?

MR. STETSON: The Chancellor's Office has never received
funding for any positions. I had the system-wide responsibility and
that's full-time. When I came on board three and a half years ago,
I was assigned a half-time Secretary. The first week, that changed
to full-time. She had been full-time, but she was working half-
time for another area and that proved to be impossible, given the
kind of workload. We then a year later, received funding from the
Legislature to develop our first system-wide program for employees
with disabilities and that enabled us to bring on another employee
who works primarily coordinating that program but also works with
me in other areas of affirmative action. And we were able to have
our Acting Vice Chancellor transfer a position that he had as
Administrative Assistant to us. And so we have had an Administrative
Assistant now for the last year and that has made a major difference.

CHAIRMAN HARRIS: So, you basically... there are...

MR. STETSON: ...Three professionals and two secretaries.

CHAIRMAN HARRIS: Now, who makes the budget requests? I
mean has this been a result of the budget request of the Chancellor's

Office and turned down by the Legislature? Or has in fact, a request for additional support been made?

MR. STETSON: The request for additional support has been made virtually every year except for '77 and '78, where the System Office just felt that it was senseless to go ahead and request it again. When we put together packages, the program change proposal for the disabled, we developed it, we lobbied it and got it through with the support of the office. The internal transfer of the Administrative Assistant existed as a result of our own individual lobbying effort with the Vice Chancellor at the time.

MR. STETSON: We have sent a proposal a year and a half ago for something on the order of a million and a half dollars for personnel affirmative action matters and again I think that was a position paper in essence that said we needed more individuals to support this effort, but there wasn't a belief in the system itself that we could get it and to that extent I think it predicted to the degree to which we did not go forth and really attempt to give it the busy argument as to why we should have it. That may change in the future.

CHAIRMAN HARRIS: Is affirmative action for students handled differently?

MR. STETSON: Yes it is.

CHAIRMAN HARRIS: That is handled out of the Students Affairs?

MR. STETSON: It is handled out of Academic Affairs; Student Affairs is part of Academic Affairs. In fact, Doctor Soriano is with me. He is the System-wide Student Affirmative Action Coordinator.

CHAIRMAN HARRIS: I see. Tell me about the affirmative action programs system-wide. You are mentioning the fact that... is there an affirmative action officer half-time or otherwise on each of the 19 campuses?

MR. STETSON: We have approximately a third of the campuses out of 19 campuses that for all intent and purposes don't have affirmative action officers. Every campus is suppose to designate one person.

CHAIRMAN HARRIS: And has that been done?

MR. STETSON: Yes. Every campus has somebody designated as an affirmative action officer, but when you look at the degree to which that person has time to respond to affirmative action issues, it really doesn't exist at a third of our campuses.

Many of the campuses have gone on and supplemented the half-time position, so they do have full-time staff and the organizational development of those programs have changed depending on which campus that you're at. Some of those affirmative action coordinators are viewed as highly key administrators in the President's cabinet reporting to the President and so on. Others are more at a technical level, paid at a salary that would not attract individuals who are expected to really provide major leadership roles. But, they are there to provide technical assistance.

CHAIRMAN HARRIS: Is there a state-wide policy that emanates from your office or the Chancellor's office on affirmative action?

MR. STETSON: Yes, there is. There is a trustee policy of non-discrimination or affirmative action which has been in

existence since 1974. When I came on board, it was revised the year that I was there and then we established the first set of system-wide guidelines on affirmative action which have been in existence now for almost two years.

CHAIRMAN HARRIS: Will you submit a copy of that to us?

MR. STETSON: Yes. In fact, I think I already...

CHAIRMAN HARRIS: You already have that? Fine, alright.

The other thing that I would like to ask in terms of the affirmative action program-- are there any sanctions that are available to you and have any been exercised?

MR. STETSON: No.

CHAIRMAN HARRIS: There are no sanctions available?

MR. STETSON: No. In a practical standpoint, there are none.

CHAIRMAN HARRIS: So, if a campus for example just flat out did not hire any minorities over a period of time, for example, they had a hundred new hires and none of them were minorities and your office said well that's unfortunate, that's not in compliance, it certainly doesn't indicate good faith with our policies. Would that be pretty much it-- a slap on the wrist?

MR. STETSON: If we could get a slap on the wrist. Now again, that has changed or at least the possibility has changed... giving a different kind of direction. One of the questions that I asked the Chancellor when I first came on board, is what would happen if a campus simply said it was not going to institute affirmative action, let's take it to the extreme, what kind of penalty would be imposed? What kind of position would our office take? And his response was he would ding the President. I then

asked what does "ding" mean and he said he would bring it up to the Council Presidents at each meeting and my response was that is not a ding, that's annoyance. But again, I think part of the difficulty is in dealing with what the Chancellor can do with a given President or a given system. The Chancellor is new, as you know, and all of these roles are beginning to change and whether or not sanctions or rewards will be a part of the affirmative action review process, I don't know. It is clear that affirmative action can only be measured if it is part of a performance appraisal, not only the individuals at the campus, but the President, myself, the Chancellor and all the rest. I think we are moving in that direction. To the extent that we have not had a very effective evaluation mechanism of Presidents period, we are complicated with regard to whether we can institute affirmative action as part of that.

CHAIRMAN HARRIS: Does the Board of Trustees play any role at all in policy development of affirmative action?

MR. STETSON: Oh absolutely. In fact, the Board in the last several meetings has set what I think is a very positive tone with regard to their support of affirmative action.

We had affirmative action agenda items on the Board every meeting for six straight meetings, and this occurred about four meetings prior to the search of the new Chancellor and that coincided with the need to get the Board to be more sensitive about the kind of leadership we needed, and I think that had an impact. The Board has gone on record of saying that it is not very happy with where we are. One of the reasons the Board has not taken a stronger role in the past is that I think it simply has not had the

information to make those kinds of decisions. When the Board was given a package of information that looked at each campus by campus from 1975 through 1981, and came up with the alarming finding that after seven years of affirmative action we are worse off in some areas than we were in the past, that made a difference. And so to the extent that you can give information to those policy makers that in turn allows them to make the kinds of statements that need to be made, I think that's a plus.

CHAIRMAN HARRIS: Have any investigations been made by any federal agencies charged with affirmative action, like the Office of Federal Contract Compliance?

MR. STETSON: Yes, the Office of Federal Contracts Compliance has been all through our system. They have reviewed, were in the process of reviewing fifteen out of the nineteen campuses. Some of those reviews resulted in conciliation agreements. By and large, the reviews were not very effective because they were dragged out so long. We have at least five campuses that still don't know what the final result is of the review that has been going on for three years. We had charges of findings of discrimination, back pay awards that were proposed and nothing has happened with those, so in those instances we are probably worse off at those campuses because the position of the campus has been to kind of hold off until such time as the feds come out with their report. We have been able to convince campuses as of late, that we need to move regardless of what OFCC's position is.

CHAIRMAN HARRIS: One last question. Can you briefly describe the grievance procedure? Again, it's similar to that which I request of the Community Colleges, if someone in fact files a

complaint, minorities, women, handicapped individual, what happens and how long does it take?

MR. STETSON: The grievance procedure of the campus used to be consistent. It has changed now as a result of collective bargaining. We have three contracts that are signed that specifically have complaint procedures which would include discrimination complaints. We have two contracts that are about to be signed and in essence supercede complaint procedures, so there are no complaint procedures for those employees in those units and we in turn have to develop-- and in fact, I proposed last week the grievance mechanism that exists. Essentially, it is no different than a grievance for an academic problem or reclassification hearing and all the rest. You bring in a group theoretically, of your peers. Although there is some question as to whether or not that ever happens. You look at a series of allegations that have been made and you make some kind of decision. There is an appeal to the President and then there is an appeal to an agency outside of the Chancellor's Office. The Chancellor's Office, at this point, is not involved in any formal grievances.

CHAIRMAN HARRIS: Would the agency outside be Fair Employment and Housing?

MR. STETSON: Yes, Fair Employment and Housing, EEOC, sometimes directly with the Office of Federal Contracts Compliance Program. The Office of Civil Rights is currently involved in reviewing several of our campuses with regard to Title 6 and Title 9 and 504.

CHAIRMAN HARRIS: So your office is primarily responsible for monitoring?

MR. STETSON: Monitoring, establishing the guidelines, reviewing the affirmative action plans...

CHAIRMAN HARRIS: But not the enforcement of affirmative action?

MR. STETSON: Well, theoretically, the Board is the... responsible, and the Chancellor's staff is responsible for insuring the Board's policy is adopted. Again, the question is-- to what extent do you go to the campus, make the reviews, make the recommendations and have those recommendations have any real impact.

CHAIRMAN HARRIS: How many staff people do you think are adequate to perform the responsibilities of your office of, in fact, perform normal affirmative action responsibilities for a system of this size?

MR. STETSON: It depends if they are armed or not.

CHAIRMAN HARRIS: Armed with what?

MR. STETSON: Whatever you need. I think that there are several things that need to be looked at. One, not only in as much as we are talking about a staff situation, but we are talking about a funding situation that provides us funds simply to deal with technical compliance. We have not been able to assist the campuses in even doing the studies that they need to do because we don't have the computer time, we don't have the resources, the census data that may cost \$700 to get and \$3000 to massage in such a way that it is useful. We don't have those kinds of funds available. If we had a budget of \$25,000 for a one-time shot, simply to bring in... to purchase an Apple Computer, with the software that would assist the campuses and a printer and a readout, that would assist us. We would probably need at least a coordinator that would deal with

assisting the campuses in terms of the resource, the computer time and all the rest. And a monitor, I don't think we need a major staff. If the staff had the kind of position where they influenced policy before it became policy, we could probably get away with fewer staff.

CHAIRMAN HARRIS: Could you comment on the effect of decentralized hiring on the ability to implement an affirmative action program?

MR. STETSON: Well, it obviously presents problems if the institution that happens to be the decentralized sub-system of the system it is not committed to affirmative action. But even within a decentralized campus, there are problems with respect to units within that sub-system. If you've got a university that has a medical school or law school, those schools may be as autonomous as any campus in any given system. Departments may have more freedom of autonomy. And again, essentially one would expect and one would want to protect that kind of autonomy but build in a system of accountability that provides for some kind of action.

CHAIRMAN HARRIS: Well what about the establishment of some kind of a system-wide recruitment program? In other words-- that all campuses would notify your office of every vacancy, faculty or staff, and then your office would be charged with referrals or certainly advertising those vacancies to other, you know, university system, etc. In other words, then increase the pool of applicants from minority and women.

MR. STETSON: Well, that certainly impacts on the degree to which you are talking about an increase in staff. If the campuses send virtually all of their notices now and we do not serve

as a viable resource for the campuses, given the nature of the system. One of the things that has to be viewed is the major distinction between recruitment and advertising. In the last several years we have been becoming very sophisticated in advertising and not so sophisticated in recruiting. And until such time as we have the... either the commitment or the resources or both, to do focus recruitment, to talk to individuals about the benefit of working in our system or any other system here in California, we are not going to make major inroads. Again, part of the difficulty is if we had... if we had a majority of our departments very committed to affirmative action today there are still major problems in recruiting given the kinds of resources that are available. If we bring somebody from the East Coast for an interview or from Nebraska or from up north to Southern California, we have a question as to whether or not we can pay their air transportation, we are prohibited from paying any per diem expenses. We had a situation some years ago where we eventually got campuses to talk about diversifying the pool and bringing additional individuals in so that they would have an opportunity. Now we have a number of campuses that won't be able to bring in more than one or two persons for an interview. And when you narrow it down to those kinds of individuals typically, you're going to have an impact on the pool.

CHAIRMAN HARRIS: Thank you.

ASSEMBLYWOMAN HUGHES: What kinds of requests are you going to make in terms of the budget for this year, and what is the procedure? Do you sit down and talk to the Chancellor or just give him a written request? What kind of thrust are you going to have

with the new Administration and hopes that this Administration will be more sensitive to the needs for affirmative action system-wide?

MR. STETSON: Well, we've already gotten the staff and essentially the... in the Chancellor's Office the budget planning people develop the budgets, coordinate the request from each of the departments, and then meet in a room and make decisions about what goes to the Board and what doesn't. We have been able to impact that to a large degree with regard to the affirmative action fellows program and the faculty development program.

Last year the Legislature indicated that we ought to include lecturers as part of the affirmative action faculty development program. Well that was nice, in terms of a policy position. It didn't make any sense in terms of the kind of resources that we have available and the kinds of special needs for the lecturers. So in essence, you have an intent made by the Legislature with no resources to assist those lecturers. If we are going to have that kind of approach, we need additional kinds of monies. The Administrative Fellows Program is simply requesting that we get seven positions back. We are not asking for any gain from where we were in 1976. We are simply asking to get those positions back that we lost and to have the flexibility to use them in such a way that makes some sense. It may be, in a given year, you don't need 19 Fellows, but you can take some of those resources and talk about career mobility strategies or some of the clerical persons to move into technical fields and so on. We have not been able to do that system-wide because we have not had the resources.

ASSEMBLYWOMAN HUGHES: Alright, are you going to be making many recommendations for promotions or movement of people that you

already have on staff who have been doing a very fine job? I don't mean getting into the business of individual campus policies, but are you going to come out with some kind of strong statement for the upward mobility of minority faculty who are already on the staff, because so much of it is left up to the individual campuses and it would seem to me as though one of your jobs as a system-wide affirmative action person is not only in terms of being concerned about recruitment in staffing across the system, but also upgrading. Are you going to make any statements like that in your proposals?

MR. STETSON: We already have. In fact, part of the executive order on affirmative action will require the campuses to submit a summary of the promotion rate, the separation rate of individuals. It is also in accordance with your legislation. But what we have advised the Chancellor at this point is to take a look at how the distribution of funds, the allocations of resources are made to campuses specifically for affirmative action programs. We have had a fairly politically sound, but not organizationally sound method of allocating resources to campuses. Small campuses get a half-time position, large campuses get one position, very large campuses get one and a half. When you allocate positions that way, because it makes everybody happy and the Department of Finance people don't have too much difficulty understanding the allocation formula, it doesn't make a lot of sense in terms of rewarding campuses that have made certain kinds of efforts and so we made the recommendation that given the limited resources that exist, it might make sense to focus in on three or four or five campuses and to give those campuses all the resources with regard to faculty promotion opportunity and to look at the other campuses for the Fellows

program for example.

One of the things that occurs in having affirmative action development programs for faculty and staff under our direction now is that we can look at the campus' affirmative action plan, make assessments as to what those campuses committed and whether or not they met those commitments and whether or not they should get rewarded for their efforts. That is a lot easier to deliver than a sanction that may or may not be able to be imposed.

ASSEMBLYWOMAN HUGHES: Alright. At this time you have made all of your input, or have you, for this coming year's budget in terms of your requests to...

MR. STETSON: No.

ASSEMBLYWOMAN HUGHES: ...to the Chancellor's Office.

MR. STETSON: Well, yes, to the Chancellor's Office.

ASSEMBLYWOMAN HUGHES: What is the time-line after you put in your request, then the Chancellor's Office reviews it, accepts it, rejects it, modifies it, or what have you? At what point in time do you really know what the Administration is going to ask for?

MR. STETSON: Well, we know now that our Administration is asking for the recommendations that we made for Fellows and faculty development. We will not know what the Department of Finance's position is and the Legislature's position is for some time, but we do know that the Administration and the Board has gone on record as requesting the funds that we recommend for those two programs. Now, what happens when the negotiations occur with the individuals involved, I don't know. But, at this point, we are on record as requesting the funds that we recommended for those two

programs. Now what happens when the negotiations occur with those two individuals, I don't know. But at this point, we are on record as saying that's what we need.

ASSEMBLYWOMAN HUGHES: In looking at the budget... at the budget process... I remember when I was on the Ways and Means Education Subcommittee, we looked at the system-wide requests and then the individual campus request and I am certain that you are aware of any problems that might exist on individual campuses regarding affirmative action. Is that true?

MR. STETSON: That's true.

ASSEMBLYWOMAN HUGHES: Alright. Could you update me on two institutions that I am aware of where there have been problems with affirmative action? One is Cal State, Long Beach, and one is Cal State, Dominguez Hills. Could you update the committee on the status of those two campuses and their problems?

MR. STETSON: We are aware that there has been a system-wide suit by the Black Faculty and Staff Association that has targeted Dominguez Hills specifically, but hasn't looked at the system as a whole, but we have not at this point received any official paperwork from that organization or the legal staff. And, so we are aware that there is a suit. We are also aware that there have been several individual suits filed by persons who either are at the campus or were at the campus and all of those suits are in one stage or another in litigation right now.

Long Beach's situation, if... I am aware of a specific case, there are several instances where individuals go back to ethnic studies departments and file suits. There is also a situation where a lecturer who had been a lecturer at the campus for three years was

not hired this year and is currently filing a suit and we have been involved in that. There have been no resolutions in those matters at all. There is a major situation occurring at Sacramento for example, that probably will have much more impact in terms of publicity and the rest than at this point Long Beach and Dominguez.

ASSEMBLYWOMAN HUGHES: What is your role in this? When you hear these complaints, what do you do?

MR. STETSON: Well for example, one of the campuses where there was a situation existed... where there was a problem between the Affirmative Action Officer filing a grievance and the Personnel Director and the President, I flew up to the campus to attempt the resolution and thought we had one. And by the time I got back to L.A. and phoned in that night, it was clear that the resolution was not acceptable to at least one of the parties. We have been in constant contact with those individuals who have been in that litigation attempting to keep open lines of communication and to pursue some kind of resolution. I have also written a review of my findings as a result of being there and making recommendations to the Chancellor about what needs to occur. If there are specific grievances filed with regard to allegations of discrimination on basis of an employment decision, and if the employee has already filed a formal grievance at the campus, again there is no formal role from our office. I have been involved informally in dealing with those individuals, both in regard to advice and in terms of what the sequence of events ought to be as well as sending a letter either directly from me or through the Vice Chancellor or through the Chancellor requesting a review by the campus. The initial response is always to attempt to get the campus to resolve its own

problem.

We have had a situation at some campuses where there is a feeling that there is much more autonomy than at others and there has been some reluctance at sharing information on what they consider to be a campus matter. While we have had those kinds of instances, for the most part, even under the past leadership, we have always been able to get some kind of input to the campus and get information back. But again, it is a very limited role with regard to actually doing the review. Now if there is an allegation that indicates that there may be wide-spread problems or there is a problem in implementing a provision of the policy that is not tied into a specific discrimination complaint, then we can review the campus. And that is likely to occur in at least two of the campuses that we discussed.

ASSEMBLYWOMAN HUGHES: Okay. You review the problems at these individual campuses and you come up with some definite findings, then what is your next step? Because I can... for instance hear those institutions say, I am Captain of this ship. What then is your recourse?

MR. STETSON: If the best that one can do is simply write a report and hope that that has some impact and you have the belief that somehow you are not going to be supported by staff, then you have a problem. But I don't think that has necessarily been the case. For example, campuses will respond anytime an individual from the Chancellor's Office visits the campus.

ASSEMBLYWOMAN HUGHES: Okay.

MR. STETSON: Now, whether that response is immediate and positive or not is another question, but they will respond

immediately. There will be an attempt to resolve the problem. There will be an attempt to be cooperative. There will be an attempt to make certain kinds of resolutions. If you write a critical finding, regardless of who writes it and where it is sent, that has an impact. But again, whether it is an immediate impact to resolve that individual complaint or sets up the institution to resolve the complaint, is another matter.

ASSEMBLYWOMAN HUGHES: Alright. What I'm concerned about is that you might very well write a critical finding and it might be lost somewhere in the circular files of the Chancellor's Office or what have you. How are we, as taxpayers more than legislators, going to really know what good things you are attempting to do and really be able to uncover these findings unless the grieved individuals resort to litigation?

MR. STETSON: You may not. You may not even find out when the individuals resort to litigation. And by the time litigation occurs, sometimes the fact get so distorted because of the kinds of, you know, confrontations that have existed at the campus, that it is very difficult, if not impossible to resolve it. For example, we've seen situations which, had there been some attempt to resolve it early on, we would have been able to clearly look at the facts of the case and make a decision. As the situation got more and more complicated, as people got frustrated, as statements were made to the press and to individuals of the campus started to escalate, it became very very difficult to remove the personality conflicts from the situation itself.

We have also seen a situation where some of the people who probably should have filed a grievance could have won it and it

would have been clearly a grievance that could have been substantiated from any agency. Even the feds didn't file and some of the less responsible cases where individuals who have gone on for sometime with having major problems, file a grievance and those grievances get all the recognition and highlight and we discover that there is no merit at all. Now, I'm not suggesting that people who file grievances have no merit. I am suggesting that some of the more public grievances that have gone on are not necessarily the cases that really highlight the kinds of problems that exist at the campus.

ASSEMBLYWOMAN HUGHES: It has been my limited experience to discover that in the past it is very interesting when the Members of the Legislature, at the time of budget hearings, ask these questions and then all of a sudden people come up with answers. And I don't mean you particularly, but of anyone that would be performing your role. You have a very difficult role. I don't envy you because you are sort of in between a rock and a hard place and what the Chancellor's Office could do is bury your report somewhere and not take further action on it. But you are indeed doing your job, but then the grieved individual is frustrated because the system does not move fast enough. If I were one of those aggrieved professors, what would you advise me to do; to take the case to court, to file a suit or sit back and wait?

MR. STETSON: I would talk about the options that exist and some of the experiences that I've had in terms of seeing similar circumstances. If you file litigation then most of the time you are going to put the institution in a position where it is going to fail, for whatever convenient reason, to really sit down and try to

resolve it. It is the same thing that occurs if you come to an informal setting with an attorney, it is no longer an informal setting. When you begin to get outside external agencies, individual constituencies involved that complicates the situation because the campus is now taking the position that there is a formal grievance, attorneys involved, that changes the dynamics of the table. It changes dynamics as to whether or not the situation that a lecturer for example may say I was discriminated against and calls the Governor's Office, the Black Caucus, the Latino Caucus, the Lieutenant Governor, several different constituent groups, and all those groups are beginning to send letters of support or whatever for that individual. That changes the complexion of the case and sometimes that works. And often times, it puts the institution's wall against the back where now it is dealing with a different principle. It is dealing with the principle of whether or not it is going to be dictated to by an outside agency or a legislative group. And once you get into that argument, you are no longer in a position to talk about an individual's discrimination complaint or it becomes that much more difficult. You are now getting individuals to support the Flag, academic freedom, apple pie and everything else that goes along with the institution. And so the advice that I give any individual is attempt to resolve it informally first, to talk to those individuals at the campus that he or she may have confidence in and to the extent that I have any contact with them, that I feel they're credible. To at least go on record as attempting to get it resolved at the campus and then to begin to at least be ready to go the route of the EEOC, Fair Employment and Housing and so on and so on and so on. But it depends

upon the individuals involved. Sometimes if they get to our office, or the Affirmative Action Office, or the Personnel Director of the campus early enough it can be resolved fairly quickly.

CHAIRMAN HARRIS: Let me ask one final question and that is this; do you report directly to the Chancellor...

MR. STETSON: No.

CHAIRMAN HARRIS: ...or the Personnel?

MR. STETSON: To the Vice Chancellor for Faculty and Staff Affairs.

CHAIRMAN HARRIS: Okay, do you feel that inhibits your ability to function?

MR. STETSON: (HESITATION IN ANSWERING)

CHAIRMAN HARRIS: I'm asking you a question that ought to be valid?

MR. STETSON: (HESITATION IN ANSWERING)

CHAIRMAN HARRIS: Alright, I'll...

MR. STETSON: No, you're not putting me in a... no, it doesn't inhibit me to function.

CHAIRMAN HARRIS: Okay.

MR. STETSON: If I were... it presents problems with regard to whether or not in reporting to the Vice Chancellor. I am in a position to impact policy that is made by all Vice Chancellors and the Chancellor. And that is something that we have now made recommendations given the new Chancellor. In some instances, depending upon who the Chancellor is, you'd be better off not reporting to him or her.

CHAIRMAN HARRIS: Let me ask a question that doesn't directly involve you and I think I can get an answer that will help

me. On individual campuses, do the affirmative action officers report to the personnel director or some other intermediate individual or directly to the President and also how does that relate to you? How do they report to you?

MR. STETSON: Again, at the campus level it is varied. Some report to the... a couple report to the personnel director, some report to a dean or vice president, the majority now report to a president.

CHAIRMAN HARRIS: I see.

MR. STETSON: And again, the question of whether or not the individual who reports to a president is better off than the one who reports to a personnel director changes depending upon the campus. As a rule, you are better off reporting to the President.

CHAIRMAN HARRIS: Your contact with individual campuses is who?

MR. STETSON: Essentially, the Affirmative Action Coordinator. More and more the President, because as of the last several meetings of the Board it has become clear that the lines of communication between the President and our office have to be opened up.

CHAIRMAN HARRIS: I understand.

MR. STETSON: And in some cases, given the Affirmative Action Program that exists at a given campus, the Affirmative Action Officer is not really technically expert in the area anyway, so you would be better off dealing with others. Where there are Affirmative Action Officers that really do have certain kinds of credibility, that are functioning well, that are providing programs, we have a fairly close liaison. Others we don't talk to for a long

time.

CHAIRMAN HARRIS: Thank you Mr. Stetson. I appreciate your testimony. You were very candid and also very intelligent and articulate.

MR. STETSON: I'll leave this with you.

CHAIRMAN HARRIS: Thank you. Please.

I would like to interrupt the agenda one second, well not for one second, for a brief time. I would like to ask the representative from the Post Secondary Education Commission to come forward. I have a couple of questions I would like to ask.

CHAIRMAN HARRIS: Ms. Dickinson, I just wanted to ask something. It is my understanding that all these systems report to the Post-Secondary Education Commission as to their affirmative action programs and also as to their success or failure in implementing their programs. Is that correct?

MS. DICKINSON: They, under AB 105 they provide us with a summary of their programs and their own assessment of the success or failure.

CHAIRMAN HARRIS: And then you in turn report that to the Legislature? Is that correct?

MS. DICKINSON: Yes.

CHAIRMAN HARRIS: Okay. Do you make recommendations along with those reports or do you simply serve as a transmittal agency?

MS. DICKINSON: We simply compile and transmit the information, data, and their reports on their activities.

CHAIRMAN HARRIS: Do you think that's an adequate system or do you have any recommendations for change? Do you think, perhaps, they ought to report directly to the Legislature, or that

in fact, they ought to be sending additional information, or that you should be required to send some recommendation as to whether they are in fact complying with public policy as a result of the report that you are receiving?

MS. DICKINSON: Well from my perception, what we are doing is recording that the Legislature has asked us for... to the Legislature...and it allows them to make a judgment as to whether any further action needs to be taken.

CHAIRMAN HARRIS: So, that is not a role that your Commission... you think your Commission would welcome; analyzing and recommending on the basis of the submittals.

MS. DICKINSON: If asked, we would make recommendations, but at this time we are comfortable with the role that we are playing.

CHAIRMAN HARRIS: Fine, thank you. That's what I...

ASSEMBLYWOMAN HUGHES: But that also means that we are going to have to give CPEC additional funding to perform that function. That would be the main problem that we are going to have.

CHAIRMAN HARRIS: But it seems to me, Doctor Hughes, that if they don't do it either because we are unable to get the funding to them or because the policy is not changed, that someone has the responsibility somewhere to not only receive that information but also to analyze it. I would assume that the staff can do that, but it seems to me that it would be advisable to have some independent agencies to give some perspective on what the statistics mean and what improvement or...

MS. DICKINSON: We do provide a longitudinal assessment of what the progress has been in our report under AB 105 and this is

the draft. It is getting thicker year by year so... but there is information other than statistics in that.

CHAIRMAN HARRIS: Thank you Ms. Dickinson. That's all I wanted to know.

Okay, we are pleased to have Mr. Kliengartner, Vice President, Office of Academic Affair and Staff Personnel Relation, University of California.

First of all, I am sorry for the delay. I want you to know, obviously, this is not in order of any prestige or authority. But I really wanted to hear from you first. If we hadn't gone off the agenda that's what would have happened.

MR. ARCHIE KLIENGARTNER: Thank you.

CHAIRMAN HARRIS: Because I think the University of California is certainly our most prestigious in the institution of higher education and therefore we hope to be setting some standards that the other institutions will follow.

MR. KLIENGARTNER: Chairman Harris, members of the Committee, my name is Archie Kliengartner. I am the Vice President for Academic and Staff Personnel. With me at the table is Edward Blakeley, Assistant Vice President for Academic Personnel, and Michelle Zak, the Special Assistant for Affirmative Action.

I would like to make a brief statement...

CHAIRMAN HARRIS: All of you are with the same unit and they are members of your staff.

MR. KLIENGARTNER: Right. And I think it might be helpful Mr. Harris, if we... each of us made our statements before you go into general questions...

CHAIRMAN HARRIS: Alright.

MR. KLIENGARTNER: ...because they do cover the same territory.

This hearing is concerned with affirmative action and employment. And I think it would be useful for me to make a few comments about how the University is organized to carry out its employee affirmative action responsibilities. I might say first of all, that we employ approximately 100,000 people. Slightly more than that in all of the locations, not in California, are taken into account. But roughly 100,000 employees in the state of California.

Of that 100,000, about 500 are in what we call the Management Program. Approximately 20,000 are what we call academic employees that would of course, include our ladder faculty, but would not be restricted to ladder faculty and about 75,000 employees are what we call staff employees and that would include the Department of Energy laboratory located in California. Only approximately one-third of the work force of the University of California is supported through general fund appropriations of this state.

With respect to employee affirmative action, there is a clear responsibility at the university-wide level or system-wide as we call it, and there is a responsibility that the Chancellor of each campus, the Director of each Department of Energy laboratory, the Vice President for Agriculture and University Services have with respect to affirmative action. Briefly, at the campus level or at the laboratory level, it is important, I think, to note that basically all decisions about hiring, promotions, reclassification, development, layoff, transfer and termination are the responsibilities of the Chancellors and the laboratory directors.

Thus, each Chancellor, each Laboratory Director, the Vice President for Agriculture and University Services is charged with implementing personnel policies in our campuses or laboratories including those having to do with affirmative action. They have a direct line responsibility in this regard. Each campus has some number of staff who work full-time in advancing employee affirmative action. Those persons do not report to anyone at the system-wide level. In that respect we are like the State Universities system. But rather, they report to the Chancellor or someone designated by the Chancellor.

What do we do at the system-wide level? Fundamentally, the responsibility of system-wide is to establish the university-wide policies and directions within which the campuses and other units make specific personnel decisions. We are also responsible for monitoring and reporting on how we are doing and to represent the universities as a whole in hearings such as this. More generally, to make sure that the affirmative action policies of the university are responsibly and effectively carried out.

As the Vice President for Academic and Staff Personnel Relations, my duties include system-wide responsibility for employee affirmative action. I in turn report to President Saxon. President Saxon of course, is responsible to the Board of Regents. My own office is divided into six departments. Let me list them for you: Academic Personnel, Staff and Management Personnel, Collective Bargaining Services, Academic and Staff Employee Relations, University Benefits and Retirement, and Affirmative Action Planning and Review.

In response... or the Committee asked for some indication

of the composition of the employees in my own... that come directly within my own responsibility. Approximately 130 employees work in Academic and Staff Personnel. The single biggest concentration is associated with the University of California Retirement System for which I am responsible. Of the 130 employees, 39 are men and 91 are women. Of the 39 men, 13 or 33 percent are ethnic or racial minorities. Of the 91 women, 40 or 44 percent are members of ethnic or racial minorities. Of the total of 130, 41 percent are members of ethnic or racial minorities.

I might mention that the... that minorities constitute about 34 percent I believe, of the population of California and I am in many ways very gratified with the ethnic and minority distribution of the work force in my own office.

CHAIRMAN HARRIS: What are the statistics for system-wide?

MR. KLIENGARTNER: I do have the comparable statistics for system-wide administration as a whole. And for the total work force associated with the system-wide administration is 1700 but that includes, you know, a lot of activities. Of those 1700, some 580 are men and 1144 are women. Of the 588 men, 125 or 22 percent are members of an ethnic or racial minority. Of the 1100 women, 451 or 39 percent are members of ethnic or racial minorities. Of a total system-wide work force, 33 percent are members of ethnic or racial minorities.

Formal employee affirmative action programs began at the University of California about 10 years ago, and to a large extent, as a result of federal legislation and executive orders. The practical effect of this role in the federal government was to place a good deal of emphasis on collection analysis and reporting of

data. And secondly, it placed a good deal of emphasis on extensive advertising of vacant positions. The University participated in these activities as we were obligated to do and as there was a need to do. And however important these activities are, it did not take long to discover that by themselves collection and reporting of data and advertising of vacant positions did not and could not accomplish our affirmative action objective. An effort on a much broader front-- especially in policy and programs, were needed and we have tried to do that. Let me give some examples.

We have systematically reviewed our personnel policy to remove any barrier that might serve to impede affirmative action. Obviously, we welcome suggestions for further change. It is interesting to note Mr. Chairman, I think, some things that initially were extremely helpful we now find, in promoting affirmative action, we now find actually retard it. An example of that would be not many years ago very extensive policies were put into place requiring that when vacancies occurred that they be filled through extensive external advertising. In many ways, that policy did have the effect of bringing very large numbers of formerly underrepresented groups into the work force. What we must now contend with in my view, is to recognize that once in the work force there is an equally large responsibility to make sure that policies and procedures allow those individuals to move up in their careers and to gain promotions within the University work force. That then focuses new attention on making more complete provisions for internal recruitment and internal promotion opportunities. But again, that conflicts with another priority which is still on the books.

Second, we initiated an affirmative action program for the selection of design professionals. This was aimed at increasing the participation of minority and women-owned firms in University capital improvement contracts. That has been a very important program for us. I am gratified that in a recent study a very excellent committee charged to look at the University's affirmative action progress in general procurement activity. That is, we buy a lot of goods and services that that study looked... pointed to this policy and affirmative action for selection of design professionals is an example that a specific policy with mechanisms for monitoring, with mechanisms for enforcement did in fact have an effect and can have an effect and I think this will lead into much more policy development in the general procurement area.

We developed about four years ago, the management fellowship program. This is similar to the State University Administrative Fellowship Program. Some 60 persons have participated and we feel it has been a very worthwhile, very excellent program.

CHAIRMAN HARRIS: When did that program start?

MR. KLIENGARTNER: I think it started in 1978.

We developed the Mid-Management mentorship program. This is specially tailored to help promising individuals in clerical level jobs make that very difficult move into professional level jobs. And that has been quite successful. We developed a Mid-management Skills Assessment Program which we also think has worked very well. It is intended to provide an indepth objective assessment of the participants managerial competence and some potential. In other words people self-select to go to this assessment center. What we have done there, we have regional

centers... the entire University is covered, but they can go there and get this kind of assessment of their own competency and potential.

We have the Faculty Development Program. Again, comparable to a program in the State University System. Over 300 junior faculty, predominantly minorities and women have participated in that program. Doctor Blakeley will be talking more about that a little bit later.

All campuses and laboratories have written and approved affirmative action plans...

CHAIRMAN HARRIS: By your office?

MR. KLIENGARTNER: Approved by my office and approved by the Cognizant Federal Agency and it is primarily the Office of Federal Contract Compliance, but because we get our funds from so many different places. Some of our affirmative action plans also go to the Department of Energy, some go to the Department of Agriculture for approval.

Various special committees have been established to coordinate affirmative action activities at both the campus and the system-wide levels. Most recently, we have restructured our university-wide affirmative action advisory committee which advises the President on affirmative action matters to be responsible for not only employee affirmative action but also to bring within its purview, business and student affirmative action issues so that a larger and helpful degree of coordination can be achieved across the full spectrum of affirmative action activities.

I might say that we have also tried to open our employee affirmative action activities to general scrutiny. In June for

example, we submitted to our Board of Regents a very detailed and we believe very candid report on our affirmative action programs. It called attention to achievements that have been made but we also tried to be very candid in calling attention to areas where insufficient progress had been made. Many other programs such as the ones that I've mentioned here, have been started on our campuses and many of those were documented in our June report to the Regents. The net of all this activity I believe, is that within the University of California, we have greatly enlarged the opportunities for recruitment of minorities and other protected groups, but equally, but perhaps more important now, is assuring that the gains achieved, and gains have been achieved, not enough, but gains have been achieved, that they are protected, especially in periods of great financial stringency and that persons recruited not only have a job, but can have the expectation of advancement in their careers with the University. In the affirmative action area, there are always new needs and new challenges; there is an extraordinarily dynamic program and an extraordinarily dynamic commitment. Right now for example, as we mentioned in a report you already have, we are working through the implementation of our obligations with respect to collective bargaining. It is likely that during this academic year, as many as 60,000 staff employees of the University of California will be voting to determine whether they wish to be represented by an exclusive bargaining agent. If they vote to be so represented, there is no question that that will have a profound effect on how we do affirmative action within the University of California.

A second kind of pressing challenge, is overcoming

availability problems especially with respect to faculty, and Doctor Blakeley will also... and maybe Doctor Zak will also be commenting on that. Increasing the supply from which future faculty can be appointed.

A third issue of that type is how to overcome the disproportionate impact on minorities and women in layoff situations. There is simply no question that in public agencies generally, whenever large-scale layoffs have occurred, there has been a disproportionate effect on women and minorities and that is something that we must guard against. More generally, as was stated in our June report to the Regents, and I quote here, "Regardless of shifting priorities at the federal level, the University of California remains committed to affirmative action as a matter of institutional policy. Efforts to achieve greater diversity and pluralism are a vital and integral part of the University's institutional mission." Not to say that we are there, we are far from it. It is not to say we are satisfied, but we are committed to making this commitment succeed.

That concludes my testimony Mr. Harris. If you like, we might have Doctor Zak and... Blakeley give their testimony-- and yes, we can all respond to questions.

CHAIRMAN HARRIS: Alright. Sergeant could you... While they're doing that...

MS. ZAK: Shall I begin now?

CHAIRMAN HARRIS: Yes.

MS. ZAK: Thank you Chairman Harris. My name is Michelle Zak. I am Special Assistant for Affirmative Action to Vice President Kliengartner. I am very pleased to have this

opportunity to speak with you today in part because of the particular point that we have reached in affirmative action at the University of California. As Doctor Kliengartner mentioned, in June of 1982, this past June we presented to our Board of Regents a report on affirmative action at the University of California. A report that was in many ways perceived as a self-critical report and one that was touted, at least in some circles, as an admission of failure on the part of the University of California in areas of affirmative action.

We do not look at that report as a testament of failure, but rather an attempt to come conceptually and practically to terms with future directions for affirmative action at a real watershed moment in the history of affirmative action. I will describe some of the reasons why we came to those conclusions in a moment. I think it would be helpful if I spent a few moments detailing some of the history of affirmative action up to now in order to make clear what the problems were that concerned us and lead to the June report.

The University of California first instituted a formal policy with respect to employees on affirmative action and non-discrimination in 1970. A second policy was issued in 1973 by then President Hidge. That policy in 1973 reflected two major themes and emphasis, which have shaped subsequent policy development. First, was the shift from equal opportunity to a clear emphasis on affirmative action. The position, for the first time, was that beyond mere avoidance of discrimination in its personnel actions, the University committed itself to take positive steps to redress the effects of historical discrimination. Second was the compliance oriented focus of the policy. Although the policy contained a

qualification to the effect that affirmative action should be consistent with the University's mission, its basic concern, and this is very important, became very important to us later was compliance with external federal and state mandates. Two revisions of that 1973 policy occurred between June and October of '75, and in 1975, President Saxon issued a revised affirmative action personnel program, policy and guidelines which serves as our current policy.

The most significant new feature of the 1975 policy was its emphasis on development of written affirmative action plans for individual campuses and major laboratories. Again, this was a response to federal requirements but it also reflected the University's commitment to come to grips with the issue of affirmative action, and we hoped and believe as a way of developing management tools for identification of specific affirmative action problem areas for the development of focus programs and strategies to address such problems, and for systematic follow-up and review of the results of our programmatic intervention. The University of California did quickly become a leader among American Universities in the implementation of AAP's. By 1977, long before most universities had reached that state, we had developed nine separate plans within our system. At the time those affirmative action plans were a positive step in encouraging a more focused result oriented approach to affirmative action. Subsequent experience however, has revealed certain limitations, and those limitations are ones that we have carefully analyzed and considered as we develop affirmative action strategy for the future.

The main problems are the following: First, a concern

with legal liability. Because affirmative action plans are developed for submission to external compliance agencies, campuses and laboratories have some difficulty in revealing all the problems and problem areas which they fear could expose them to legal or regulatory action. As a result, our affirmative action plans, all affirmative action plans have a decidedly schizophrenic character. On the one hand they are expected to serve as legal documents to prove to the federal government that we are indeed complying with law and regulation and at the same time they are expected to be internal planning tools. Tools which pinpoint specific problem areas in order to provide a focus for remedial efforts. There is a constant battle then with the self-protective impulse in the affirmative action plans and if they are to become truly effective as tools in the affirmative action plans, we must find some means to eliminate this basic conflict between the functions of external compliance and internal planning.

The second major problem associated with affirmative action plans is the diversion of institutional resources from programmatic efforts. Preparation of annual affirmative action plans and other voluminous statistical reports has come to absorb increasing amount of energy and time at the campuses and labs and perhaps more importantly have come to be seen by many of the people responsible for them as standing entirely for affirmative action. While we completely support the accountability imposed by the affirmative action plan requirements, the current focus on them sufficiently diverts institution resources that we believe some concern has to be devoted to more usefully supporting substantive and programmatic efforts.

A third area, and I think a very important one, is the almost minimal nature of affirmative action plan compliance. I would like to point out to you... that far from having failed at affirmative action in terms of federal compliance standards, in terms of our affirmative action plans, the University of California has exceeded in virtually every case the technical expectations of those regulations and plans. Let me offer you just an example from the faculty area.

Percentages of appointments made in our three ladder ranks in terms of the availability of women and minorities in those ranks. At the assistant professor level, in 1979 we made 24.7% of our appointments were of women. The availability, the national availability of women was 25.8%. In the assistant professor rank 15.7% of our appointments that year were minority availability nationwide was only 9.7. At the associate professor level, women were at 19.3% of the appointment, availability was only 15.6. Of minorities, our appointments were 12.3%-- availability was only 8.6%. At the full professor level, 9.7% of our appointments were women and availability of 11.2%, that is the one area in which we fell behind and appointment of minorities at the full professor level there were 10.6 the availability is unknown. It is clear then that fulfilling the letter of the federal requirement for affirmative action plans and compliance is not helping us to achieve the sort of affirmative action that we believe we must achieve in order to regard ourselves as truly successful.

ASSEMBLYWOMAN HUGHES: Excuse me, could you tell me that when you talk about availability, do you mean nationwide or statewide availability?

MS. ZAK: When I speak of faculty, I speak of nationwide availability always, and sometimes international.

ASSEMBLYWOMAN HUGHES: Alright, because sometimes you might find that the statewide availability percentages would be higher when you think that we in this state have more institutions of higher education than two or three other states in the nation combined so that's the reason I'm asking you the question.

MS. ZAK: Certainly California is included but it is a national market.

CHAIRMAN HARRIS: That's not really the question.

ASSEMBLYWOMAN HUGHES: But, my question is, I wish you had responded to statewide. Why do you have to go all the way back east to a Harvard or a Yale when you have a Stanford and a UC Berkeley and other institutions in the state? All I'm saying is that we crank out more Ph.D's., be it in research and other areas than do other states in the nation. No other single state in the nation can compare to us for a number of institutions of higher education and your availability pull within the state should be large percentage-wise, than the percentage of the nation per se. Do you know what I'm saying?

MS. ZAK: Yes, I understand.

ASSEMBLYWOMAN HUGHES: So that...

MS. ZAK: In 1977 then, we undertook a number of the programmatic activities that Dr. Kliengartner has described earlier and I will not go into anymore fully except to say that they were geared largely toward selling gas. For example, the faculty development program which provides financial support and release time for women and minority junior faculty in order to allow them

to pursue scientific and scholarly research was geared to improve their chances for tenure and thus to create a healthy movement from the lower ladder rank into the higher which I will show you in a moment.

CHAIRMAN HARRIS: Ms. Zak, I'm going to ask you to expedite your testimony because we're going to get this in writing, and I would rather have you summarize, so if we want to ask some questions, I think that's...

MS. ZAK: If you don't mind then Mr. Chairman, I will show the several charts that I have that should give you an overview of the demographics of the University of California. These bar graphs as you see, are divided into the occupational categories that constitute our reporting categories to the federal government. The completely shaded-in bar on the far left is 1977, the middle, I'm sorry 1979, the middle 1980 and the far right 1981. Each is divided into separate categories of women and minorities. 1977, 79, 80, I'm sorry. In 1981, therefore you see the executive administrative managerial category included 38%, around 38% women, around 12% minorities, both figures generally above availability in those categories. Our ladder rank faculty includes about 12% women, if I don't have these figures exactly, I'm pretty close, the number, the little bars aren't sufficient on there. The minority ladder rank faculty are about 10%.

Professional non-faculty, over 60% women around 23% minority. Yes, each one of those categories show the consistent gain for 1979, 77 to 81. The only negative changes are in two staff categories represented on this chart. Women decreased by .8% in the secretarial/clerical category and by .4% in the service

maintenance category. Minorities increased by approximately 3% in both of those areas. The percentage decrease of women in the secretarial clerical category is an interesting one and may actually be viewed as a positive result from the standpoint of affirmative action reflecting in road, in the desegregation of the traditionally female dominated occupational category.

ASSEMBLYWOMAN HUGHES: In other words, you are saying that we got more males in secretarial. I still can't find a male secretary.

MS. ZAK: Maybe we can help you find one.

CHAIRMAN HARRIS: You did.

MS. ZAK: I stole one for myself. He's marvelous too.

In the faculty category, as I said, the proportion of women and minorities has increased each year since 1977. We believe however that progress is insufficient and needs to be improved. We must and I am summarizing my points here, Mr. Chairman, we believe that we must, without absorbing ourselves of serious responsibility and need for developing practical programs, recognize the problem of low availability of women and minority Ph.D.'s in many fields, particularly in the highly specialized, high demand discipline. Women and minority Ph.D.'s are still concentrated in fields outside sciences and math based discipline. Women receive only 3% of all Ph.D.'s in engineering in 1980, but 45% Ph.D.'s in education. Approximately 1/3 of all Ph.D.'s awarded to minorities were in the field of education alone according to the National Research Council.

I would bring your attention to one other statistic that I just encountered the other day in a new National Academy of Science report. There are at this moment in the country only 100

Hispanic Ph.D.'s in the sciences, math-base discipline and in most of the social sciences.

CHAIRMAN HARRIS: Nationally?

MS. ZAK: Nationally. That does not breakout to the Chicana population, that is all Hispanic and those are the fields in which, virtually, all the growth of higher education is currently occurring. So, there is an extremely severe availability problem. The other factor is our low rate of turnover among ladder rank faculty. Only 4% of our approximately 7,000 lateral positions at the University of California offered each year. We have a very high tenure/non-tenure faculty ratio. At this moment it's over 80% within the ladder rank. In addition, the average age of our ladder rank faculty...

CHAIRMAN HARRIS: We want you to define ladder rank.

MS. ZAK: Ladder rank are, those persons who are on tenure track...

CHAIRMAN HARRIS: Would that be an assistant professor or higher?

MS. ZAK: Yes. In addition, the average age is relatively low. In some campuses it averages age 46 reflecting the heavy hiring that went on during the happy days of the 1960's and there has been overall very little growth in the size of faculty. All these factors combine to reduce turnover and limit opportunity for new appointments. Even if women and minorities are hired at an annual rate exceeding their national availability, the impact is small and the change in composition is necessarily low.

What we are doing in a positive way at this, what I have described as a watershed moment in affirmative action, is trying to

re-evaluate directions that we can go apart from meeting the minimum standard of the federal government--minimal standards which, under the current administration, don't seem to be very heavily enforced at this time in any case, but we are looking at the problem of availability and trying to concentrate attention to serving the cause of affirmative action by increasing the number of women and minorities, especially in the highly specialized, high demand discipline who can obtain Ph.D.'s and will be eligible for appointment within the University of California or somewhere in the nation and thereby be a larger contribution to affirmative action. Toward that end, we are coordinating our employee, our student and our business affirmative action programs under the egis of the new committee described earlier by Dr. Kliengartner. We are establishing bridges between student and faculty programs, so that faculty recruitment efforts are expanded, for example, at the head of the pipeline. That is in the process of early identification and recruitment of promising women and minority graduate students through a variety of means dissertation fellowship, dissertation teaching fellowship, post-doctoral fellowship, acting assistant professorship and so on.

We are targeting graduate student programs specifically toward department and disciplines where there is low availability of women and minority Ph.D.'s for faculty position and we are finally emphasizing the importance of faculty role models.

There is at least one clear reason why women and minorities continue to gravitate towards fields like education and social work for their Ph.D. because they find their role models in those fields. We would like to offer role models to those minorities and female

students in a variety of other higher demand fields. These and other suggestions, which any of us would be happy to elaborate on later, for improving affirmative action at the University of California were included in that 1982 report for the regents. The regions expressed great interest in those proposals and it requested that we return in January with a report on steps being taken to implement those recommendations. Thank you.

CHAIRMAN HARRIS: You will be submitting that to the Committee:

MS. ZAK: Yes we would like to mail it to you if that's possible.

CHAIRMAN HARRIS: The record will be open 30 days. Can you get it to us by then?

MS. ZAK: Absolutely.

DR. EDWARD BLAKELEY: Assemblyman Harris and Hughes, I'm going to talk because we have talked a lot too long, I think, about some constructive proposals and try to address Assemblywoman Hughes' question regarding the production Ph.D.'s in the University of California and California in general.

The University of California it is true, Stanford University, University of Southern California and many of the Universities in California produce Ph.D's. The University of California is the research institution and our recruitment is entirely from research institutions or almost entirely from research institutions. So even within California, the number, the production of Ph.D.'s in those fields from which we select is relative. The competition we have in California is very fierce. That competition comes from California's industry. Minority group members and females feel

more comfortable in taking their Ph.D. --the industry for several reasons. One, the lifestyle consideration. The second reason is that they make more money sooner. The third reason is that they don't have a tenure battle. It's clear from the outset as to what their career paths and alternatives are. Those are the kinds of things that I think are matters that will change over time as opportunities in higher education through role models like Michelle suggest would be there and there will be opportunities for people to choose that lifestyle irrespective of economic considerations, but as you know minority group members are not getting that point.

There are many things that we are doing at the University of California. These have already been alluded to, but I would just like to refresh your minds regarding some key issues, particularly the issue of retirement and turnover.

While we are seeking to advance one part of affirmative action, we may retard other portions by uncapping retirement ages. There will be fewer and fewer opportunities to a point. Certainly, we in the University and others are all for age not being a discriminatory pattern, but as you uncap the retirement age and people stay on the faculty longer, the number of opportunities to appoint new people diminish and the competition for the few available spaces increases. I think that the Legislature has to think about that carefully in any kind of program regarding retirement.

In terms of those proposal, constructive proposals that I think would make some difference relative to the University and other institutions of higher education in California, I'd like to advance several. The first is that universities are research

and the recognition comes from research, legitimacy comes from research and the opportunities research, that are legitimized in public ways. Many minority group members and females are in fields in which are untested and legitimacy is hard to come by. We have done certain things in California, some things I've been a part of that provide legitimacy for some of the research that I think minority group members and females could be involved in, in which the Legislature could take a part.

One example is the California Policy Seminar, which the Legislature designates fields of research, many of those fields of research can be aimed at minorities and have minority input and minority consideration, particularly this state becomes more minority in its very consideration. Let me give you some ideas in which minority scholarship would be important. The whole area of unemployment and underemployment. Minority scholars should go to work at that regardless of discipline and provide answers that would be legitimate and necessary to the state. The state could provide the resources for such a scholarship. The restructuring of state scholarship programs and state aid programs so that they don't have stigmas attached to them.

We are losing many students to Stanford and Harvard institutions because students don't want to select EOP programs and have the stigma of attending the institution in that way, and the composition of boards and directors in California cooperations and the like would be an interesting area of scholarship which I think minority group members contribute. I think, it is also important to provide rewards. Institutions that do a particularly good job in the community colleges, the Legislature should recognize. In the

state college system and the universities, by campuses. Those campuses that do a particularly good job should receive some recognition and I think the Legislature provides a degree of legitimacy for that kind of recognition, and peer pressure is very strong among presidents, chancellors and other people in institutions of higher learning who have significant position.

ASSEMBLYWOMAN HUGHES: Alright. I can't agree with you more, but what kind of recognition are you suggesting? Do we give them a resolution, does that mean anything, or do we give them some extra bottles for doing a good job?

DR. BLAKELEY: I think resources is the best form of recognition.

ASSEMBLYWOMAN HUGHES: I want that in the record. That's the reason I'm asking you this question because I've long felt that we should have some monetary recognition for a job well done.

DR. BLAKELEY: Yes, and those resources should go to the institution to help it continue to do that kind of a job.

ASSEMBLYWOMAN HUGHES: Thank you.

DR. BLAKELEY: I think that there has to be particular kinds of recognition for the kinds of things that minority group members and females dedicate a large percentage of their effort to and goes unrecognized like public service. I would suggest that the Legislature, perhaps, designate perhaps a \$15,000 prize to the person of community college, the state university system, the University of California who provides public services for their communities that are outstanding in nature. Nominations should be made by the system, and those individuals would be so recognized and that kind of recognition would lead to national status. Finally,

I think, it's important to begin what Michelle talked about regarding the head of the pipeline. It's very important that we develop programs, doctoral and post-doctoral programs in the scientific discipline, business, engineer and economic that would lead to more minority scholars being trained and placed in those fields, because it's that hidden collar of being involved in the fields that leads to the placement eventually in the college and universities. Those are the only proposals that I have at this point and we would be more than happy to respond.

CHAIRMAN HARRIS: First of all, I would like to stop here if I might. Tell me a little bit about your office. You mentioned 130 people divided into 6 operating departments. What is the nature of your affirmative action policy as it relates to coordination? I'm really concerned, not just about the University of California but, about all of the systems of higher education that we have in the state. As to the decentralized nature of affirmative actions programs. How is that coordinated? Are there any sanctions, you know, find difficulty in trying to maintain any type of conformity or standards among the various sites or however you want to define the operation at your particular university.

MR. KLEINGARTNER: Yes, there are problems in maintaining adequate coordination. Generally speaking, the policy governing personnel and affirmative action are established-- all categories of employees are established at the system-wide level. Within that, campuses and the laboratories have a great deal of autonomy and independence of implementing those policies on specific cases, hiring, promotion, termination and reclassification-- all of these actions that occur all the time. The campuses do have a lot of

autonomy. At the system-wide level, we have basically three ways of coordinating all of this. Our chancellors meet monthly, and very often affirmative action issue of one kind or another are on the agenda of the Council of Chancellors.

We have a University-wide affirmative action policy advisory committee which I mentioned before, which is to advise, which had been advising the President on employer affirmative action matters and recently have been--- reconstituted to cover also student and business affirmative action because of the close interrelationship of all of them. That committee has representation from different constituents and the different campuses. Michelle Zak as special assistant for Affirmative Action chaired, we call, the Affirmative Action, what she calls the Affirmative Action Steering Committee which meets quite often, she could speak in a more detail, of course, but has on it the, perhaps the highest ranking old employee from each campus and laboratory that works full-time on affirmative action. In addition to that, Dr. Blakeley for example, meets and I meet regularly with the academic chancellors from the campuses. Very often, affirmative action policies or program are on the agenda and then, of course, we have, as Dr. Blakeley has stated, primarily with the academic Senate of the University of California meeting with those committees directly on affirmative action issues. So, I think...

CHAIRMAN HARRIS: Is participation in these various programs or activities voluntary or is it required? What's the nature?

MR. KLIENGARTNER: Well, it's both. I think, on most of the-- like the University-wide affirmative action advisory committee, the membership is appointed by the President. The Council of

Chancellors, I would say that's not voluntary. They all come each month. In the steering committee, Affirmative Action Steering Committee chaired by Michele. The members were appointed by the chancellors of each campus. The academic chancellors are part of their job, but the academic senate and the faculty which are very important to us in this area. I guess that we have much control over the membership of those groups than any other.

CHAIRMAN HARRIS: What is their role of affirmative action?

MR. KLIENGARTNER: Well, it is, I think the role, the academic senate of the University of California has the standing committee on affirmative action which meets. I think, the role of, the importance of the academic senate in affirmative action stems from the very great, large importance of the role of the faculty in the faculty peer review process and in the faculty promotion process and hiring process. It's very important that generally and obviously they share in the responsibility for affirmative action with respect to faculty.

CHAIRMAN HARRIS: One of the biggest problems that we as legislators have, I'm sure that any administrator or policymaker has trying to trace down responsibility is always somewhere else. One of the problems that we have noted, I guess, on occasion, certainly is legislators dealing with constituents who may in fact be academicians and working for institutions in higher education has been in the area of tenure for example and there have been certainly, great complaints about the unavailability of tenure for minority applicants. I've had many more complaints for minority applicants than women, although I'm sure it exists on both levels. The response has always been academic freedom. I'm very skeptical

of academic freedom, even though I'm part of the university level and certainly understands the needs for academic freedom, but always to me been more used as an escape mechanism as to why Harry Edwards has some difficulty getting tenure at the University of California in spite of his international reputation and publications and I'm very concerned about whether or not there has been any changes in the nature of the continuing process or whether or not it continues to be a major problem as far as affirmative action is concerned.

MR. BLAKELEY: Well, there are several aspects to that. One of them is that tenure continues to be a problem for professors in general and some of them are minority professors and some are not. What we try to do is to synthesize the committees that are involved in the tenure process to the particular needs of minorities.

CHAIRMAN HARRIS: Tell me about the tenure committees. Now is that...

MR. KLIENGARTNER: There's a number of committees. Tenure starts out in the departmental record stages it goes then to the committee on academic personnel and they will...

CHAIRMAN HARRIS: ...Campus-wide?

MR. KLIENGARTNER: ...campus-wide. That campus-wide committee will ask a group of people to form ad hoc committee. In the individuals' field, there's usually one or two members in their department.

CHAIRMAN HARRIS: About three member committee?

MR. KLIENGARTNER: About three to five. That ad hoc committee would make the report back to the committee on academic personnel.

CHAIRMAN HARRIS: Is that for the academic senate?

MR. KLIENGARTNER: Yes. These are all the committees and

this ad hoc committee takes that report back to the committee on academic personnel which have the recommendation. The Committee on Academic Personnel then makes a recommendation to the Chancellor. What we have attempted to do in dealing with these committees, synthesize committees, for example, the Davis Campus run a training program letting committees know what their responsibilities are. I have gone to the campuses and spoken to the committees about their responsibilities, relative to affirmative action. In addition, some of the committees meet with the affirmative action committees on the campus and others to form a better impression of what their needs and responsibilities are in the advancement of cases dealing with minorities where they can get external reviews. How they can be sensitive to the public services and many other kinds of services.

CHAIRMAN HARRIS: Have there been any changes or either from the standpoint of the nature of the functions of these committees or has there been an increase/decrease in the number of complaints or regarding the process these committees used to make these determinations? What is the nature?

DR. BLAKELEY: Well, the complaints continue. I would say there are probably fewer of them, but they are just as difficult-- just as difficult to handle. One or two complaints is an extremely difficult thing to handle. We've had fewer complaints in the last couple of years than we had four or five years ago. It's hard to access the reasons entirely--

MR. KLIENGARTNER: If I may comment... It's my impression that of the faculty appointed as assistant professors, and therefore, on the tenure track, about one-half of them eventually do get tenure. And, I think, a very large portion of those who do

not, it's obviously not that they, in many cases, voluntarily left. So, there is a lot of room there for dissatisfaction, but I'm not sure that there--

CHAIRMAN HARRIS: So, about 50% of those who get on the track are actually tenured?

MR. KLIENGARTNER: Eventually get tenure--

DR. BLAKELEY: And the number--

MR. KLIENGARTNER: --within the eight-year maximum period.

CHAIRMAN HARRIS: How does that compare to the overall statistics, in terms of minorities?

MR. KLIENGARTNER: Well, this is an overall--

CHAIRMAN HARRIS: Oh, you're saying-- in terms of all those on tenure track. I was asking about minorities.

DR. BLAKELEY: Minorities fair about the same as majority on tenure; women fair a bit better.

MR. CHAVEZ: Over the last five years, the University has made a whopping increase of .8%-- less than one percent-- over five years. And, if we were to, let's say, go back in the area of faculty-- and if we were to, let's say, figure that the University could round that off to one percent every year, and assume there's a target of, maybe, 30% minority faculty that they would like to achieve as a target, we're talking about a hundred years-- at the current rate. We're talking probably more than a hundred years at the current rate. And, probably the demographics in this State will be significantly different within that hundred years, as well. So, that target might not even be enough. I guess the underlying question is, is the University satisfied with the progress that it's making in this area? Because it's really dismal.

MS. ZAK: I think I'd like to make your case worse before we answer the question. And, that is to... Your figures are predicated upon availability staying the same. As I indicated in my testimony, there is every evidence that availability of minority Ph.D.'s in the University system is decreasing.

The turnover, also, of Latin American faculty is decreasing. So, the number of openings that you'll have will be less. So, perhaps we're talking about two hundred, rather than one hundred, years at the current rate.

MR. CHAVEZ: So, maybe it's two hundred years. One last question. And that is-- this, I guess, is more directed to Mr. Kliengartner-- over the last four or five years, there have been, I guess, four people who have held your position-- the position that you're in, Special Assistant on Affirmative Action-- and I can think of a number of reasons why that would occur. One is maybe, either were too competent, at least to the University's liking, or they were not competent, or maybe they left because they were just generally frustrated with what they felt the University's commitment to affirmative action is.

It seems like there's a lot of turnover. Knowing the way the system operates, to what do you attribute such a high turnover rate, in terms of your leadership spot for affirmative action?

MR. KLIENGARTNER: Well, I think I can begin by saying that seven years ago, there was no affirmative action office, as we know it, at all. That was established precisely within giving focused attention to the issue.

It was established, initially, in 1976, after the recruitment of Walter Strong, who remained until 1979, I believe. There was an

"Acting" person for one year; after which, Ms. Martinez was recruited, and you are aware, of course, that she will be leaving.

I think working in affirmative action jobs is extraordinarily difficult. I think it is frustrating. In part, it's frustrating because you are, in a very important way, an agent of social change, and you are trying to move things that don't like to be moved very well. And, there's not an awful lot of-- in many cases-- an awful lot of-- things helping you move. It is very difficult, as I think the Representative of the State University also indicated.

But, I think in the case that you mentioned-- I think the gentlemen who left-- I think each of them earned on a neat set of circumstances, but certainly did not have to do with-- I think it would be in disagreement with what we're doing in our system.

CHAIRMAN HARRIS: Let me ask a question. Tell me a little bit about the system-wide administration, how it functions. I understand that there is a cabinet-- that is working with the President-- consisting of Vice Presidents and who else?

MR. KLIENGARTNER: Well, there are five Vice Presidents-- myself, the Academic Vice President, the Vice President of the University, Vice President for Financial and Business Management, and the Vice President for Agriculture and University Services.

I think that is the group that sometimes gets referred to as "the Cabinet." It's not a term we use, but we do--

CHAIRMAN HARRIS: But, does it function as a basic policy--

MR. KLIENGARTNER: Oh, I think that would be correct. We do meet-- try to meet three times a week, as a group, in which, you know, a full range of issues affecting each office can be on the

table for discussion or decision, whatever is required.

Then there is another group called, "the President's Administrative Council," a somewhat larger group that meets once... In addition to the people-- the Vice Presidents would be the Special Assistant for Health Affairs, the Assistant President for Coordination and Review, the Special Assistant for the Department of Laboratory Affairs, and the Assistant Vice President for Communication and Public Information.

CHAIRMAN HARRIS: It's about a ten-member group.

MR. KLIENGARTNER: It's about ten people.

CHAIRMAN HARRIS: Let me ask this: I know that the President of the University, President Saxon, has announced his retirement in July of 1983. Is the President of the University like a ball coach, he heads all the assistants they have?

MR. KLIENGARTNER: Well, I think I've had to answer that question more than I would have liked in the last few weeks. I have not made a study of that, but it is my impression that the University of California, when there has been a change in the President, there has, at the time of the change, or not long thereafter, occurred a fairly substantial turnover of the immediate next level-- and only that immediate next level.

I think the reason for that is that the fundamental emphasis of system-wide administration has to do with policy development, policy explanation, and it really comes to a very integrated-- in many ways close group. It's not-- we don't really run things. We kind of all work on issues which at some point all seem to be buried with the President. So, I think that probably accounts for much of the change in the top eschalon.

CHAIRMAN HARRIS: So, that's likely to include you then?

MR. KLIENGARTNER: Yes.

CHAIRMAN HARRIS: What is there to ensure continuity of program and commitment? Do the people who, for example, work with you on your staff-- are they, basically, protected by Civil Service?

MR. KLIENGARTNER: No, they are not. They are, such as Blakeley, Doctor Saxon... No, we do not have in the management program... But, tradition of the University of California is that the turnover of the kind I mentioned, tends to occur only at the Vice Presidents' level.

ASSEMBLYWOMAN HUGHES: Let me ask you something. Are you a tenured faculty member of the University? Could you, like Doctor Saxon, go back to one of the U.C. campuses and teach?

MR. KLIENGARTNER: Yes, I could.

ASSEMBLYWOMAN HUGHES: So, it's not that you would be on unemployment?

MR. KLIENGARTNER: That's correct. That is correct.

ASSEMBLYWOMAN HUGHES: Okay.

MR. KLIENGARTNER: I think, in general, we feel that administrators who also have faculty appointments-- in a way, they have an edge--

ASSEMBLYWOMAN HUGHES: This is the point I'm trying to make-- most of the individuals that we call "the team members of the President's Cabinet" are also faculty who are tenured and will still be with the University.

MR. KLIENGARTNER: Most of--

ASSEMBLYWOMAN HUGHES: At one campus or the other.

MR. KLIENGARTNER: Yes. Most of the group of five or six I mentioned do have faculty appointments somewhere at the University of California.

ASSEMBLYWOMAN HUGHES: Right. So, we can still say that the system is going to absorb it.

CHAIRMAN HARRIS: Since the members--just the senior member of your staff--is nobody on your staff Civil Service, or protected?

MR. KLIENGARTNER: No, we are not part of the Civil Service.

CHAIRMAN HARRIS: Civil Service of the universities?

MR. KLIENGARTNER: No, we have our own personnel system which is what we all--

CHAIRMAN HARRIS: I'm talking about non-academic--

ASSEMBLYWOMAN HUGHES: Which do you mean? Like secretaries, or--?

CHAIRMAN HARRIS: Administrators.

ASSEMBLYWOMAN HUGHES: Administrators... Most of the administrators are tenured faculty, aren't they?

MR. KLIENGARTNER: Well, at the system-wide administration there are, I suppose, seven administrators who are also tenured faculty members--like, Doctor Blakeley is another example. I think you tend to find a so much larger proportion of administrators on campuses who are tenured faculty.

ASSEMBLYWOMAN HUGHES: Yes. I guess you were talking about, like, management types. They're not--

MR. KLIENGARTNER: But, they're not covered by the Civil Service of the State of California. We do have our own set of personnel rules and procedures and job protections, and things of

that kind. But, it's not part of the State's Civil Service--

CHAIRMAN HARRIS: Let me ask you a specific question that you, hopefully, can answer for me. For example, with your departure, what's the process of replacing you? I'm very concerned about that because you're in a very sensitive position.

MR. KLIENGARTNER: Fortunately, that's one of the things that I'm not responsible for. I think what I can say... Well, I think the accurate answer is it will be largely up to the person appointed President.

CHAIRMAN HARRIS: I see.

MR. KLIENGARTNER: He will--or--she--will need to make a decision about the structure of the system-wide administration, and then he or she will need to undertake an appropriate recruitment procedure.

CHAIRMAN HARRIS: When a person is named--say, the President of the University--whoever he or she might be--says, "I want Sam Jones to be Vice President for Finance." Is that confirmed by the Regents, or is that simply done as a matter of course?

MR. KLIENGARTNER: No, I think the procedure would be that he or she would decide that they want to recruit for a Vice President--

CHAIRMAN HARRIS: They are required to recruit?

MR. KLIENGARTNER: Oh, yes. And, then they would establish, probably, a search committee to actively recruit people, and then nominations would be developed. Then, eventually, approved by the Board of Regents.

CHAIRMAN HARRIS: The Regents then, do in fact, approve?

MR. KLIENGARTNER: The Regents would have to approve all

Vice Presidents--

CHAIRMAN HARRIS: Although it's very unusual I would say, for the Regents not to approve whoever the President wants.

MR. KLIENGARTNER: Well, I think by the time a formal recommendation gets to the Regents, they're likely to approve.

CHAIRMAN HARRIS: Well, I think that the incoming advent of a new President of the University presents some unique opportunities in my perspective for some changes, and opportunities for addressing a number of the Regents that I know personally, as to reviewing particularly, affirmative action as a sensitive area of policy that needs to be scrutinized. And, certainly the individuals who have primary policy responsibilities that would be closely scrutinized and reviewed in terms of that procedure.

By merely instituting, again, the continuity--and, I'm concerned about that... But, your basic conclusion that the continuity is maintained because only the four or five top appointees of the President are likely to be moved as a result of the change in Presidents.

MR. KLIENGARTNER: Well, not "moved"... I think the comment I would make again is that--just from observation--they tend to leave at the time a President leaves--or not remain very long after that. And, the same kind of movement does not occur at any other level in the system-wide administration. I mean, people always leave for one reason or another, but I'm not sure it would be directly attributable to the selection of a--

ASSEMBLYWOMAN HUGHES: You've already had two Vice Presidents--or one Vice President who has indicated that they're going to leave, so it's almost a voluntary thing--that they don't

wait to be asked to leave.

CHAIRMAN HARRIS: Another question I'd like to ask is, what do you predict-- I'm asking you, I guess, to put on a Swami hat-- would be any changes or the likelihood of changes as a result of collective bargaining, in terms of affirmative action? Would it make it more difficult, or more helpful? What do you predict?

MR. KLIENGARTNER: Well, of course much of it will depend on how the elections turn out matters, it will probably be held at the University of California, later in this academic year. At the moment, we do not have very much actual collective bargaining. We do have a couple of bargaining relationships, but the vast majority of our employees are not in a collective bargaining situation.

CHAIRMAN HARRIS: What I was asking-- collective bargaining obviously, is an adversary process--

MR. KLIENGARTNER: Yes.

CHAIRMAN HARRIS: --and I'm wondering whether or not the University has a posture that would make a hard point at the negotiations of affirmative action. I was very concerned because of some of the state college and university collective bargaining doesn't really address that issue, in terms of grievance procedures. And, I was wondering whether or not the University of California had any adamancy.

MR. KLIENGARTNER: Well, we have... Well, in one negotiation that is under way now, we as part of our set of demands if you like, or proposals specifically included the affirmative action division. But, I think, perhaps the important point I can make Mr. Assemblyman, is the following: We have tried to develop the structure to carry out our collective bargaining obligations,

and it is our determination that the affirmative action perspective shall be brought in a very direct way as we develop our position in part-- as we prepare to go to the bargaining table.

No University position-- or the University positions will not be finalized-- turned over to our negotiators-- without having been reviewed from the affirmative action standing-- both for inclusions and exclusions.

Secondly, it is our system, which we already set up in anticipation of possible bargaining, that no agreement will be consummated on the management side without the specific provisions having been reviewed for their impact on affirmative action--and for continuing contact between the negotiators and the affirmative action staff, during the course of negotiations. That is in place-- that's part of what we are committed to doing, but as I said, we really don't have a lot of bargaining yet. But, as that possibility develops on our side, it will be our intention to make sure that occurred.

CHAIRMAN HARRIS: I have two other questions. One, I understand that in the University's policies, there are specific exclusions of preferential hiring. Is that true? In other words, do they specifically--

MR. KLIENGARTNER: No, we--

CHAIRMAN HARRIS: --include as the--

MR. KLIENGARTNER: No. No, not at all. Someone may help me, but we have a... when people are laid off, there is a period of time during which they go on a preferential re-hire list. During that time, if a vacancy occurs somewhere else, they have to be first considered to fill a vacancy.

CHAIRMAN HARRIS: Well, let me read this from the application of personnel policy: "No applicant may be denied employment, nor shall any applicant be selected for employment in preference to a more qualified candidate on the basis of ethnic background or sex." In selection--? I don't have the next sentence. What is the next sentence?

MR. KLIENGARTNER: Oh, I see preference in the hiring side. In selecting from among candidates who are substantially equally well qualified for a particular position, the appointing authority shall be mindful of proposed affirmative action goals, to correct any underutilization or potential disparity of minorities and women and of the staff personnel policy related to Promotion in University's policies, of University employees.

CHAIRMAN HARRIS: So, basically, you're saying that you do that by recruitment--by widening the pool, making sure that you have more qualified applicants, rather than--

MR. KLIENGARTNER: Yes, as you recruit new employees. You have a pool of candidates and you have to make a selection from among the pool of qualified candidates. And I think what this policy is saying, is that the most qualified candidate shall be selected, but in making that selection, hiring authorities shall be mindful of the affirmative action obligations.

CHAIRMAN HARRIS: Let me ask Mr. Kliengartner a general question. I'm wondering what, if anything, you need from the Legislature in order to achieve-- you know, a State policy based on affirmative action? Are you getting sufficient funding for affirmative action enforcement? Do you need more staff? Do you need the ability to exercise sanctions? Is there insufficient money

for recruitment? What kinds of things do you think--?

MR. KLIENGARTNER: I'd like to make a comment. If Doctor Blakeley and Doctor Zak would like to add... We have not--we have never received any money--any substantial amount of money from the Legislature for administration of our affirmative action programs.

I think in 1973 the Legislature appropriated \$250,000, that has never been increased. We did receive from the Legislature-- I think Assemblywoman Hughes was on the committee, at the time--in 1978 something like \$600,000 for affirmative action development programs--our faculty fellowship program, our--you know--faculty development program.

That money has been augmented very substantially by the Regents and it's a combination of the State funding and University resources that have allowed us to initiate and I think, carry out what, from my standpoint, has been an extraordinarily important set of development opportunities for faculty management.

Obviously we could use more funds. There is no question. But, I think as Doctor Blakeley tried to indicate, and from my standpoint--the single most critical need in the way that the Legislature could help, has to do with increasing the supply of minorities, especially--but also women--in some disciplines at the Ph.D. level. You know, get them into graduate school, keep them there through the Ph.D. program, and then help in cushioning their transition into an appointment on the U.C. faculty. There are programs--there are post-doctoral programs; there are head of a pipeline programs, but the funding in all of that has been so minimal, that I think that is the single most pressing--

CHAIRMAN HARRIS: I would like, for the record, to have some

understanding... You mentioned that--and I think it's very important--the interrelatedness of student recruitment and faculty recruitment and particularly in the technical disciplines--the engineering, the sciences, etc.--and I'd like to know what, if anything, is being done to increase the pool of minority applicants into the pipeline, if you would, from student status to faculty or staff status in the University-- particularly from among the University students themselves? How much internal recruitment takes place of some of the brighter students, and making sure that they, in fact, are somehow put into that pipeline? It would seem to me that that point would have to be one of the real--I don't know--opportunities for corrections. The University is going to have to almost create its own supply.

MR. KLIENGARTNER: It's own supply. I think that's essentially correct.

ASSEMBLYWOMAN HUGHES: I think the university thinks its a major competition for business, and that's the thing that we haven't been able to deal with--on the State level. We haven't been able to give the universities the kinds of funds that they need to recruit and keep their bright students. Why should the students want to go on faculties and do research in engineering or computer sciences or anything like that, when they can go to these businesses and make big bucks right away?

CHAIRMAN HARRIS: Does the University have its own program in terms of internal improvement?

MR. KLIENGARTNER: Do we? Oh yes.

CHAIRMAN HARRIS: So, there is actual recruitment of University of California graduates and graduate students.

MR. KLIENGARTNER: I can't help... But, if I could make just one other comment. And, I know you'll forgive me, Assemblyman Harris. One of the ways to really help in this area would of course, be for the Legislature to provide a substantial salary increase for our faculty generally. There was none in '82-'83.

There's simply no question that when you have the Silicon Valley competing against... We have a--it's a very serious problem.

ASSEMBLYWOMAN HUGHES: You know what I'd like to see us do? I'd like to see us evaluate good teaching in the way that you meant. Those institutions--and I don't want to say the universities, period; I'd want to say individual campuses--whether it's at the State university level or U.C. level... The best teaching campuses should get those kinds of differential funds as far as I'm concerned, because they're the ones who are going to prepare them, not only to be at the university, but also to go to business too. And if the students are successful and if the students learn from your people, I think that's more important than anything else.

CHAIRMAN HARRIS: I just wanted to mention, personally, that when I graduated from undergraduate school, I was offered a job by Kaiser Steel Corporation as Assistant Advertising Director. At the time, it seemed like a lot of money--about \$1,000 a month. After three more years of graduate school--I'm sorry--four more years of graduate school, including my Masters, I was teaching at Sacramento State University. They offered me \$10,000; so, I lost \$1,200 in four years.

MR. KLIENGARTNER: So, you understand our problem?

CHAIRMAN HARRIS: No question about it. No question about

it. Is there anything else you'd like to add for the record? Let me ask you something. We asked about--it was off the federal contract compliance... I'm particularly concerned about that report because I think it does have great impact on the funding of the University, and I'd like some information relative to that. I don't care whether it's for internal use or what. That is, I think, very pretentious. I don't know what the status of that is, but I do know that the public generally is aware that it exists, and I'm interested in it--

MR. KLIENGARTNER: I could make a comment, but I would ask, Mr. Harris, if you can just give us a little bit more time to get complete information. It is in the process of being finalized between the Berkeley campus and the OFCCP.

CHAIRMAN HARRIS: You already relayed it to the Berkeley campus?

MR. KLIENGARTNER: Yes. And they have agreed during this period of finalization and negotiation, to do it in a deliberate process. I think that can actually help affirmative action rather than hurt it. But, obviously when it's completed, it will be available--

CHAIRMAN HARRIS: Do you have any idea time wise?

MR. KLIENGARTNER: Well, I think it's... There is a clock. It was 45 days from the time the negotiation process started, and my impression is... Well, I don't know the exact date--we're getting near the end of it, and can make sure that you are fully informed and briefed on it, I'll be talking to the Chancellor again about that. We'll make sure that that occurs.

CHAIRMAN HARRIS: Thank you very much.

MR. KLIENGARTNER: You're very welcome.

CHAIRMAN HARRIS: Your testimony was very helpful.

MR. KLIENGARTNER: We appreciated the opportunity.

CHAIRMAN HARRIS: Thank you. We'll continue to watch your office, and hopefully this transition will be as positive as you indicate. Alright. Now, I'd like to move very, very quickly. We're not going to stop for lunch; we're going to try to get out of here within the next hour and a half.

I would like to ask a group of witnesses to come forward, if I might. Mr. Hernandez, Joan Miller, please? Dr. Samuel Henry and Eugene Stevenson, Affirmative Action Officer, Division of Agriculture, University of California.

We would like to begin at this time. We will go in order of the agenda. Since Mr. Hernandez is not here, Ms. Miller will you please come forward?

MS. JOAN MILLER: Thank you for giving me the opportunity to appear before this Committee.

CHAIRMAN HARRIS: Nice to see you.

MS. MILLER: I have been given the responsibility to recruit minority and women applicants for staff positions. Most recently, that has been changed to suggest that I concentrate my efforts of recruitment on minorities only. I was not happy with that, but nonetheless, I have a responsibility to accept the directions that I'm given.

I must say that I am personally concerned about the status of women and minority employees on the staff on the Davis campus. Perhaps other campuses are doing better or quite successful in their efforts, but I would suggest that there are some real problems at

the Davis campus.

CHAIRMAN HARRIS: Let me add to the record. I'm a graduate of University of California at Davis and I'm very familiar with the problems that are on the campus, so you don't have to feel awkward, I'll ask you enough questions that...

MS. MILLER: I'm glad you can recall those days. Things have changed, some things have changed for the better but, nonetheless, there are still some real problems. The reason I feel very comfortable in talking about the problems that exist here, is because of the present position and responsibility that I have of recruitment of minority applicants. I'm in a position to work with individuals on the campus and the community as a whole, but, mostly my efforts are in community, to go out. It's an outreach kind of thing.

CHAIRMAN HARRIS: Can you tell us roughly what the current statistical profile would be of the University of California campus relating to the staff or whatever information you might have?

MS. MILLER: I am not in a position to respond to questions that pertain to statistics because I'm not involved in them and therefore, I'm not knowledgeable.

CHAIRMAN HARRIS: We will request those later.

MS. MILLER: I am the individual that works with the people, not with the numbers. One of the things, and I did appreciate hearing Dr. Kliengartner say, that persons working in affirmative action are in a pretty difficult, frustrating position because of the frustrations that exist. You go out and invest a lot of time, a lot of effort, a lot of public relations concerning the institution that you work for and you go out, at least I'm very much

committed to the improvement of definitely qualified people. I do not go out and recruit the typical stereotype minority person that statistics seem to think that you need to go out there and find.

CHAIRMAN HARRIS: Does Davis campus recruit in an immediate area, state-wide or how do you recruit?

MS. MILLER: My area is restricted to the local area, that of Sacramento County, mostly Sacramento and Yolo County and the Davis community which I reside in.

CHAIRMAN HARRIS: How do you recruit?

MS. MILLER: I recruit by the telephone, by going in the community and establishing personal networks with individuals and on a first-time basis and then after the establishment of that network, then I draw on that network via the telephone because I can get a lot done that way.

CHAIRMAN HARRIS: Do you advertise as well in the media?

MS. MILLER: I do not personally do the advertising. The personnel office does the advertising.

CHAIRMAN HARRIS: You do in fact advertise. Do you advertise to minority media?

MS. MILLER: I think so, probably not as much as it should.

CHAIRMAN HARRIS: But they do some?

MS. MILLER: I think the only minority press that they use probably is the Sacramento Observer and I'm not sure that they even use that but, it seems mostly in the Sacramento Bee, the Davis newspaper, that sort of thing. Again, I'm not involved in that part. I am involved again, in talking to people fact-to-face. That is where I'm most effective.

CHAIRMAN HARRIS: Let me ask a few questions then you can

go back to your organized testimony.

MS. MILLER: I would prefer the questions.

CHAIRMAN HARRIS: Once you, in fact, have recruited a person, do you recruit generally or do you recruit for position?

MS. MILLER: I recruit for positions.

CHAIRMAN HARRIS: So, in other words there's an open position and then you look for a qualified applicant for that particular position?

MS. MILLER: Yes, but I also recruit generally. I do just a mixture of things. There may be that I may be able to contact an individual who I determine to be a very qualified person for a particular type of classification which may or may not exist at that particular time.

I would say that we have a cross section of staff positions and I would say that we have on an average of about 30-50 positions that are open on a daily basis. We are the largest employer in the area, especially in Yolo County, but, they are predominantly clerical, laboratory-oriented type of positions. It is also important to understand the kind of employment opportunities that exist at UC Davis.

CHAIRMAN HARRIS: Once you recruit, what's the hiring process?

MS. MILLER: I'm sorry.

CHAIRMAN HARRIS: Once you recruit an individual, they fill out the application, what's the hiring process?

MS. MILLER: Let me, I think, I can answer that question by sharing with you the final experience of my day yesterday pertaining to a particular position, which happens to be in a

department I had recruited, a person-- an applicant that I had been in contact with earlier and was aware of her existence and we discussed, that's another thing, I show the position to the potential applicant and then, it's sort of a mutual decision as to whether that person is comfortable with that position, considering their knowledge, skills and abilities as they relate to the position. I determined that this person was indeed a very qualified applicant and re-submitted the application.

When we come to the final conclusion of the submission of that application, I initial that application with my name and Staff Personnel Office/Community Personnel Services. Then, I forward it on, I submit it and it goes into the pool, the total pool of applicants. It is my understanding that there is going to be an effort that is now understood that all applicants that I refer will be automatically referred to the Department. That was a real winner for me, that was a real battle that I won.

Alright, fine. Now they are no longer screened out. They are automatically referred to the Department, but getting them interviewed was the next problem. That's the next problem. So, the Rep. had left a note with you and my boss said she wanted to discuss this particular applicant. I went to her and she indicated to me that the person at the Department level had said that she discovered the application, and I guess, she didn't know me personally, but I guess she had seen the name Staff Personnel Office.

His question was, did he have to interview her, so the Rep. said that she went through a number of questions that she asked of him to find out if he was comfortable in not interviewing her and apparently she was convinced that it was perfectly alright. The

ultimate result of that, in terms of my efforts, have been totally voided out. The applicant is totally unaware that she's not being interviewed and will not know that until she receives the card in the mail that say that another applicant more qualified was chosen. That's an example of investment of time and energy on my part as a recruiter and then, from the public relations end of it, with the minority person, because I have established a rapport and conferred with that person that that person was comfortable on the Davis campus and is really not being considered.

ASSEMBLYWOMAN HUGHES: Do departments also recruit at the same time that you are recruiting, would they be recruiting too?

MS. MILLER: No. All vacancies that occur, all staff vacancies that occur on the campus come to the Personnel Office. The Personnel Office is like the middle man, the middle process of the employment. I receive every vacancy, listing a copy of it. We have a person in our office that codes the vacancy listing for under-utilization information, in terms of prospective groups. That's my first clue that I look at. The first information that I review to determine what my actions are going to be. This particular person did fit one of the goals. For example the goal, there may have been a need for a male Chicano or a male Asian or a Black female, that sort of thing. One of my greatest difficulties is trying to find Hispanic clerical workers.

CHAIRMAN HARRIS: Do you just recruit clerical workers or for all staff or what?

MS. MILLER: As I said, I receive a copy of every vacancy listed but, some are more difficult to recruit for than others.

ASSEMBLYWOMAN HUGHES: Alright, when you say you recruit

for all staff, do you also recruit then for the professional staff like, well, that's what I want to know; all staff at what level, at the undergraduate school or...?

MS. MILLER: We do not, the staff personnel office does not recruit academic personnel.

ASSEMBLYWOMAN HUGHES: Alright.

CHAIRMAN HARRIS: Or administrative?

MS. MILLER: Or administrators in the management program We have classifications that are considered to be management but they are not management program. However, many of our vacancies are in the professional schools, that are staff, they are staff positions.

ASSEMBLYWOMAN HUGHES: But, they are not professional positions?

MS. MILLER: They are support. They are support staff.

ASSEMBLYWOMAN HUGHES: Alright, fine.

CHAIRMAN HARRIS: What about, let me ask one final question that I would like to know about. What about promotion? How is that dealt with internally, as to minorities and women in particular?

MS. MILLER: Very subjectively. You see there is another thing that one needs to understand that we may have a very magnificent, elaborative, impressive process that is in, it's on paper and it's in the report, but what is actually happening on a day-to-day basis and to individuals. All I can say is that I've been on the campus, I've lived in the Davis community 20 years, I've been on the Davis campus 18 years approximately. I'm basically where I am when I started, well let's say in terms of staff

personnel office. I was there in 1970, I applied for the position, at that particular time you could apply for promotional opportunities. That process does not even exist anymore. Probably, if I applied for that position in that office today, I would not be successful. I applied for an assistant analyst position and I was advanced to the personnel analyst position approximately two, possibly three years later and have been there ever since, but there are others who have been there less time who are at higher levels.

ASSEMBLYWOMAN HUGHES: How do they get to these higher levels? Is there a committee or something?

MS. MILLER: That's the subjectivity that I'm addressing. I don't want to turn this into a "Miller Grievance Session," but I must say, well, the selection of people for promotional advancement in-house, within a Department, it occurs through mentorship really. If you are one of them, then you can be pretty much assured that you will be able to advance.

Now, let's say that if I applied or a person applied for a position somewhere else on the campus and it is indeed a position that is at a higher level than the level you are in and then you are successful in being selected for that position, then you have received a promotion as far as the system is concerned. The majority of the people are not in a position to be able to do that. That kind of advancement is really available to people who are in lower level clerical type of positions where there is an abundance of the positions. A person, like myself, in a professional classification, does not have that kind of option.

CHAIRMAN HARRIS: Dr. Kliengartner I would like to ask

you while you are still here. We would like a breakdown, if we could, by campus of the positions and also hires, promotions, those kinds of statistics would really help us in terms of just seeing what's going on by campus, if it is broken down to be centralized. System-wide, I think we have a good understanding as a result of what you have given us, but we would like to have a breakdown and I think that would help us to understand what's going on on the individual campuses. Is that possible?

MR. KLIENGARTNER: Yes, for the staff?

CHAIRMAN HARRIS: Well, faculty and staff. I think that both of those statistics, since they are separate, but...

MR. KLIENGARTNER: We can certainly provide the information that's showing where people are located and the different jobs and job categories but I think we did that last year.

CHAIRMAN HARRIS: Well, I'm really interested in, also, there's two separate things that I'm interested in that I'm also interested in getting some perspective on internal promotional opportunities and I think statistically you can get some indication as to whether or not there is, in fact, some movement. Whether it's through mentorship or whatever or not, it seems to be restricted by group. If, in fact, you find that the statistics seem to bear out or that minorities and women are moving up the ranks equally with other individuals and that certainly is one indication of whether there's affirmative action or not, but at least they, in fact, are moving up in a representative way.

CHAIRMAN HARRIS: By campus.

MR. KLIENGARTNER: May I make a comment? At basic entry level...

CHAIRMAN HARRIS: Could you speak into the microphone please?

MR. KLIENGARTNER: Basic entry levels start in the staff category, let's say secretary... I think there's basically two ways that people hired into management levels can advance. One would be if the job secretary II takes on new duties, or responsibilities then what could happen is that a study of the job to be done by the personnel office on that campus, to see if the duties have expanded in such a way that that person should be re-classified from Secretary II to let's say, Secretary III, that's one way of moving up and getting more salary and more responsibility. The other way would be to apply for a vacant position somewhere in the same department or elsewhere on the campus. Let's say a Secretary III position is open in some other department. All campuses, I believe, on a weekly basis should provide vacancies listed for which people can then apply and I think what your witness was saying that that process, well, okay it doesn't always work well in practice, but one of the problems we have in that area and I want the Committee to be aware of it. It is a problem that when vacancies occur, we still have a very substantial emphasis on opening it externally, opening it completely.

That's the older policy, making vacancies known so that some of the minorities and women from outside the University can apply for those jobs. Because so much of that still occurs and I think in some way that limits the internal promotional opportunities that your witness was speaking about. We are trying to, we are systematically trying to modify that policy to take advantage of the large increasing pool of minorities and women.

CHAIRMAN HARRIS: Within the system?

MR. KLIENGARTNER: Within the system.

CHAIRMAN HARRIS: And currently there is no preference for those, is that right?

MR. KLIENGARTNER: Well, sometimes jobs can be declared for internal recruitment but it's still more complicated than we would like it.

CHAIRMAN HARRIS: That is helpful. Thank you. Anything else you would like to add?

MS. MILLER: Well, I'm sure that Dr. Kliengartner is very sensitive to affirmative action programs and is very supportive of it, but, I think he is somewhat at a disadvantage in terms of where he sits and where the action takes place, and which perhaps things that do occur in terms of the interpretation of policy and the practices, personnel practices inhouse are really not exposed.

CHAIRMAN HARRIS: I'm sure that's true. Do you have any recommendations as to how that can be improved? I think that's the case for almost any administrator and the higher up he is, obviously, the more distant he is from the actual problem. Do you have, is there a policy or program or a process that you think would make a...

MS. MILLER: I'm not sure that I can recommend, make a recommendation on how to overcome that. I will try to make a suggestion as something possibly to take in consideration, I guess, it's accountability, is to have a better process of accountability for what is going on. In particular with affirmative action, and also, I think that people who really are responsible for affirmative action should certainly have some authority that they don't now

presently have.

CHAIRMAN HARRIS: Dr. Stevenson.

DR. EUGENE STEVENSON: Thank you very much Mr. Chairman. I too am very pleased to be with you this afternoon. As I think most of you know, I've been with the Division of Agriculture University Services now for two years.

CHAIRMAN HARRIS: Are you still in Davis?

DR. STEVENSON: No, I'm not.

CHAIRMAN HARRIS: You are system-wide?

DR. STEVENSON: Yes I am.

CHAIRMAN HARRIS: Okay.

DR. STEVENSON: But as you mentioned, I was at Davis for almost ten years as an Assistant Vice Chancellor. The Division of Agricultural University Services is a very very complex organization. It encompasses 48 counties, a majority of the personnel on the Davis campus, Riverside campus, as well as Berkeley campus in terms of the academics.

What I would like to do is to share with you some of the things that I think we have accomplished, some of the things that I think have been helpful and some of the things that I think we need to concentrate on in order to improve the situation.

When I first became an affirmative officer, the first thing that I noticed is the fact that the division was not involved as other campuses although we in that division are about the size of a campus, we are pretty near 2500 people. Labs were considered, but AUS was not really a part. So, my first move was to become a part of what we called the Office of Planning and Review. In other words, we reported to the Assistant Vice President for Planning and

Review.

ASSEMBLYWOMAN HUGHES: Alright. May I ask you a question? I thought that I heard Dr. Kliengartner say that there is an academic vice president of agriculture. Is there? Alright, so that would be the person that you would be responsible to.

DR. STEVENSON: That's my line, line relationship. I report directly to the Vice President.

ASSEMBLYWOMAN HUGHES: Who is that person? What's his name?

DR. STEVENSON: That's Dr. Kendrick.

ASSEMBLYWOMAN HUGHES: Alright, fine, I just wanted to get some structure. Thank you.

DR. STEVENSON: My first move was to make sure that we had a plan, so we developed the first University of California, Division of Agricultural University Service Internal Action Personnel Plan. This plan was approved by the Office of Planning Review and the general council. One of the concerns I had because of the history of problems that existed in agriculture, was to not come in and do a lot of advertising but to get out and actively recruit, so I took it upon myself to travel throughout the country and to visit those institutions that are called "1890 Land Grant Colleges," which are basically Black colleges.

I have gone to Tennessee State, Southern University, Alabama A&M, Alabama State and Tuskegee. In order to recruit, actively recruit qualified minorities, particularly in those areas that deal with academics, I've also performed several onsite reviews in the county director's offices throughout California. I must say that this is quite a task moving from places like Modoc

County to Imperial County to Del Norte County and Butte County and Orange County and Kern County.

CHAIRMAN HARRIS: Do you have security guards?

DR. STEVENSON: I tell you it's not an easy job.

CHAIRMAN HARRIS: I heard that.

DR. STEVENSON: That's one part of it. The other part is to synthesize or become involved with trying to synthesize or make an attempt to synthesize the administration and I think, a long way in accomplishing that particular feat. I have been active for 24 years with students. In fact, when you were at Davis, I was actively involved as the Assistant Vice Chancellor so I'm very sensitive to the problems of students. I'm very sensitive to the problems we have in terms of graduate students. I think, in agriculture, that's basically one of the problems. It is almost impossible to involve, go to, say for example, the Davis campus and come in contact with a Ph.D., in fact, I haven't come in contact with hardly any in ten years, Ph.D. students in the area of agriculture, so that's a problem.

CHAIRMAN HARRIS: The few that I've run into have been often the international students.

DR. STEVENSON: Absolutely, they are not American agriculture students. So, I'm very much interested in trying to increase that pool so that they can qualify to become involved with places like experimental station and cooperative extension. I, like most others, would prefer for you to perhaps ask me questions and not for me to just speak.

CHAIRMAN HARRIS: Let me ask you two or three off the top. First of all, how many employees? I assume that your recruiting is

basically faculty and staff.

DR. STEVENSON: Yes.

CHAIRMAN HARRIS: How many employees are we talking about within this particular division?

DR. STEVENSON: From the academic point of view, we are talking about approximately 499.

CHAIRMAN HARRIS: Okay, how many minorities?

DR. STEVENSON: Minorities, I can give you the percentage. In 1979, we had 59 minorities which is 11.9% and by the way, that has been increased from 7.9% to 11.9% in the two years that I've been on board. For women, it was 96 when I first came aboard. 17.1% and it's 19.4% which is a 3% increase since I've been involved. I could leave with you the statistics involving.

CHAIRMAN HARRIS: I would appreciate that for the record. How about the staff?

DR. STEVENSON: Staff, I do not have the statistics, but I can get those for you.

CHAIRMAN HARRIS: Do you have a rough estimate overall of the number of people that work for this committee at the University?

DR. STEVENSON: I would say approximately 2200. I would like to add Mr. Chairman, as most of us know, the Division of Agriculture has been very controversial. I have concentrated on what I could do for the future and I'm not concerned about what has happened in the past. I felt that perhaps you would like to know that.

CHAIRMAN HARRIS: Thank you. I would like to know this. What staff or assistants-- and also, what kind of coordinating authority do you have as relates to the agriculture picture?

DR. STEVENSON: I'm basically a person who monitors. I do an awful lot of traveling. I do an awful lot of recommending. I do an awful lot of lecturing in trying to sensitize. I have a staff--a short staff of four people. We should have six. But, I'm basically like most affirmative action offices. And, I'm not in a policy-making stage--more or less, to monitor...which is "betwixt and between."

ASSEMBLYWOMAN HUGHES: And, you are a tenured faculty member?

DR. STEVENSON: No, I'm not.

ASSEMBLYWOMAN HUGHES: You're not?

DR. STEVENSON: No.

ASSEMBLYWOMAN HUGHES: So, if the administration changes, you could very well leave?

DR. STEVENSON: Absolutely. I am not like Vice President Kliengartner, in that respect. No.

ASSEMBLYWOMAN HUGHES: Nor like Mr. Blakeley--

DR. STEVENSON: No, I'm not.

ASSEMBLYWOMAN HUGHES: In terms of position?

CHAIRMAN HARRIS: How were you recruited out of the position you were in to this position--this frustrating position you're now in?

DR. STEVENSON: Yes. Well, I'd been involved in the Davis campus for almost ten years as an Assistant Vice Chancellor. And, this position was actually a promotion. I am in management, but I was somewhat locked in. I could not, in a sense, see any upward mobility, increased salary, etc., so I decided to accept this challenge, which paid more money, and which presented a different

kind of challenge.

CHAIRMAN HARRIS: I see. You're one of the few people we had in line for becoming a chancellor. We don't have any Chancellors at this University of California. And, I think if many of the people at the University of California have their way, we'll never have one. But, nevertheless, that's my own personal grievance with the University of California.

DR. STEVENSON: Well, I appreciate your comment.

CHAIRMAN HARRIS: In fact, how many Vice Chancellors are there--minority Vice Chancellors are there? Do you know, Dr. Kliengartner? Because I only know two--now, I only know one, because you're no longer Vice Chancellor.

MR. KLIENGARTNER: No, there are actually more than that.

CHAIRMAN HARRIS: I'm sorry--could you speak in the microphone?

MR. KLIENGARTNER: I'd be happy to provide that information to you. I would guess that the number would be somewhere around ten.

CHAIRMAN HARRIS: Okay.

MR. KLIENGARTNER: I can provide that--

CHAIRMAN HARRIS: Okay. I'd like to know that--

MR. KLIENGARTNER: We'll provide it to you.

CHAIRMAN HARRIS: Yes, I'd appreciate that, because I only...I've never known any. I've known some Assistant Vice Chancellors, but there are only two that I knew--certainly, the only two Blacks that I knew--were at U.C. Davis and U.C.L.A. And, I've never known one, for example, at U.C. Berkeley, and I've never known one at U.C. Santa Cruz... Okay. Well, I'd appreciate--

MR. KLIENGARTNER: Well, we'll provide that information--

CHAIRMAN HARRIS: Thank you.

MR. KLIENGARTNER: --to you.

CHAIRMAN HARRIS: Thank you. Okay.

MR. KLIENGARTNER: Excuse me. Did you mean the entire--
you meant the entire U.C. system, didn't you?

CHAIRMAN HARRIS: Yes. Yes. Okay. Do you have anything
you'd like to add? Yes sir. Doctor Henry?

DR. SAMUEL HENRY: Good afternoon. My name is Samuel
Henry. I'm from San Jose State University. I'm the Affirmative
Action Officer there, and I'd like to make about three brief points.
I think, though, I should say by the way of introduction that I
have a slightly different perspective. I'm an educator. I'm an
educator from a long-standing career, as it is, in education. And,
I believe that without affirmative action, there is no quality
education; that is, in places that affirmative action does not
exist, there is no quality education.

Perhaps I come to that because I was in school
desegregation before that, and because I've been at four universities,
including the city university system of New York, Massachusetts,
Columbia University, and now at San Jose State.

I am a presidential appointee at San Jose State. I have
designated powers of the President. I sit in on some kinds of
policy decisions, I cover the appointments that are made on both
staff and faculty sides. I can affirm--

CHAIRMAN HARRIS: Excuse me. We've met before, haven't
we?

DR. HENRY: Briefly, we have, yes.

CHAIRMAN HARRIS: When I was in Washington?

DR. HENRY: Yes.

CHAIRMAN HARRIS: I thought so.

DR. HENRY: I was working with Title IV then.

CHAIRMAN HARRIS: I know. Good to see you again.

DR. HENRY: Good to see you again. I will furnish what I call "the body count" to you by mail.

CHAIRMAN HARRIS: Thank you.

DR. HENRY: There are three different kinds of areas of problems that I would like to get at. And, I would like to throw out one kind of solution. And, the kind of solution I'll tell you about first... Obviously, there have to be some kinds of rewards for affirmative action to work. If I may draw the brief analogy of being in school desegregation prior to this, at least we had the old carrot and the stick. In affirmative action, we have neither the carrot nor the stick.

Most of the power that affirmative action officers have are negative kinds of power. I have veto power; that is, I can block the hiring, if I can justify that to almost everyone on campus. I can block the hiring of any particular person. I sit on all the executive--that is, executive managerial kinds of search committees. In the past two years, I believe, I've sat on about 12 of those. One of those has resulted in the hiring of a minority male; one of those has resulted in the hiring of a woman.

The program cannot continue in precisely the kinds of ways that it does, even though we have a President who is rather supportive of affirmative action, given some kinds of constraints.

CHAIRMAN HARRIS: Were you recruited specifically to

San Jose State to be the Affirmative Action Officer?

DR. HENRY: I was. I was in charge of federal desegregation from New York, New Jersey, Virgin Islands, and Puerto Rico.

The hiring that goes on--and I spoke with Mr. Youngblood very briefly about this, and he indicated there were two kinds of things we needed to focus in on. One has to do with the critical kinds of areas in engineering, in business, and in the so-called hard sciences, and the other has to do with, perhaps, a more descriptive look at what happens within the hiring process--and that is in terms of faculty.

As you know, faculty hiring is very decentralized. That means for each of the departments that has a particular kind of opening, there is a departmental so-called search committee. This means that the prerogatives of that department are to do certain kinds of advertising, to go out and make certain kinds of approaches and certain kinds of recruitment.

From my perspective, as the Affirmative Action Officer, I am required to monitor some of that kind of recruitment. It is virtually an impossibility for me to monitor that effectively, particularly when you have very diverse kinds of searches going on.

We search for permanent faculty--that is, probationary faculty--positions on a nationwide basis. We search for full time, temporary positions on a nationwide basis, and varying other kinds of regional decisions are made in terms of the search.

There is a wide amount of latitude between the various search committees as to whether or not that is, indeed, a good faith kind of an effort. From my perspective, I have the position of

monitoring most of the paper work, and mostly trying to deal with the kinds of complaints that come in. I don't know what everyone else's experience is, but I am receiving more complaints than ever before. And, part of that is, obviously, due to the economy.

Prior to any confirmation of appointment or, really, the extension of an offer, I do, really, a compliance audit. This is to ascertain whether the steps have been followed in the procedure. I turn back about one out of five auditees, which is different for a number of reasons than what happened, let's say, two years ago.

The second area I'd like to discuss very briefly is our critical problem, in terms of finding faculty--the engineering, the business, and the science faculty. I think it has been brought out, at least one or two times prior; I'd like to add just a little bit more emphasis to that.

We are in Silicon Valley. We are Silicon Valley. When we try to compete for someone who has a Ph.D. in business, sciences, engineering, we are not only trying to compete for someone who has that kind of expertise, we are hopefully, God knows, looking for someone who can teach, which is probably limiting that one out of maybe two or three hundred persons. And, we are looking for someone who can put up with what it takes to be in an educational institution, which means that one has to deal with some of the turf issues and a variety of other issues in order to make themselves a successful candidate for the period of years necessary to even be there when tenure comes--if it comes.

There are a number of positions--I myself was in one when I was at U Mass, which we in the trade call "revolving door positions"--where every two to three, maybe four years we have a

new and different minority or female in that particular position. The reason behind that is that in order to satisfy the body count, they need the numbers, but there is no clear intention of that person ever getting tenure, or that person ever being allowed to make a contribution there.

There has to be some kind of reward which provides attention to the kinds of behaviors that help people from different cultures and different genders learn to deal with one another. Until that happens, legislation, in its global sense, will not be effective; we will not have the kinds of outcomes that are necessary for change to come about.

Most of the kinds of complaints that I get, aside from the persons who are screened out in the process, are complaints from persons who are not promoted from within the system. They are not promoted from within the system because they do not look, act, or reflect themselves like the other people there. I could go through a lot of nice sounding ways for describing that, but that's the basic reason.

Until we can address those kinds of behaviors, then we're not going to have the kind of effect that we need to have. I'll entertain questions.

CHAIRMAN HARRIS: I'm interested in this. Tell me... You seem to be, probably, more supportive than most affirmative action officers I'm familiar with, from the standpoint of the administration of the institution. Tell me, do you have staff support? If so, how much?

DR. HENRY: That's a good question. I do have staff support. I have a full time secretary, and I have student

assistants, as the budget deems. I do have, though, access to the President's staff; I do have access to the staff of the personnel office. As I remarked before, I report directly to the President. And, I do feel that I do get a larger measure of support. I can't imagine the number of affirmative action officers working without reporting to the President.

CHAIRMAN HARRIS: What about the overall coordination? Do you think that there is sufficient coordination of affirmative action on the campus, i.e.--we talked about the integration of affirmative action--students, faculty, staff... Do you feel that you have a handle on all of that, or do you think that it's a properly divided, or what?

DR. HENRY: I think it's so divided as to sometimes become obtuse. There is an Associate Dean who handles student affirmative action. Obviously, --and you've discussed this with prior witnesses--the tie-in needs to be much more effective.

I think by personal contact, that happens. Title IX, for example, is coordinated by someone else on our campus. And, as I said before, I think we are one of the better campuses, in terms of some of the kinds of ways that we handle this.

There needs to be a re-look at what happens throughout the entire process. Obviously, if we're not going to even have undergraduate students of significant proportions, of minority and female, then we're not going to end up with putting people in tenured positions who are going to be effective. So, that is a critical area. I think we have to keep in mind looking at the statistics that we have to move a step beyond that. We have to start to look at how everything is integrated.

In terms of the system-wide level, we get a good amount of support from the system-wide coordinator--and, you already spoke with Mr. Stetson--and yet, there are a variety of other kinds of things that are needed. He spoke to some of the resources that are needed. Obviously, we need to be able to handle the same kinds of data and handle that effectively. I would lend, again, credence to his suggestion for some kind of technological input. Yet, if we put the emphasis in those kinds of technologies, we're doing ourselves wrong. We need to emphasize the social technologies of people dealing with other people. We run training seminars, which we sometimes can persuade--bamboozle--people into attending. Obviously, many people on campus don't know how to deal with the new worker, if they want to call it that.

CHAIRMAN HARRIS: There are two questions. Is your priority basically faculty, rather than staff--basically, with staff simply monitoring--or are you, in fact, involved in recruitment and overseeing all of the hiring?

DR. HENRY: I'm involved in both, sir. And, I think they're a dual kind of priority. Obviously, you're not going to have the kinds of curricula changes, you're not going to have the kinds of input that are necessary without the faculty; and yet, you can't have that kind of support if you can't find the kinds of staff.

CHAIRMAN HARRIS: You mentioned support of the system-wide Office of Affirmative Action. What about inter-action? How does that take place? Do you have any recommendations as to how it might be improved?

DR. HENRY: I don't have a problem with it. Some people

might. I get on the phone and I call--or I make sure that there's some contact--

CHAIRMAN HARRIS: I understand the communication. Again, I'm talking about inter-action from the standpoint of-- functioning, from the standpoint of the way the responsibility trickles down or trickles up. I'm just really interested in the de-centralized nature of affirmative action, because it seems to me it makes it difficult to trace down responsibilities. I mean, I call Mr. Stetson, and he's very likely to say, "Well, you know, if you want to know about what's going on at San Jose State, you better call Doctor Henry, because I don't really..." Okay? I'm just trying to see how it all inter-relates, whether or not you think that system makes sense. It certainly might at your campus with the President is, perhaps, is more supportive than the Chancellor might be. But, I'm trying to get, overall, your feelings about the inter-action between the two levels of administration.

DR. HENRY: I think there's a problem there. I think there's a problem that has a lot of historical roots in it. As long as you're going to have each campus that perceives of itself as at least as autonomous, then you're going to have a variety of different perspectives about what affirmative action is, can be, and how it should be implemented.

For each of the executive orders that come out of the Chancellor's office or the trustees' kinds of resolutions that are passed, there are 19 different interpretations as to what that means. Obviously, there's affirmative action schizophrenia.

CHAIRMAN HARRIS: Thank you. Anybody like to add anything for the record? Okay, we'll keep the record open. We'd like the

statistics from the campus--

DR. HENRY: I will send them to you.

CHAIRMAN HARRIS: --and some indication as to what's happening there. Thank you all very much for your testimony; it's been very helpful.

I'd like to call Miguel...is it "Ceballos?" Would you come forward? If you could summarize your testimony, and allow us to ask and answer questions, it would be most helpful. And, we will submit the entire statement for the record.

MR. MIGUEL CEBALLOS: For introduction, I'm the Social Director for the U.C. Student Lobby, here representing students.

I make several points in my testimony, in terms of how student and employee affirmative action inter-relate. I make-- there's many ways; I will mention just three. The first, which has been discussed, is the issue of a pool that students provide for future university employees.

Second is the incentive that minority and women population at the University provide as an incentive for more minorities and women to enter the University, in terms of a peer group, in terms of encouraging students to work with faculty who are probably more closely related to their interest area.

Third is in terms of the role model that minority and women employees serve for the students.

Getting down into the recommendations which are mentioned, there are the two basic types. One is programatic-- mentorship programs which have been sighted as a primary need by a study done by the Woodrow Wilson National Fellowship Foundation on Hispanic Participation in Higher Education. This was a California study done

which included U.C.L.A. and U.C. Davis campuses. They found that mentorship programs were very important in helping, in this case, Hispanic graduate students get through graduate school.

Second is a graduate teaching program which would hire graduate students as part time teachers while completing graduate study. This exists presently at U.C. Santa Barbara in the Chicana studies program in what they call an "All-But Dissertation Program," where presently their work is with Chicanas who are working on a dissertation. They are able to teach two courses in the field in one year. The program has been operating for approximately three years, and has been rather successful.

The third recommendation under programatic is an interest in fellowship programs, which presently exists--I don't know to what extent, but it appears that they should be expanded to include more minorities and women in these programs. I think what's needed here is more testimony from the Student Affirmative Action area of the University, and they're working on that area.

In terms of coordination, the U.C. Student Body President's Council has made recommendations to the U.C. Regents that U.C. affirmative action coordination be improved by forming a blue ribbon committee, which would review all affirmative action, including faculty, staff, student and University procurements. This is pretty much along the line of that which was presented by Doctor Kliengartner.

CHAIRMAN HARRIS: Do the students play much of a role in the affirmative action process at present, or is this simply, basically, a futuristic kind of a goal?

MR. CEBALLOS: That's what we'd like to... There is

student participation in pretty much each of the committees--in many of the affirmative action committees. Whether or not they actually have impact in affirmative action is really the question. I would argue that they don't, that actually they were allowed to sit on the committees, more in terms of just kind of...so the University can, during budget time, say that they have student participation in the University government. That's part of the reason for the existence of the Student Lobby--being that we find it very difficult to gain participation in the University itself. You have to go outside to get some impact.

CHAIRMAN HARRIS: What's been the attitude of the University relative to such programs as the mentorship situation, for example, in Santa Barbara, where it obviously had some success-- I don't know what the numbers are, but at least you indicate that there's been some--?

MR. CEBALLOS: I know very little about it, but it appears that the monies come from, on the one hand, from affirmative action monies, and the other hand comes from the College of Letters and Science. So, there is support, at least in those areas, for some reason. I don't know why.

CHAIRMAN HARRIS: Will you, if you could, either during the next 30 days, while the record is open, give us some analysis of this or other programs that the U.C. Student Lobby would like to see recommended for overall improvement of affirmative action, both from the standpoint of--well, particularly as it relates to the fact that the staff hiring--? We understand the inter-relatedness of opportunities for students through graduates of the institutions coming back and working for those institutions upon graduation?

I'd like to see if you could comment for us on the basis of either survey or just input from your President's Council what the inter-relatedness of recruitment and also specific programs that you think would help to increase the pool of available faculty and staff in future years.

MR. CEBALLOS: Okay--

CHAIRMAN HARRIS: I think that Mr. Chavez' comments about the length of time that it would take to reach some degree of parity should be sobering to all of us, and certainly to the U.C. Student Lobby, I would hope.

MR. CEBALLOS: Yes. Well, we're very well aware of that, and contend that's one of the reasons that we've been very hard from the student point of action, at least.

I think one more point I want to make in getting back to my testimony and the final point, in terms of recommendations, is that in order for affirmative action to be effective, it must be a priority in the University's decision in distribution resources, particularly in terms of right now with the budget crisis. When the cuts come down, I would suspect that affirmative action would not be one of the highest priorities for being maintained. And, assuming if there are cuts...if affirmative action is to be successful, the University has to make some sacrifices in other areas and maintain those programs, during that process of selection.

I think, basically, that when you talk about student and faculty affirmative action and their inter-relationship, what's really important is whether it's a priority and whether there's a commitment. No matter how you work it, it is a commitment to it, that's the only way it's going to really work, the way I see it.

CHAIRMAN HARRIS: Thank you.

MR. CEBALLOS: Thank you.

CHAIRMAN HARRIS: I appreciate very much your testimony.

Doctor Robert Bradfield, Doctor Carlene Young, and Doctor J. Owen Smith.

DR. CARLENE YOUNG: My name is Carlene Young, and I'm at San Jose State, Chair of the Afro-American Studies Department.

CHAIRMAN HARRIS: Is your name spelled C-H...

DR. YOUNG: No, it's spelled C-A. But, I respond to all those other... (Laughter)

CHAIRMAN HARRIS: I hear you. I understand, I understand. I wanted to make sure I wasn't mispronouncing it. I wanted to know if that "H" was silent.

DR. YOUNG: No. It's "Carlene."

CHAIRMAN HARRIS: Thank you.

DR. YOUNG: Okay. I'd just like to say that...I'm sorry Doctor Henry stepped out, because he is a fine person. And, I assume our President is a fine person, too. It's a female, you know, Gail Fullerton. But, when you look at the date, in terms of-- I do have a copy of San Jose State University Affirmative Action. I think it demonstrates partially what I'd like to talk about today-- that many times, administrators and other people, as my colleague mentioned from Davis, are really not well versed with what's happening, sort of, out with the troops.

At San Jose State, we have, in terms of numbers, if you want to look at, out of a campus almost 1,400 faculty, we have 33 who are Black, 40 who are Mexican-American, 95 who are Asian-American, and one Native American. Out of our department, which is what I'd

like to present today as a case study of a profile of decline in the University of minority faculty and students there are only 11 females--Black females-- on the campus. We've got three of those. We used to constitute almost half of the minorities, but there's been a consistent decline.

So, I'd just like to say that the situation with all of the amenities of personality is still pretty desperate at San Jose State. My assessment of that, overall, is that there is, by definition of affirmative action, something adherent in the problem, because as I have observed it--and I'm not an expert in that matter but that it has served to satisfy whatever kind of federal guidelines there were and whatever kind of express policy positions the institutions take. But, in terms of serving any real function for minority faculty and students on the campus, they seem not to be able to do that. And, I don't blame the personnel so much as I think it's the position that they're in, in terms of what they're designed to do.

I think I'd just like to briefly state something that all of you know. Looking at the Afro-American Studies Program at San Jose State, I think, sort of provides us with a microcosm of what's happening in the society. Sometimes we forget that Afro-Americans are still the largest racial group in the United States. I say that only because they constitute a base for taxpayers, so their children have a right to receive education very much as any other taxpayer.

There seems to be an implicit assumption by some members of the academic community that Afro-Americans are not taxpayers and therefore have no claims on the institutions. In light of that,

we also have to remember that Afro-Americans constitute a unique... and do experience in the American society, based on the legal segregation, as well as their inter-action in the society. So, you have components of both phenomena taking place.

Another thing is that the institutions have never been held accountable, and there has always been a lack of institutional commitment to minorities, Afro-Americans, as well as others. So, what we have today, I think, is where the institutions continue to subordinate minority issues to other concerns and since our affirmative action figures on the campuses and I think all of the people who have testified today have supported that, in one way or another, indicate that we, whatever minorities we represent, are not there in the decision-making groups, that we're not there to establish policy, we're not there to determine what is a meaningful curriculum and so it continues on as it has where the norms and standards of the institutions which reflect not even all of American society, but essentially white Anglo-Saxon, Protestant Society and the middle-class norms. So I think one of the questions we have to look at is what is the responsibility of public institutions to minorities. And one I would say is one maybe to guarantee access to assure some kind of attainment of education and to provide an environment for successful experience. I think that the institutions should minimally be responsible for doing the best job possible for those minority students who even manage to enter the academic institutions of higher education. It's interesting to note that since World War II, the universities have opened up their gates to all kinds of people, not necessarily minorities, but they've opened it to the military, to big business and to the CIA, but we

have not, you know, been included in that entree. So we need to look at again, I think, to what extent Afro-Americans have been represented in higher education in California. And one of the questions we could ask for each of the constituencies--the students, teachers, counselors, administrators and staff--what is their educational access and attainment and what are the factors which influenced their educational development? I've heard a number of people mention mentoring and with as many other things, minorities are always the last to sort of get involved in certain kinds of things, but a little while ago Charles B. Willie, who is currently at Harvard, came to Santa Clara and the topic of the symposium that was sponsored jointly by Stanford and Santa Clara and, I think, was a useful task, dealt with mentoring methodologies for minority faculty and staff in white institutions. And he made some very potent points which seem to be self evident, but have not been taken into consideration by the institutions. And one of these is that mentors involved service, sacrifice and suffering. And that mentoring relationship involves the belief in another and that a mentor shares the dream of the protege and he made the point that you can only help people if you have some faith in the fact that they can succeed. And mentoring, like I said, has gone on historically in the institutions, but it has not been used for minorities. And another point that he made was that success can only come to those who are sufficiently secure enough to risk failure. And if you don't have someone who believes that you can succeed, then you can not even risk the chance to fail. And we see that happening, I think, with the high turnover with the minority students who leave. And his other point was that belief in another

enables the other to believe in himself and that when most minorities come to the institutions, they are involved in a trial relationship as opposed to a trust relationship and that one can be secure in a trusting relationship, but fearful when one is on trial. And so those are some of the factors that enter into as minority students are attempting to forge their way through the institutions. Now for those who might say, well, you know, white students have the same problems, I would agree. The difference is that the whole institution is geared to accommodate the needs of the white students and to respond to their needs and since minority students do not have a history of being involved in these institutions, the institutions have not and still do not continue to meet those needs. And that's one of the roles that ethnic studies and minority programs play in the institutions to attempt to serve in those mentoring relationships, to provide the support, as well as a strong academic program--to support students as they attempt to manage the bureaucracies and gain some kinds of critical skills which will make them productive--citizens which will thereby improve all of our existence in society. People talk about the availability pool and it's interesting that we never hear much discussion about the broadest pool which is the graduates from high school which are not tapped. A study by the Final Report on the Commission of Higher Education of Minorities, and I'm sure most of the administrators have this. It did an excellent job of pointing out some of the problems that minority students encounter in the universities. And when we talk about minority students, I always say minority faculty, but I see the two things as really symbiotic and dependent on each other because the students will not be there

if the faculty are not there to give them the support and help as Willie says, one of the roles of the mentor with minorities is to interpret the institution to the students and the students to the institution and you have that ongoing process. But looking at the data of the availability pool that 72% of Blacks graduate from high school, but only 29% even attempt to go to college. And for Chicanos, it's 55% who graduate from high school, 22% American Indians is the same as Chicanos, but only 17% and so that when again, when you have a lack of representation in the academy I think that one of the problems that occurs from that is overlooked because most of the people in decision-making decisions positions are from the majority society is that you deny all students--white and minority--of the interacting with people of different background cultures perspectives so that you never break into that pattern of presenting just one point of view. So the whole matter of governess recruitment hiring, you see, all of this you know become problems. Let me just give you one little quick example in terms of the built-in bias that happens in the institutions that they are not even aware of and if you don't have someone there to alert them to it, then they continue to be perpetuated. We received a notice a year ago that the Chancellor's office was proposing a change in the Title V, Section 40404 Requirements in U.S. History Constitution and American Ideals and they asked for input from the campuses. And what the Chancellor's office had proposed was that U.S. History would begin with the time frame from 1750 to the present. Now I'm not an historian--Sociology and Psychology are my field--but it becomes apparent once you know the history of your people that that is a built-in bias because surely if you're going to study from

1750, then what you preclude is the entrance of Afro-Americans here prior to slavery with certain kinds of functioning and you set them up in an entrenched denegrating subordinate position which doesn't allow anybody--white or black--to understand that there was any other kind of functioning or experiential base outside of the slave experience. So it would preclude any discussion of what happened prior to that and I'm sure that whoever did this was a scholar and well meaning and well intentioned, but the important contributions of major national ethnic and social groups should be required, we think, for all of the students, and a noted African historian, Benjamin Quarles, has stated that American Studies, which is what we have, American Studies in the universities it's not titled that--but that's what we have, from a particular perspective very much is like you'd get the Civil War from a North or a South perspective is that American Studies properly perceived must be viewed through a multi-racial lens. The role of Blacks in America, what they have done and what has been done to them, illuminates the past and informs the present and that's the end of his quote and what we have to recognize, and I think the Legislature as best it can, needs to be sensitive to, and I know you are, but it's an educational process that many of our colleagues on the campuses don't have is that American society is racially and ethnically pluristic and yet our content of our curriculum doesn't reflect that at all. One of the interesting statistics that we found generally is that the higher the quality of undergraduate institutions, the greater minority students had of completing of BA. Now that's an interesting kind of phenomena isn't it? I guess it's not all that surprising so what the implications are that if

we would upgrade our state colleges and even the university system, then our students coming through would have a better chance of graduating. Now let me say quickly what is happening at San Jose State in terms of what I have tried to give you a little frame of reference for. I'll begin by stating that the Chancellor's office, again, has a report out of "Report of Project Team on Academic Programs, May 1979," which states that there are some academic programs at the undergraduate level that were so fundamental to the University, I'm reading from the document now, that they should not be required to meet the need and demand criteria established as prerequisite for offering other programs. The function of accord is equally critical to both campus and system, this is getting at reviews where discontinuation is being considered. And what they spell out is that there is some areas like humanities and arts, art, foreign language, music, theater arts and drama, biology, chemistry, geology, political science and at the bottom they have a little addendum that says other programs where an individual campus may define its basic to its mission such as ethnic or interdisciplinary studies may also be included. The reason I mention that is because what we have to understand, I think again, is that we hear a lot of talk about objectivity and standards. And that exists in the society to what we have to look at is that objectivity exists within a framework of value-laden choices so that, yes, you can be objective once you have selected out what kinds of things you feel are important. And this is what happens all the time. Another thing we forget is that the traditional disciplines are no more than 60 to 80 years old and at some point somebody sat down and decided that these were vital to the mission of the

University and included them. The moving finger of God did not write them in and so we're at the same place with these non-traditional disciplines. And I think that people forget that because they approach us all the time, well, you know, this is new and this is different. So what data across the country has shown that if you do not have these programs, if you don't have role models, mentors, support people for minority students, they are guaranteed not to succeed in the institutions and I think most people in these administrations know that so you don't have to do anything else but to bring them in and not do anything and the students will not succeed. We, again, getting at the overall goal that would accomplish in terms of having minorities, a Newsweek article has indicated that there is an increasing decline in Black student enrollment this year and the minority that is increasing is the Asian-American in the universities so we'll get a different kind of patterning, I think, in who's being represented in the minority status. But what I think would happen in looking at the figures again, you see, and our Dean has mentioned at our school that even he felt bad, and I don't know that he's been an affirmative action advocate, and I don't say he's been a negative person, but I don't know how forceful he is, that in the six years there in our school, not one minority has been hired outside of the ethnic studies program and I think that you can see that reflected throughout the University. That where you don't have those programs, you have a dirth of minority people on the campuses. And we're at the position right now at San Jose State where we have been called with a review towards termination--this is San Jose State, it's not a system-wide kind of thing--because we have not generated at least

ten graduates each year with a B.A. Now that, as far as it goes, is an accurate statistic, but what it doesn't look at...yes?

ASSEMBLYWOMAN HUGHES: You have not had ten...

DR. YOUNG: No, not B.A. degrees, but if you look at a lot of other programs, they haven't either. You might look at chemistry, physics, philosophy, I don't know. You see, there's some departments...

ASSEMBLYWOMAN HUGHES: What you mean is that major in Afro-American studies?

DR. YOUNG: Yes, exactly, but our enrollments are good like we have right now, I should say starting with 1969 and we're known nationally for having a good solid academic program...yes?

ASSEMBLYWOMAN HUGHES: Do you have any white students who have majored in Afro-American studies?

DR. YOUNG: I'm not sure that we have had them. We've had Japanese Nationals and we've had--not many though--but we've...

ASSEMBLYWOMAN HUGHES: The only reason I ask you that question is that I'm aware of a few that graduated this past year from Santa Barbara, white students who have majored in Afro-American studies and I was wondering why not at San Jose?

DR. YOUNG: Well, we don't have large numbers of majors. One of the dynamics that's happening is that we have, I think, a considerable number of double majors, but no records have been kept on that. What happens in the traditional, in the reporting, the traditional department gets the credit for the major and in the department, we didn't keep records--we will now. But I think if you look at or compare us to other departments in our school, like anthropology and some of the others that are comparable or our size,

we don't have to take a back seat to anybody in terms of the numbers of students who are enrolled in our classes, in terms of student/faculty ratio, we have had on our campus, one of the highest student/faculty ratios in the University, not just in our school. We have a good student, full-time equivalent student number so that on all of the criteria that generate resources to the University, we are in good shape, but in terms of majors and degrees which can be explained in lots of different ways, but I think the point is that I don't think it gives an adequate picture to take one quantitative criteria on any program and use that as a measure of what the program does and especially what we would call non-traditional programs in terms of having to look at what of services are provided and, in addition, the bottom line is that we do an academic program. I mean that's a given, the others are above and beyond that. That we have to develop courses, teach courses, we have to write, publish, be reviewed by all criteria in the University. I mean no exceptions are made for that. But above and beyond that, providing services to the students, in terms of support, tutoring, response to overt and not so and covert acts of racism by various faculty members to the students and trying to keep them in school. We think that it's important, not just for minority students to be exposed to these courses and programs, but all students and especially in light of California's diversity of population.

CHAIRMAN HARRIS: Let me stop you right there. I don't want you to go with that, and let me tell you why. I think it's very important that we really need to look at ethnic studies because it has changed over the years and I think we need to look at how ethnic studies programs were born in the first place. I know

how they started at the University of California, know how they started at state colleges, in fact, I remember the first course they ever offered at Cal State Hayward was a course in affirmative action-- they couldn't find anybody Black to teach that--I'm sorry-- Afro-American History--and they couldn't find anybody Black to teach that. But my concern, I think, goes beyond that and, like I said, I would hope that Dr. Hughes, you might look at the erosion of these programs and whether or not, in fact, the ethnic programs ought to be mandated the way they mandate...

ASSEMBLYWOMAN HUGHES: You've never got an opportunity to vote on my bill which requires, as part of general education requirements, that all students graduating from U.C. and CSU...

CHAIRMAN HARRIS: I never got a chance because it didn't get to the floor, isn't that right?

ASSEMBLYWOMAN HUGHES: That's right, but it did get out of my committee I want you to know.

CHAIRMAN HARRIS: I'm sure that it will get out again if you introduce it...

ASSEMBLYWOMAN HUGHES: But, I think that we certainly have to go that way. I was, you know, delighted to see that there were white students graduating with Afro-American studies majors because I think ethnic studies are for all of us no matter what we look like because we are deprived.

DR. YOUNG: I think it's increasingly important and I've always felt that it was important too, but in light of the whole interaction with a variety of the peoples of the world who two-thirds of the people of the world are non-white so that I would think it would behoove most educated people as to the responsibility of

public institutions to provide a comprehensive full education that the students are, in fact, being deprived in that if you're not exposed to information and different ideas in the institutions of higher learning, I don't know where you would get that, and that this would be a fine place to do that and even as we talk about Silicon Valley, I would venture to say that every manager is going to have to have some contact with some person who is different culturally and racially or ethnically than himself and that these programs would do a much more effective job of facilitating the whole society so that even in self-interest, it would seem that it would make sense to move in that direction rather than retrenching, and lessening the resources that are available to provide that kind of information.

CHAIRMAN HARRIS: Okay, I'd like to ask you if you might, in the 30 days the record would be open, if you might have some specific recommendations as it relates to recruitment, the role of affirmative action and retention of faculty and substantial opportunities are particularly minority/faculty, the role of the academic senate. I think one of the problems you have is, in most institutions--traditional institutions, where there is insignificant minority input, is that those institutions can tend to perpetuate themselves and I know that's been the case, for example, in government contracting opportunities and I don't see why it should be any different in the academic world where you have people making judgments and assessments based upon their own cultural and other kinds of biases and total input from minorities and I really would be interested in as it relates to faculty recruitment and faculty retention. I'm sure that you're right in your assessment that

ethnic studies programs have been the primary source of entry for most, in certainly recent years, most of the Black and Hispanic and to some extent Asian, faculties. I know that in my initial entry into higher education teaching, that that was my source of opportunity and if those programs are, in fact, threatened, then I would think that affirmative action for faculty is, by the same token, equally threatened.

DR. YOUNG: Thank you very much. I'd just like to say that J. Owen Smith had indicated that he expected to be here, but I think with the rain and the planes, he had some trouble and since I'm also Vice President of that organization, the only thing I would say is that I can't give you any more specifics about the lawsuits other than its concern with the quality of education that's available to Black students which has many of the same dimensions that I elaborated in terms of what's happening in San Jose State.

CHAIRMAN HARRIS: Would you extend to Dr. Smith our invitation for him to submit written testimony for our records on behalf of the organization?

DR. YOUNG: Okay, I will.

CHAIRMAN HARRIS: Thank you. Okay. Moving right along, Dr. Hosley and Dr. Cal Rossi, Director of Higher Education, California Teachers Association.

DR. C. T. HOSLEY: Cal Rossi and I have to sit on the opposite side of the table because I negotiate from management and he's on that side. (laughter)

CHAIRMAN HARRIS: Oh, okay, do you want to sit on this side of the table? (laughter)

ASSEMBLYWOMAN HUGHES: It's about time you guys got together.

DR. HOSLEY: I think maybe I can bring a little different perspective than what we've talked about so far today. I am the Assistant Superintendent and Vice President of Solano College. I am the Affirmative Action Officer. I am the Board's negotiator for three unions, for classified and the teacher's union and I'm responsible for the personnel. Also, Solano College has been one of those that were involved very deeply essentially with lay-offs as far back as 1978 so three of the topics that you've talked about today, I think, maybe we can discuss a little bit. I'd like to make a few brief remarks and then open up to questions from you. It appears to me as we've gotten more mature in the collective bargaining field that affirmative action and collective bargaining can lay off, in good personnel practices, they're all one and the same and they're all interrelated. And they all have to work if we're going to keep moving and comply with the laws and administer our contracts properly. You're probably well aware that the Ed Code really controls the layoffs for both classified and certificated employees. The classified Education Code is very minimal, it simply talks about, for example, in reemployment, that they shall be in reverse order so that collective bargaining contracts, by and large, are more and more responsible for the reemployment process and the layoff process. On the other hand, certificated layoffs or actual dismissals are very rigid, the way the Code specifies these so there isn't near as much opportunity to do anything about it. The Code and, by and large, the labor contracts, are all based on the idea of seniority rather than affirmative action, as you well know. There are two or three things you can do to perhaps help affirmative action. You can have skipping, even in certificated,

and we can do this in our own layoffs in which there is specific competencies in special fields which are necessary for a program or a service. Those people can be skipped over. We did this on one of ours where we had a counselor who happened to be physically handicapped--we didn't skip him because he was handicapped, but we did skip him because he had the only expertise we had in the field of counseling. I think most of all, there's been a very great increase in the understanding of affirmative action and how it works and what we need to do about it as opportunities for new employment arise I think that we will see some positive things happening.

CHAIRMAN HARRIS: What about direction, coordination of support from the Chancellor's office? I'm concerned about the need for some kind of state-wide policy and certainly as it relates to interaction on the local campus.

DR. HOSLEY: Well, we've had, as you're probably well aware, we have affirmative action of law, then we've had the affirmative action Title V requirements and now the Board is getting ready to act on the final guidelines to go with those which pretty well spell out what we can do then. I think that there is still a great diversity of kinds of situations in the state where there's a large multi-campus districts or the very small single ones in that the affirmative action programs are going to be best served by the attitudes and the sense of responsibility that each of the campuses take and I don't think that something at the state level and other mandate will really solve that problem.

CHAIRMAN HARRIS: Let me ask a question. In terms of the need or lack of coordination, I guess or whatever, how you might

term it, do you think that role would increase or decrease as a result of collective bargaining?

DR. HOSLEY: I think it's pretty well stabilized now if I were to ask, be asked that question three or four years ago there was a lot of movement in both of those programs going, but to me, they are all good personnel practices, and if you are doing good personnel practicing, you are going to have a good affirmative action program, you are going to have a good collective bargaining agreement, and you are going to be able to manage that agreement. If you don't have any of those elements, you have problems.

(QUESTION INAUDIBLE)

DR. HOSLEY: Some of them. Yes. This is the basic statement and by and large, this could properly I think pertain to discrimination as it affects the clauses in the contract, rather than total discrimination hiring or something else.

MR. YOUNGBLOOD: Let me ask you this. Should affirmative action goals be considered as a term and condition of employment?

DR. HOSLEY: I don't know how you can really make that work. It depends upon whether or not you are hiring.

MR. YOUNGBLOOD: Let's say you have a situation where you have two technical people and you want to hire and you have affirmative action goals as to who you should try to hire, minorities in one of these positions, could you include that as a negotiable item in the collective bargaining agreement?

DR. HOSLEY: I don't think so. Not under present law.

MR. CAL ROSSI: My name is Cal Rossi, I'm Director of Higher Education of the California Teachers Association. We would like to address some issues that have not been addressed by the

Committee to date. First of all, the Legislature has attempted mightily to meet the needs of the citizens of California, since the advent of Proposition 13 and has succeeded to a degree because of the surplus with the elimination of such surplus through that support program, the crisis climate in which the State finds itself and, therefore, all of the local jurisdictions, particularly education, has created a climate which is not the optimum climate for affirmative action and many of the other social and economic and other kinds of programs which the State should be providing for the citizens. Therefore, the first suggestion we would make is that this climate of fiscal crisis where the State finds itself a billion dollars or two billion dollars or three billion dollars short of meeting responsibilities be turned around by considering an adequate and equitable and progressive tax program through which these needs can be met and we will support legislators in that regard. Secondly, we feel that the climate of fiscal crisis may cause some to take actions which, again, would exasperate the affirmative action program and the access of students to public institutions that would be through the imposition of the student registration fee. We feel that would be detrimental and we feel that that would close the open access door, particularly to the disadvantage of the minority, to re-entry women, to the poor and we feel, therefore, that the Legislature should refrain from adopting any system which would impose fees which could close that door and which we feel would close that door.

CHAIRMAN HARRIS: I don't want to get off on a tangent on that, but I think that one of the realities is that we don't have the 54 votes to increase past progressive taxes, then you are going

to be caught up in the realities that you are going to have to impose fees and you are going to have to cut back on programs and at some point somebody is going to have to address that reality than simply saying that these are objectionable because I think certainly I wouldn't deal with that, but I wouldn't be caught up in the realities without making decisions based upon fiscal realities rather than desires.

MR. ROSSI: I understand that and we will work with you on that and of course, the other aspect of that should that eventuality become necessary would be an extremely adequate student financial aid program because currently the Cal-Grant ABC Programs are not fully funded and are inadequate and so we would address those at that time and we want to pledge to you that we will work with you on this. The issue that we would like to address specifically is the issue of part-time faculty employment in the community colleges and what I would like to do is merely point out two pieces of information and then present Sandy Porter to testify on that issue. The two pieces of information for the Committee's information are as follows: The employment of part-time faculty has burgeoned in recent years, basically because of fiscal constraints. There was a time in community college education and four-year institution education, when part-time faculty were employed for educational reasons which were sound, rational, and made sense. The employment of part-time faculty has created a number of different kind of problems which I will not go into here, but as a result of that in 1980, John Vasconcellos introduced a bill which we supported, AB 1550 which required that a study be made of the employment practices in the community colleges. That was passed, the study was

made, the study was reported to the Legislature and does have some interesting statistics which Ms. Porter will comment upon. The other piece of legislation that I would like to mention that is dear to the heart of one individual sitting upon the Committee and that was AB 1626 offered by Dr. Hughes in which there was a moratorium put in for a two-year period on the relationship of full-time faculty to part-time faculty in the community colleges. That particular provision of law will expire with AB 1626 on June 30th, and therefore, it's an issue with which we need to look. In order to discuss the specifics of the implication of the part-time employment issue as it relates to affirmative action, I would like to present Sandy Porter who is a part-time instructor at Coastline Community College and has been an English and Mathematics instructor for the past three years.

MS. SANDRA PORTER: As Cal has pointed out, we feel that any discussion of issues that affect employment practices in the community colleges has to deal with this part-time issue. I have copies of three documents for you here. One is the 1550 report that Cal mentioned. One is the annual report on staffing salaries out of the Chancellor's office which will tell you which colleges do and don't have Blacks by the way and the State Task Force on Availability Data Progress Report which I think is clear evidence that our Chancellor's office is concerned with this issue and doing some positive things in the right direction. From the documents, you find that we have 16,650 full-time faculty in the community colleges, and 29,633 part-time faculty. So 64% of us who teach in the community colleges do so on a part-time basis. When you teach on a part-time basis, you have to take some things into

consideration. The 1550 study shows that for every contract hour I work, every hour I am in the classroom, I get paid almost two thirds what the average full-timer gets for an hour after his salary is factored for the non-teaching duties, so I don't even get the equivalent of what he or she gets for the hour in the classroom. Many of the part-timers in the community college system work in other aspects of the academic community, but there are 64% of us who have full-time employment elsewhere. I am a technical editor for a small aerospace firm. We are hired from semester to semester. We have few or no employment rights, re-hire rights, nothing of that nature and there are a lot of people teaching part-time in our community college system who are devoted to teaching; they love it, that's what they want to do.

CHAIRMAN HARRIS: You say the original, and I think applies to both of your testimonies, you are saying that the original thesis, that part-time faculty be hired basically to extend the availability of qualified teachers is in the course of being misused from the standpoint of economics?

MS. PORTER: Economically, yes, that's the word. My favorite one is part-timers are cheap. We don't create flexibilities with the administration, we're just plain cheap, not free, but reasonable. And the fact is that the administration has argued for years that they need that part-time segment for flexibility. Well, if we look at affirmative action --

CHAIRMAN HARRIS: Is that system-wide or does it vary from campus to campus?

MS. PORTER: I think that's pretty much the case system-wide. I happen to work for the most flagrant use of part-timers

existing. There are 1,597 of us and 600 full-timers in Coast Community College Districts, so there is a bit of a noticeable difference there. What happens when you look at the affirmative action figures, if this population of part-timers was so flexible, why haven't we even met some reasonable affirmative action goals in that area? The statistics show that the numbers of women and minorities in the part-time teaching population parallel those numbers in the full-time population. Yes.

ASSEMBLYWOMAN HUGHES: I would like the record to show, Mr. Harris, that from the extensive hearings that I have been a part of, that many of the community colleges will hire part-timers and many people who teach part-time in community colleges make their living by teaching part-time in more than one community college and most of those people are women and ethnic minorities and so that should go into the record.

CHAIRMAN HARRIS: When I graduated from law school, I taught part-time in the community colleges of two different campuses and they paid me \$12 an hour and I figured by the time I worked out the research time, the preparation time, I was making less than the minimum wage.

MS. PORTER: The average pay right now in our community college system for part-timers is \$20.50 an hour, so it has improved somewhat, but it is still not where it should be.

CHAIRMAN HARRIS: It still hasn't kept pace with inflation, in over ten years.

MS. PORTER: Oh goodness no.

CHAIRMAN HARRIS: Well, I go from being underpaid, I can't seem to ever get into a profession that is going to a-- I am going

back to Silicon Valley. (laughter)

MS. PORTER: You haven't found the right money maker yet, obviously. (laughter)

CHAIRMAN HARRIS: No. I'm going back to Silicon Valley.

MS. PORTER: The fact is we're sort of raising a-- we're coming up with a generation that doesn't have any academics in it. Thirty percent of our part-time faculties are under 35. But only 12% are full-time positions for those people. In a time of crisis as Cal was indicating we are in, my own district is discussing not cutting some of those 1,597 part-timers, but cutting programs, so that they can cut 50 full-time instructors from just one of the three campuses. It seems to me that any reasonable person that's looking at this would have to assume that under those circumstances it makes more sense to cut some of those part-timers. Financially no, but programmatically, yes. I would recommend that we take some action, that the Legislature take some action to see that some of these part-time positions are consolidated into full-time positions. I don't believe that we can in clear conscience, recruit minorities for women. We can't ask intelligent minorities or women to prepare for a job that includes no benefits, no re-hire rights, six units max because you got to stay under that 60% or they might have to give you tenure. We can't ask that these people that we are trying to recruit into the work force take this other kind of second class citizenship and that is really my major point to you today is that if we are going to see affirmative action really work in the community colleges, we have got to solve this part-time problem.

CHAIRMAN HARRIS: The Board of Governors of the community colleges have not addressed this at this point, or their address

has been inadequate or what?

MR. ROSSI: The Board of Governors has addressed the problem from the standpoint of saying that they believe in equal pay for equal work. However, they have not had control over the employment practices of the individual districts.

CHAIRMAN HARRIS: Mr. Chavez.

MR. CHAVEZ: I may be inaccurate. I know that in discussions with people at the CSU system, they've informed me that when it comes down to layoffs that the layoffs are done on the programmatic basis so let's say if there has to be layoffs that they're made programmatically. I guess is that the situation at community colleges. Let's say that, let's say that there has to be some layoffs that will occur and let's say that there's a particular area in the program where they don't need faculty. Is there bumping rights that go across disciplinary lines?

MR. ROSSI: I can respond to that. Yes this is true because there are two ways that you can layoff. One is if there's a decrease in ADA and at the higher education that's almost an impossible situation to do so we consider programs or services are to be reduced and then based on seniority and competency which includes credential or whatever else is agreed upon that is the competency and wherever that person has seniority rights then they can bump over into another discipline or wherever else.

MR. CHAVEZ: So it's conceivable that because someone in P.E. has more seniority, that person can go over and bump somebody who is a math and science teacher?

MR. ROSSI: Yes, as long as the competency is there and this competency thing is getting more and more of a major issue now

as to what that defines and how that is defined and how you test it.

MR. CHAVEZ: I-- go ahead.

MS. PORTER: I think this relates to what I've just been trying to say to you and that is when we talk about programmatic cuts versus across-the-boards or proportional cuts, one of the things you can do in a district like mine, like I said, is that way you can rid of yourself of 50 full-timers who cost you full-time salary and benefits, the 30,000 whatever average and the 1400 and some odd dollars for benefits versus the \$20.50 you pay a part-timer and a hundred, I think on the average, \$193 a year in benefits. So when I'm talking to my district right now about that problem, it's quite clear that this, that we're not necessarily making these decisions on the curricular basis that we'd like to see but in terms of where we can cut to meet the funding problem.

MR. CHAVEZ: Just one last question very quickly and that is and it's very clear that CTA is very much in favor of affirmative action and all that. Would CTA oppose changing the Education Code to allow affirmative action to be provided as a consideration for purposes of layoff?

MR. ROSSI: A good question and I anticipated that it would be asked so I would answer it in this way. First of all, the current policy of the California Teachers Association is one of very strong advocacy of affirmative action and a strong policy for seniority on the basis of the dismissal. Now, wait just a minute. Now, your question is, how do those jibe? Well, the answer is it's difficult because you're talking about affirmative action on an employment basis and if that is working to an optimum level, then

when you come to the disemployment basis you take care of it. The problem is that it has not worked on an optimum basis so that what happens on the disemployment side, if I may coin a phrase or a word, that there's an inordinate impact upon the minorities and the women and so one of the things that has been discussed is, is there a way to provide protection and security rights for all including the women, minorities, the majorities and so on and at this precise moment I cannot tell you that the California Teachers Association has a new policy but they do have under consideration this very issue taking a look at what can be done to make this an equitable situation.

ASSEMBLYWOMAN HUGHES: What about some kind of early retirement for the community college people like my bill gave to the state university system? Would CTA be supportive of that?

DR. HOSLEY: An early retirement incentive program, I believe so.

CHAIRMAN HARRIS: So as far as the bottom line as far as affirmative action in terms of layoff is that you're still under study. Is that right?

DR. HOSLEY: That's correct because our policy remains in place but it is under consideration for modification.

CHAIRMAN HARRIS: I see. So in other words the current policies are somewhat in conflict and there's no resolution as to that conflict?

MS. PORTER: I don't believe that CTA would allow us to let that statement go by because both are included in the same policy.

CHAIRMAN HARRIS: But they're obviously in conflict.

You can't have one...

MS. PORTER: Would you like me to read you the policy-- because we are really stuck with it.

CHAIRMAN HARRIS: In other words, when your mama don't dance and your daddy don't rock and roll. (laughter)

MS. PORTER: You've got it. "CTA declares its unwavering commitment to the affirmative action concept and supports school district adoption of affirmative action programs that will eliminate discriminatory practices and further declares its strong opposition to any and all schemes to abolish seniority and tenure. CTA urges the State Board of Education to amend Title V regulations of the Administrative Code to provide for strengthening of the affirmative action policy with viable means for state evaluation monitoring, review and sanctions to guarantee district compliance of approved regulations. The application of affirmative action programs is often cited as being in conflict with seniority provisions of the Education Code. With this thesis used to rationalize and justify actions to waive, eliminate or otherwise subvert the seniority and tenure system. Affirmative action and seniority are vital elements to insure equal treatment with defined means to assure equity and due process for all members of the profession."

CHAIRMAN HARRIS: That was wonderful.

MS. PORTER: It's there.

CHAIRMAN HARRIS: It sure is. I don't know what it said. We're pretty good at that. You guys are also excellent, excellent, excellent.

MS. PORTER: I think...

CHAIRMAN HARRIS: You can't get hung with that one.

MS. PORTER: No, but I...

CHAIRMAN HARRIS: You might get strung up but you wouldn't die.

MS. PORTER: I think that's there and that's clearly I can't say a conflict but it's clearly there and there is clearly a problem that a creative solution has not been found that can take care of both of those at the same time.

CHAIRMAN HARRIS: Mr. Youngblood has a question.

MR. YOUNGBLOOD: Yes, I'd like to know are the part-time faculty being organized into any of the bargaining units?

MS. PORTER: In Coast Community District we have the unique situation where our full-time faculty is organized into one bargaining unit and our part-time into another and as it happens, the American Federation of Teachers represents the full-time faculty and I am Chapter President for Coast CTA-NEA which represents the part-time faculty. In most of the other agreements in the state, the contract deals with both as a unit, the full-time and part-time on any given campus or district or in any given district.

DR. HOSLEY: If I may just add one word on that. When a local jurisdiction seeks a bargaining unit from PERB, they will either seek what's known as a wall-to-wall which would include all full-time and part-time faculty. We have a commonality or a community of interest. Throughout the state now I would say that the incidents of wall-to-wall units versus the incidents of only full-time faculty units is about three to two in favor of wall-to-wall type units.

CHAIRMAN HARRIS: Thank you. I appreciate your testimony. Very helpful and anything you'd like for the record, it will be

open 30 days. I appreciate your help.

DR. HOSLEY: Thank you very much. We look forward to working with you.

CHAIRMAN HARRIS: Thank you. I'd like to ask Stephanie Allen, United Professors of California. Ms. Allen.

MS. STEPHANIE ALLEN: I'm going to condense what I have to say a great deal because you must be wiped out especially with no lunch.

CHAIRMAN HARRIS: I think everybody's suffered.

MS. ALLEN: Well, I had a chance to sneak out and get mine.

CHAIRMAN HARRIS: If you ate on the campus, you have my condolences.

MS. ALLEN: It's one of the advantages of coming at the end of the agenda. I've given you a copy for both of you, a copy of my testimony and several other pages of documents and I'll try and just summarize it. My name is Stephanie Allen, I'm a field representative for the United Professors of California and I'm speaking for UPC today and I'll skip all the explanation about it but before I answer the questions that you asked we address ourselves to, I'd like to make a few general remarks about the problem and since UPC is a union, we are in what you call the adversary position with the California State University administration and perhaps I can be a little more frank and blunt about the problem than some of the other people who have spoken here.

We feel that the CSU administration and the trustees must take primary responsibility for the dismal state of affirmative action, hiring, retention and promotion in the academic ranks.

The lack of any firm, consistent and system-wide policy in these areas has resulted in the current lack of women and minority faculty and academics. In a state where our future student body population is rapidly becoming a majority -- Asian, Chicano, Black, Latino or other ethnic groups, it is unconscionable to have a faculty and professional services system dominated by Whites most of whom are male. Additionally, the failure to have any measureable or consistent commitment to affirmative action in the academic ranks is reflected by an equal failure for students and as my colleague, Dr. Young pointed out, programs to get such students into the California State University and help them complete their educations are either underfunded or under attack. Departments such as Dr. Young's would provide educational incentives to such students are often held up to a double academic standard by administrative review committees, faculty come under severe criticism and attack often from the administration and even their own colleagues. We think the problem is reflective of what's going on in this country as a whole today that affirmative action is now a luxury that we can do without, that it's an expense we can't afford any longer and, in fact, many faculty and professionals who are minorities and women feel that they're the targets of hostility and frustration on the campus and those attitudes are shared by students. We don't think those feelings are subjective. Without making this personal, we think that the Legislature and the Governor's Office have to share in the responsibility for this situation. The consistent underfunding of the California State University system has only exacerbated these problems and given an excuse to ignore a weakened affirmative action and while we're aware of the state's

fiscal crisis, quite aware, we don't intend to see it resolved by destroying the last great free public higher education system in this country. This is the system of access for most California youngsters and as such it has a responsibility and a public trust that we intend to help uphold. If there's not enough money to run our system properly then it's the responsibility to find that money. We think that the tax burden has to begin to be shifted off the shoulders of individuals and back onto the shoulders of corporations and businesses. The share of the tax burden has been systematically declining over the last 20 years. There is not enough money to run this state and the answer is we simply have to get it from the people who have it and that means a fundamental tax reform. I'm not saying this as rhetoric or simplicity. I understand what the problem is in that. We're prepared to take part in that process.

CHAIRMAN HARRIS: Our next chance is going to be in 1984.

MS. ALLEN: Yes.

CHAIRMAN HARRIS: Start preparing.

MS. ALLEN: We've been preparing since 1980 and actually we missed one this time around. Anyway, given that situation of the underfunding problem which sort is the frame of reference in which we exist we see the real problem that we're dealing with here today is the lack of commitment on the part of the administration to affirmative action and I don't want to identify individuals. That's not my task here especially since our relationship with Jeff Stetson has been an extremely good one. We have a great deal of respect for him and we think that he's done an extremely credible job and some of the improvements that have been made have come about largely because of his efforts. We think that he's got a difficult

job and we appreciate what he does do.

In the area of recruitment, the major problem is there's no state-wide standard or program of recruitment. Each campus is allowed to essentially go its own way and while we think there's a real role for campus autonomy, we have to say that that autonomy cannot exist in a vacuum. There must be system-wide guide lines that are enforceable especially in an area as sensitive as affirmative action and while I understand what the ramifications are of saying something like this given the Bakke decision, I think it is time to examine the question of goals. We simply cannot talk about affirmative action in the abstract. Affirmative action officers at the campus level who often are conscientious individuals have no power to enforce any affirmative action policies. I appreciate the need for carrots. I simply don't think we can do without the stick either and I would applaud both of them.

An example of this, the role that these affirmative action officers frequently are reduced to is a collector of data and statisticians and not even that role is a particularly effective one. For example, UPC has asked the Chancellor's office several times to measure the impact on affirmative action of potential budget cuts and the answer has always been, they can't because they don't have the information. Well, what are they collecting out there if they can't answer that question? Now there are several organizations in terms of recruitment that like the NAACP, the Black Faculty and Staff Association, LULAC to name three who have submitted pools of qualified applicants to the University to consider so we don't have the problem of not enough qualified applicants which I don't want to hear from anyone. To date, those kinds of recommendations have

been ignored on the campus level. The idea of using current women and minority faculty and students in recruitment would be appropriate if there was an active recruitment policy going on for such candidates. There is none. Too, also when a tenured slot is opened in a department, there's a lot of joking about the need to post a national notice, which you've heard about here today, to comply with affirmative action candidates when everyone knows that the successful advocate has already been selected. In the academic support ranks, those who provide the professional services to the student, women and minorities are concentrated in the lower levels. Last year when UPC supported legislation to require the system offer positions to people in the system first, to open up those positions, the higher paying positions to those in the lower levels which would guarantee that affirmative action candidates who are already on the job would have a chance to move up out of the bottom, the CSU administration opposed that bill and helped to kill it. Now we have to ask what possible rationale could there be for such a position if there were any commitment to affirmative action and that's one of the recommendations we'd like to make, to have that kind of action considered in the system and I could provide you with a book of case studies that indicate the problems. But the statistics that are available to us and the last ones we have are from March 1982, a study entitled, "Employment Utilization of Ethnic Minorities and Women Throughout CSU from 1975." I believe Mr. Stetson referred to it earlier this morning -- are not particularly useful because they do not tell you where people are, we do not know overall on the whole faculty, how many women and minorities are tenured and how many are lecturers, how many are at the assistant

professor level. We don't know who's where, how much they're making and what are their chances of moving up and that's the only way to measure affirmative action. You can say that there are a great many women and minorities among the faculty as long as you don't say that the majority of them are concentrated in the temporary ranks which means that they have no opportunity to remain in the system and gain tenure. The other area that we represent is in the area of student affairs and we did manage to do a breakdown which I have given you in my statistics there that indicate the problems we're dealing with. We did this breakdown based on the statistics that the system itself put out, but they did not do this breakdown. What we found is that women, and this was done by male and female since we are only able to do it by name and we could not do it by race, but we suspect that the same thing would be true if you did it by race. Women were concentrated in the evaluation technician and student affairs assistant levels (1) by the rate of 174 to 11 and 104 to 54. Those are the two lower paying positions. When you get into Student Affairs Officer IV and V, men outnumbered women 97 to 47 and 137 to 16 respectively. That was my point about opening up those higher level positions to people within the system first. We have the affirmative action candidates already on the job--what we need to do is give them an opportunity to move up. And we think that if you did that and you also looked at those same figures, you would find a similar bias in terms of ethnic background. Now, I just want to mention very briefly two cases that deal with the question of promotion and tenure. They both come from the Hayward campus, but I don't want anyone to think that I'm taking on the Hayward campus--they're no better or no worse than any of the

other 19--I just simply happen to have these two... The first one is the nursing department. We discovered when a group of nurses came to UPC, that they had been hired in at a virtually two steps lower than their colleagues across the campus with equal qualifications and then they were tenured in at the same lower level, so they're essentially two steps lower on the salary schedule. When they objected themselves to their dean and to the campus administration, they were told that since they hadn't objected when they were originally hired, it was too late to do anything about it now and they were stuck with the situation. Refusing to accept that situation, they filed a grievance with UPC's Health, and we also prepared to file a class action sex discrimination lawsuit. The administration settled at the eleventh hour and granted them an accelerated salary advance which then made them eligible for promotion almost immediately and that situation has since then been corrected. I would just say that at San Luis Obispo, the Department of Labor has been investigating and has found that the San Luis Obispo campus has not only discriminated against women, but has retaliated against women who have complained and there is a copy of that lawsuit--the Department of Labor's findings in the papers that I gave you. The second case at Hayward involves a Black faculty member who was going for promotion to full professor. Among the subjects he taught was a class on racism within his department. He was one of the most popular instructors of the department and accounted for a significant part of the department's FTE. In his promotion--evaluation of his promotion dossier--we discovered he was denied promotion and we filed a grievance on his behalf, and it was found that there was a distinct racial bias, not

only against his course material, but his "unorthodox style of teaching and his choice of materials and his presentation." He did not present his material in the traditional academic manner. Now ultimately, that faculty member was promoted to full professor and he was granted back pay in recognition of that wrong, and through an extensive determined battle on his part, it also took a significant effort on the part of UPC and it took help from a member of the Legislature to convince the campus administration to back off and grant that situation. At San Jose State University, we were approached by a Black woman who was hired as a reading specialist, she was a published recognized poet who had just had her first novel printed, and she'd been denied reclassification on the grounds that she wasn't qualified. When we began to process her grievance, she received a writer and residence grant from Stanford and the offer of a year's fellowship at another university and yet she wasn't qualified to be reclassified at San Jose State University. San Jose State is also the university that tried to reorganize the educational opportunity program out of existence and it took the Legislature to intervene in that situation and prevent that situation going on. San Francisco State's EOP program has also been the target of a number of grievances most of which have been solved in favor of the grievants because people in those programs feel that they were denied promotion and advancement. It just--what I'm trying to indicate to you is that those people who manage to battle their way into the tenure ranks don't have the fight stop there. In order to be promoted, in order to achieve some success, in order to carry out their mission in the academy, they frequently have to fight through grievances and lawsuits--constant, constant,

constant--way beyond what their colleagues in the white do. One of the few successes we've had in achieving a system-wide approach to aiding affirmative action was again through the Legislature when we lobbied the affirmative action faculty development fund which allows women and minorities to get money to complete their doctorate work so that they can successfully compete for tenure. Again, it was the Legislature and faculty representatives which do that--not the CSU administration--they did not provide a great deal of help for that. Dr. Young has already spoken about the attempt to terminate the Afro-American Studies Program at San Jose State University. Now let me just close by talking about the problems of identifying and evaluating procedures to protect women and minorities during layoffs. The administration has repeatedly told us they do not have the data to indicate what the impact of layoffs would be on affirmative action classes and that statement in and of itself gives us a clue as to their commitment to affirmative action protections and layoffs. Our view is that the system is now so understaffed and overworked that layoffs from any rational point of view are out of the question. Faculty in our system carry a 15 unit teaching load, their colleagues in the U.C. system, for example, carry 6 and 9 unit loads. We worked for legislation to allow senior faculty to retire early and open up more tenured slots.

CHAIRMAN HARRIS: They increased the full-time load to 15?

STEPHANIE ALLEN: No, it is 15 units.

CHAIRMAN HARRIS: I thought it was 12.

STEPHANIE ALLEN: No, you teach 12 units...

CHAIRMAN HARRIS: In state colleges and universities?

STEPHANIE ALLEN: You teach 12 units.

ASSEMBLYWOMAN HUGHES: Is it 15 units on a semester, or on a quarter system?

STEPHANIE ALLEN: On a quarter system. What you have to do is carry 12 units of teaching and 3 units of advising and committee work.

CHAIRMAN HARRIS: Okay. That's what I thought.

ASSEMBLYWOMAN HUGHES: Alright.

STEPHANIE ALLEN: Excuse me if I'm racing through this.

CHAIRMAN HARRIS: I'd like you to race...keep going.

STEPHANIE ALLEN: I'm almost there. On the question of early retirement, we supported very actively the golden handshake-- it was partially our legislation. However, we have no accurate record of who replaced those people who retired and in many cases, we discovered that instead of opening up a tenured position after retirement, the administration instead divided up those positions and hired three to four temporary lecturers to cover the same courses so it defeated essentially the purpose of that.

ASSEMBLYWOMAN HUGHES: May I ask you a question? Would you have that information available since you are the affirmative action officer state-wide? The information about who replaced those people who retired early?

MR. STETSON: We collected information regarding whether or not the campuses...

ASSEMBLYWOMAN HUGHES: Took advantage of it?

MR. STETSON: We indicated that each campus had to establish goals...for hiring...what occurred was that many of the campuses...

CHAIRMAN HARRIS: Could you speak into the microphone?

MR. STETSON: Many of the campuses utilized replacement

positions in such a way where they put it into blanket coverage or they sent it to the department and gave it out part-time in lecturer and so it may have been that an ethnic minority gets hired every year as a lecturer, but now the person who got hired with the new funds and so we were not able to particularly track each position. What we did ask is for a complete breakdown of the number of persons hired in relationship to the goals established tied into early retirement and then a complete number of ethnic minorities and women hired without consideration of those replacements so we had a total picture of everyone hired and we were able to see if there were any games played, and there were some with regard to the manipulation of the statistics, but it was very difficult to trace and, in fact, some of the campuses, because they put it back in blanket and hired temporary, were recruiting for faculty on a full-time basis at a national level a year away so we didn't get those appointments until just recently. But it's very difficult to deal with a replacement. For example, some of the campuses broke one position into four or five.

MS. ALLEN: That's exactly what happens. And it sort of points out the problem without having any system-wide control or policy on this, this business of tracking what happens, but we think the idea of early retirements is a way of both protecting seniority and affirmative action in helping to prevent layoffs is extremely valid and we want to continue to pursue it both through bargaining and in the Legislature. We just have to find a way to monitor it better and control it. Let me just speak, lastly, to your question about what bargaining is going to do. Bargaining cannot do some things. For example, it cannot order the State University

administration to keep accurate, timely and useful data on affirmative action compliance and no affirmative action policy can work unless we can check the results and measure the problems.

CHAIRMAN HARRIS: Why can't it?

STEPHANIE ALLEN: Well, I think that's a situation we're in now.

CHAIRMAN HARRIS: What you're saying is that bargaining can't do that?

STEPHANIE ALLEN: Well, we can't write into the contract that they--that's essentially Legislative...

CHAIRMAN HARRIS: You can't ask for reports on certain things?

STEPHANIE ALLEN: Yes, we can and we will, but it's not...

CHAIRMAN HARRIS: If they don't submit those reports, they're out of compliance with the contract.

STEPHANIE ALLEN: It's one of the problems that we'll take up, but I don't think it's going to solve it completely. I think it's going to take a joint effort with the Legislature to do that...

CHAIRMAN HARRIS: I don't want to say you can't do it, you may not be able to do it, but you can do it. Okay.

STEPHANIE ALLEN: Right. One thing we can't do is intrude into some of the academic areas that I mentioned and that has to do with what curricula is and what programs are taught and so on. We can certainly try to protect the faculty and the people who are involved in those programs if their rights are violated, but in terms of whether or not there should be an Afro-American Studies Department we won't be able to handle that under bargaining, and we see that problem is intrinsically tied to our ability to protect

affirmative action. However, we can address a great many issues and we intend to do so. Among those are an end to arbitrary retention promotion tenure practices and a reduction in the abuse of temporary lecturers is extremely high on our agenda. And a reduction in the teaching loads so that the faculty have more time for students' research and advance degree work so that people, especially younger faculty, are in a position to compete for tenure spots and improve affirmative action. In the academic support unit, we intend to remove the virtual caste system which has relegated women and minorities from lower paying jobs and getting an appropriate and equitable system of resolving grievances and this will provide us with a means to take on the abuses on women and minorities in many of these areas. We think bargaining has to specifically prohibit discrimination based on race and sex to begin with, and we think a strong contract with an effective organization to enforce it will go a long way towards solving some of these affirmative action problems. We don't think we can do it alone, but we do think in conjunction with the Legislature, we will be able to. We think that affirmative action is not a moral issue--well, it is certainly that. It is something more. It is tied to the quality of education we provide and the ability of our people to be strong, effective professionals. If the rights of any faculty or any professional staff are infringed upon for reasons of sex or race, it endangers the entire system and diminishes everybody's rights. So from UPC's point of view, affirmative action, improving it is fundamentally improving the lot of all of us and especially the lives of our students and the education they receive. Thank you for your patience and attention.

CHAIRMAN HARRIS: That was very well put. I appreciate that. Thank you. Alright, Maitland, Ms. Carter and Schafer? Okay, Nancy Menal then please. How are you and welcome.

CHRISTINE MAITLAND: Thank you very much for the opportunity to testify. My name is Chris Maitland. I'm here on behalf of the American Federation of State, County and Municipal Employees. To my right is Nancy Menal, she is active in the AFSCME local here on the Berkeley campus. I occupy a rather unique situation from all of the other witnesses here in that I have worked in all three systems of higher education in California. I am also a product of the higher education system in California having graduated from a community college and also received two B.A.'s and a M.A. from California State University at Long Beach. In 1974, with great hopes, I began my career in higher education as a part-time philosophy instructor in the community colleges. I assumed that working part-time was the way into a full-time position. How wrong I was. After several years of doing other odd jobs, being a clerical, truck driver, sales person, in order to support myself in my part-time teaching positions, I realized that I was going nowhere. And that teaching at several community colleges and being what we call a three-way flyer, was not even a dead-end position because there was no position. I was out of work every semester. I came to the realization that I was going nowhere and that if I wanted to change what I was doing, I was going to have to go get some more education. Part-time teaching was not even going to lead to an administrative position which traditionally faculty can be promoted into the administration, but if you're part-time faculty, forget it. You would never even be considered.

So I returned to graduate school about the same time in 1976 that the bargaining law came into effect. I started organizing my colleagues around the issue of low-paying job security. And after doing that, I first started out as an elected leader, both on the local level and then moved to state and national elected positions and finally realized that I wanted to make the union work my profession and so I moved over to professional staff organizing and I organized part-time faculty state-wide in the community colleges. I am currently working on my Ph.D. at Claremont Graduate School in labor relations and economics. In 1979, when AB 1091 went into effect, I moved to the CSU system, and there I coordinated a state-wide program for temporary faculty for the Congress of Faculty Associations and what I found in the temporary ranks in the CSU is that a disproportionate number of women and minorities occupy the low-paid, part-time, temporary positions. There is a CSU staff profile which you should be able to get out of the Chancellor's Office that very graphically shows this in the tenured full-professor ranks--it's 80% white male and in the part-time temporary ranks, it's 40% female. Currently, I have now moved on to the University of California system where I am actively involved in trying to help organize support staff. In the University of California, we are preparing for a big election. My role as staff economist/researcher is to prepare the organization for bargaining--that is, become familiar with all the budgets and the way that they're decided. I also meet and confer with, well, meet and discuss is what it's formally called, with management over layoffs. I meet with management reps on all the campuses and I also deal with the U.C. Regents. I continue to teach part-time in the community

colleges. Right now I'm teaching two classes--Ethics and Eastern Studies. But my whole perspective has changed. I'm no longer a part-timer with my main career teaching--I've now got a full-time career in another organization and that's my focus--my career is my focus and teaching has become secondary. You've received a lot of statistics today and what I'd like to do is highlight some of the things that I see in the U.C. system as well as what we see as solutions. The top echelon in the U.C. system is white male. All the chancellors are male. All of the vice presidents are male. When Dr. Kliengartner was talking about those inner counsels, the inner workings of the U.C. system, it is all men. And I hope that now that they have a new president coming in, they will take on the responsibility of putting some women and minorities into key positions. The CSU has done that--we now have a woman chancellor, there's a couple of campus presidents that are women and the system is going quite well.

CHAIRMAN HARRIS: It would be very interesting to see whether or not the statistics improve at CSU as a result of a woman who, one would think, would be a little more sensitive to the situation.

MS. MAITLAND: Yes, and they also have a very good woman president on the Fullerton campus, a Black woman, who is very committed to affirmative action. Okay, if you add up all these numbers that you have in the various documents before you, in the U.C. system, you will find that the total work force is 60% female, 40% male (I'm talking round-off figures), yet only 13% of the females make over \$16,000 a year while 30% of the males make over \$16,000 a year. So you can see we've got a discrepancy in terms of

comparable worth. There are a disproportionate number of women in the clerical ranks and the technical paraprofessional ranks and also in the professional non-faculty. Now what you may not be aware of, but what AFSCME studies have revealed is that these clericals in the U.C. system are well educated. Sixty percent of them have either an A.A. or a B.A. degree. Forty percent have a B.A. degree and yet they are kept in dead-end positions for which they are over-qualified. And I'd say that's ridiculous because in a system of higher education, education is supposed to be the key to being promoted and they've got people that are qualified to be promoted, but they aren't doing it. Two-thirds of the staff is topped out. That means that they're at the top of their salary classification and they can go no higher so they receive no merit raises or step increases. Dead-end jobs are the number one complaint that we receive from women and minorities in the UC system and it is the very thing that is going to lead them to organize. I don't see that bargaining is necessarily an adversarial relationship and our studies show that the support staff in the UC system do not want it to be an adversarial relationship, but they do want things like career development addressed. As an example of how ludicrous career development is, I went for a meet and discuss with management on the Santa Cruz campus because they wanted to take their steno pool, all their secretaries, and make them into word processing people and also work at video display terminals. They wanted to down-classify, downgrade is what they called it, these positions from secretary to word processors. I said, you mean to tell me that you expect these women--and they were all women--to come in, learn new technology, and yet you want them to have less money for

it. And they said, this is a system-wide policy, they should be willing to learn this new technology. And I said, they would be very willing to learn the technology if it meant a promotion and a pay increase, rather than a decrease. But that is an example of what we're facing because when an employee does go out, retrain, get some new technology, it doesn't mean career advancement, it doesn't mean promotion into a better position, it means you're supposed to be willing to take less pay. In terms of solution, I see that the number one thing that's needed is a commitment among the faculty and administrators because in their own report, they admit that affirmative action has a low priority and the absence, to quote their own report, this is their affirmative action report-- the absence of commitment will have a magnified impact as current and projected budgetary constraints are felt. There is, therefore, some urgency in addressing this problem. I do think that collective bargaining will address some of these issues and, in fact, we are preparing to address some of these issues. I'm very idealistic. I think that the university system should be used, that people should have time off work to take classes and when they take classes, then they should be promoted into new positions. I just think that it's ridiculous that we've got this vast system of higher education out there and when employees want to take time off from work to go to class, they're denied. They do have policy on the books to provide for education--you're supposed to get time off from work-- but if you're a clerical in the geography department and you want to go take computer science classes, your boss will tell you, that does not relate to your job and therefore you cannot have time to take those classes. Again, bargaining will address that and I also

think there should be in-house posting of positions and promotions from within because I think there's a lot of qualified and very capable people already working in the university system that have not been utilized. Another thing that interferes, particularly with women trying to take classes, is child care. The University of California system on each campus has child care facilities. The students are first, faculty are second, and support staff have what's left over and, again, it's another issue we intend to tackle through bargaining that the support staff should have access to child care and the kind of child care that would allow them to take off from work and take classes. Also, that there be a fee waiver for staff taking classes in the university. That concludes my comments and I'd like to turn it over to Nancy Menal. She worked with a group of women here at the Berkeley campus and they did a comparable worth study on the salaries of the support staff here at Berkeley.

CHAIRMAN HARRIS: Ms. Menal, I'll just ask if you'll summarize your testimony as well. I got a particular problem I don't want to make public--I've got to catch a plane.

MS. MENAL: I'm also a member of the Executive Board of AFSCME local here on campus. First, I have a number of hats to wear so I'll try and switch them quick. First, the comparable worth study--I have copies here and I'll leave them with you. We feel that the support staff at UC Berkeley who are non-management and non-faculty are 69% women. The people that make this paper mill go are women. Only 31% of the support staff are male. If you look at the way salaries end up getting divided, the male craft workers earn on the average of \$200 a month more than the women support

staff. In this preliminary study, we try to point out the fact that this is a traditional bias. If you go back and look at the duties the women are performing in the university setting, the highly complexed required a great deal of skill--they're undercompensated for the skills that they're expected to know. I, myself, am a Library Assistant III, I work in the third largest research library in the United States, I have a B.A. in German and I don't quite make what an entry level carpenter would. I think that's an issue of discrimination for women, not only on the UC Campus, but nation-wide. We feel that issue must be looked into and dealt with. Collective bargaining is one way to raise wages for the support staff at UC Berkeley. Other legislative means would probably have to be followed in the future. In terms of my...

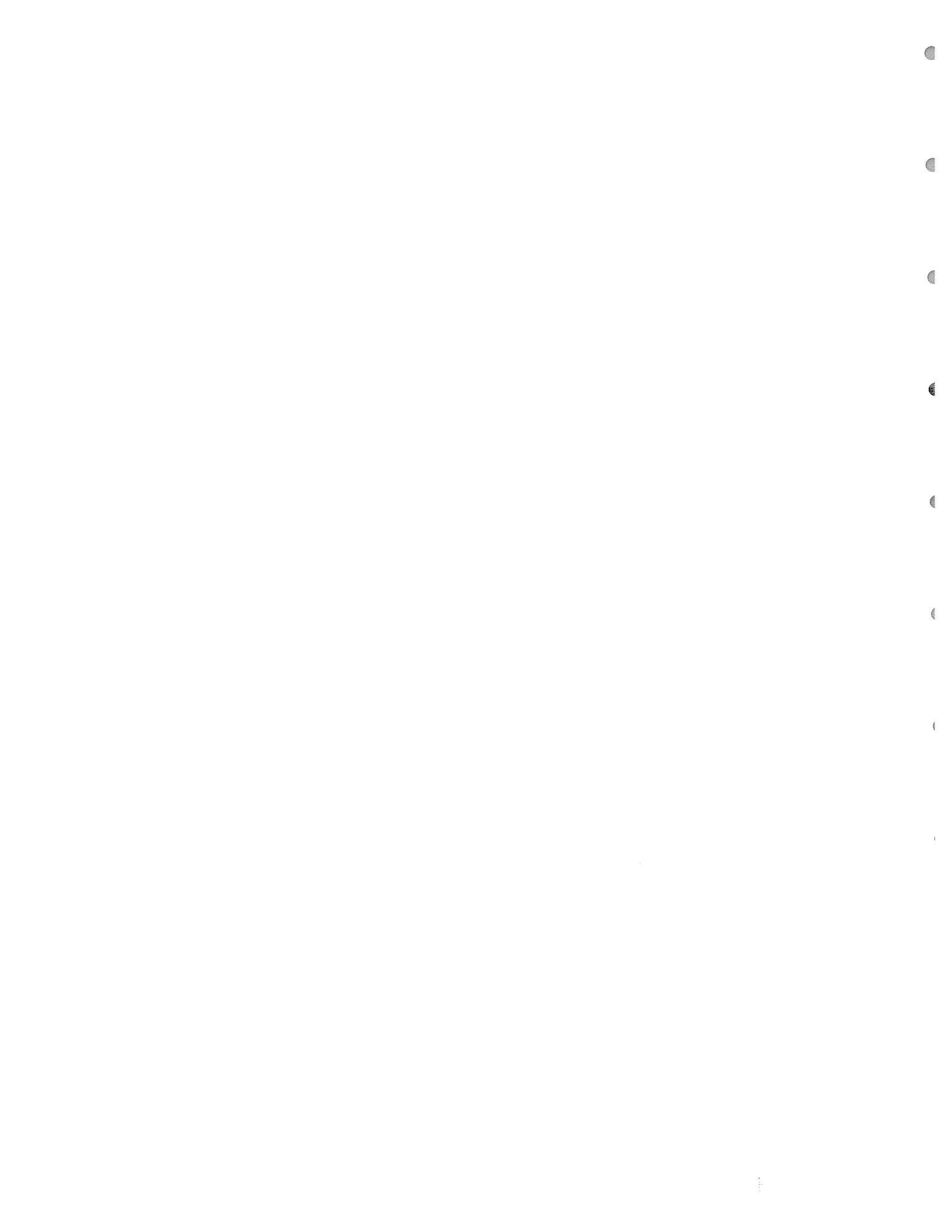
I'd like to talk a little about affirmative action here at UC Berkeley and the problems that our local has had in trying to win and defend the basic affirmative action policies. UC has, in writing, a very interesting affirmative action policy. It looks great, however unfortunately, when it comes down to implementation, it's an entirely different story. In the past, our local has grieved failure to hire the qualified affirmative action candidates and won back pay awards for the individuals. In the Spring of last year, while certain claims were being made for the University's openness and commitment to affirmative action, as far as Regents were concerned, at the same time, the UC Berkeley office decided they were no longer going to process affirmative action grievances in the hiring process. They threw that out as a remedy to that particular consequence. We reacted by involving a number of community and political leaders and filing an unfair labor practice

against the University stating that they were violating a past practice. We settled that unfair, we won back our right that we had had before to file grievances on failure to select affirmative action candidates. A month after we settled that issue, UCLA's personnel department started to do the same thing that the Berkeley personnel department had done just a few months before. Campus-by-campus, each has to defend whatever affirmative action policies there are and that's totally insane... The other, in terms of the affirmative action policies also, in the personnel book, who gets to take classes remains entirely in the hands of individual department heads. It is at the discretion of the department head to say okay, I'll let you go for three hours a week to take classes. There's no unified policy. If one year the supervisor decides okay, I like this guy, I'll give him three hours off. The next year he goes back, doesn't like another guy, not the right color, sorry I can't afford to lose you from my work place and the personnel policy supports that kind of attitude in the department heads across UC system-wide. That has to be addressed. Also the affirmative action goals that the University sets for itself are set on a campus-by-campus basis and not related to the individual departments so individual departments are not required to set goals for themselves and meet those goals. The University only has to come up with an overall meeting of its goals so it has a few places on campus where they meet their affirmative and exceed their affirmative action goals and other departments are allowed to flagrantly violate them and nothing happens to them so I think in terms of goal setting those have to be, those priorities have to be looked at again in the University system. Also the University's grievance procedure is

entirely inadequate. The grievance provides for the University to overturn rulings made by hearing officers. They control the entire grievance procedure. They control the list of hearing officers for that procedure. Employees do not get a fair deal in the University's grievance procedure as it currently exists. Through collective bargaining contracts, we'd like to remedy that. We'd like to see that changed entirely. If that doesn't come about, somebody else is going to have to look at UC's grievance policies because they're outrageous.

Next, I'll just move on to, I brought documents for -- Dr. Robert Bradfield. AFSCME was involved in a discrimination case against Helen Marquez who was employed in the agricultural extension. This is a case where twice hearing officers ruled that she had been discriminated against and an adequate remedy has still not been forthcoming on their part. There's a lot of documentation on this particular case but it shows how UC can flagrantly abuse its own grievance procedures and meddle with remedies after discrimination has improved and I think that's my main points.

CHAIRMAN HARRIS: Thank you both very much. I appreciate the testimony. If you have anything you'd like to add to the record, we will be keeping the record open for 30 days for the purpose of written additions to our hearing and that goes for anyone else who's present who knows of any other potential witness who may have information for our Committee's consideration. What we will be doing with the information that we have is making some policy recommendations to Assemblywoman Hughes and other members of the Legislature and also to the various administrations, community college campuses, community college system, the state university and college systems as well as the UC system.



TESTIMONY PRESENTED TO THE ASSEMBLY SELECT
COMMITTEE ON FAIR EMPLOYMENT PRACTICES AND
THE ASSEMBLY COMMITTEE ON THE JUDICIARY
NOVEMBER 30, 1982

Good morning members of the Assembly Select Committee on Fair Employment Practices and the Assembly Committee on the Judiciary. I am Juana Barbarita, Administrator for Affirmative Action Programs for the California Community Colleges. I am pleased to be here to offer testimony on the "Legal Issues in Affirmative Action in the Community College System." My testimony will focus on (a) the methods which are or should be used to increase the representation of women and minority employees in the community college system, and (b) a review of employees at the administrative, faculty, and staff levels in the California Community Colleges. This information is based on the EEO-6 report which is a bi-annual Federally mandated report collected during the fall of every odd-numbered year. For your elucidation, I have included three charts depicting the changes, by number and percent, in the level of representation of ethnic minorities and women for each of the seven job categories from 1977 to 1979, from 1979 to 1981, and from 1977 to 1981. This information depicts the reported changes in full-time employment of administrators, faculty, professional non-faculty, secretarial/clerical, technical/paraprofessional, skilled crafts, and service/maintenance persons. A fourth chart is included which provides the ethnic and gender composition of the superintendent/presidents in the community college system for 1982 and 1981. The levels of representation will be discussed later.

As many of you may be aware of, California Community Colleges consist of 107 community colleges organized into 70 districts governed by 70 locally-elected independent governing boards. Since 1978, the Board of Governors

has undertaken to improve the effectiveness of employment affirmative action programs through the adoption of legislation, senate bill 1620¹ and supporting state regulations² mandating employment affirmative action programs in all seventy (70) community college districts. Presently, the Chancellor's Office staff has proposed a revised set of guidelines containing specific recommendations for the locally administered affirmative action programs which are expected to take effect December 10, 1982.

Perhaps the greatest impediment to the effective implementation of employment affirmative action programs has been the limited human and financial resources that districts have been able to devote to this effort. And, as the economy continues to stagnate in a recession, there is little hope that districts will be devoting resources to support affirmative action programs.

Nonetheless, I shall now move to more specific ideas regarding recruitment efforts and hiring and promotions in community colleges.

¹ Statutes of 1978, Education Code Sections 87100 - 87106.

² Title 5, Administrative Code Sections 53000 - 53052.

Districts reported undertaking various procedures in redressing the under-representation of women and ethnic minorities such as revising mailing lists to include organizations or persons affiliated with ethnic minority persons and professional women. This revision resulted in increased numbers of applications from protected group members in some districts. Districts also instituted staff in-service programs on the affirmative action program with coverage of such concepts as equal employment opportunity/affirmative action hiring and employment goals for protected group members. The results included an increased awareness among faculty and staff about the meaning of "using equal opportunity concepts affirmatively" each time selection committees met to screen qualified applicants. In different instances, districts have been able to hire protected group members despite very limited employment opportunities in a given district.

Over the past two years, community college districts reported that the most successful affirmative action programs have included some or all of the following actions:

- 1) developing screening and selection procedures that comply with affirmative action and equal employment opportunity requirements;
- 2) appointing a full-time affirmative action officer to ensure district meets legal requirements;
- 3) increasing staff awareness regarding affirmative action and non-discrimination in the employment process;
- 4) targeting vacant positions for extensive and extended recruitment;

- 5) publicizing district affirmative action policy and results of the affirmative action program;
- 6) enlisting affirmative action advisory committee members to recruit;
- 7) improving skills of older as well as newer employees to enhance their promotability; and,
- 8) adopting employment goals for women and ethnic minorities.

Districts indicated that the particular strengths that have made these programs successful have been increased administrative support for affirmative action; increased staff cooperation and commitment to the new programs to achieve the objective of affirmative action programs. Additionally, consistency of effort and process was mentioned as a strength as were increased support by the local governing board, the adoption of Title 5 regulations addressing complaints of unlawful discrimination, and the determination of college staff to make the changes necessary which would provide equal opportunity for all.

It may be added that several districts have proposed the idea of regional newsletters to communicate job vacancies by region to individuals and organizations interested in employment in California Community Colleges. With three state-sponsored newsletters, college districts could send job announcements to one or all three dissemination centers, viz., Bay area, Northern California, and Southern California for printing and mail-outs. This newsletter could be prepared monthly by three districts which would be reimbursed by the state. Periodic public announcements could be made to inform protected group members in California and in other states about the regional newsletters and how to receive copies of the newsletters.

Districts would be free to continue to advertise their vacancies using current affirmative action resources. However, the newsletter could be a more cost effective method for reaching the public seeking employment in community colleges. I have attached a copy of the monthly Affirmative Action Newsletter prepared and distributed by the Chancellor's Office. Under the proposed affirmative action guidelines, districts would send all job vacancies for professional level openings to one location, viz., Sacramento, which can be amended to provide for three dissemination centers.

There is little doubt that state legislation and Title 5 regulations on employment affirmative action have had a positive impact system-wide as documented by individual districts in the Spring 1982 self-evaluation of local affirmative action programs.

RECOMMENDATIONS

1. DISTRICTS APPOINT A FULL-TIME AFFIRMATIVE ACTION OFFICER AT DISTRICT LEVEL AND ALSO A CAMPUS COORDINATOR IN MULTI-CAMPUS DISTRICTS.
2. STATE FUND THREE REGIONAL NEWSLETTERS TO COVER SOUTHERN CALIFORNIA, BAY AREA, AND NORTHERN AND CENTRAL CALIFORNIA FOR JOB ANNOUNCEMENTS TO AUGMENT PAUCITY OF LOCAL FUNDS FOR ADVERTISING.
3. STATE SPONSORED LEGISLATION TO PROVIDE FOR THE EXTENSION OF COVERAGE OF AB 3001 TO COMMUNITY COLLEGE DISTRICTS.
4. STATE AND LOCAL DISTRICT SUPPORT FOR A MENTORING-INTERN PROGRAM FOR MINORITY WOMEN TO MOVE INTO SENIOR ADMINISTRATIVE POSITIONS.

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TABLE A
CALIFORNIA COMMUNITY COLLEGES
FULL-TIME EMPLOYEES - SYSTEMWIDE REPORT

POSITION CATEGORY	TOTAL POSITIONS	MALE											
		TOTAL #	%	WHITE #	%	BLACK #	%	HISPANIC #	%	ASIAN/PAC. ISLANDER #	%	AMER. IND. AL. #	%
EXEC/ADM/MGT													
1977	2384	1914	80.3	1615	67.7	122	5.1	115	4.8	46	1.9	16	0.7
1979	2467	1932	78.3	1595	64.7	136	5.5	140	5.7	47	1.9	14	0.6
1981	2457	1812	73.7	1454	59.2	137	5.6	155	6.3	51	2.1	15	0.6
DIFFERENCE: 77-79	83	18	-2.0	-20	-3.0	14	0.4	25	0.9	1	0.0	-2	-0.1
79-81	-10	-120	-4.6	-141	-5.5	1	0.1	15	0.6	4	0.2	1	0.0
77-81	73	-102	-6.6	-161	-8.5	15	0.5	40	1.5	5	0.2	-1	-0.1
FACULTY													
1977	16774	11320	67.5	10092	60.2	391	2.3	559	3.3	229	1.4	49	0.3
1979	15996	10757	67.2	9517	59.5	398	2.5	546	3.4	240	1.5	56	0.4
1981	16135	10710	66.4	9430	58.4	412	2.6	546	3.4	257	1.6	65	0.4
DIFFERENCE: 77-79	-778	-563	-0.3	-575	-0.7	7	0.2	-13	0.1	11	0.1	7	0.1
79-81	139	-47	-0.8	-87	-1.1	14	0.1	0	0.0	17	0.1	9	0.0
77-81	-639	-610	-1.1	-662	-1.8	21	0.3	-13	0.1	28	0.2	16	0.1
PROF/NON-FACULTY													
1977	1168	658	56.3	501	42.9	47	4.0	68	5.8	41	3.5	1	0.1
1979	1330	714	53.7	516	38.8	56	4.2	83	6.2	55	4.1	4	0.3
1981	1127	555	49.2	391	34.7	39	3.5	63	5.6	60	5.3	2	0.2
DIFFERENCE: 77-79	162	56	-2.6	15	-4.1	9	0.2	15	0.4	14	0.6	3	0.2
79-81	-203	-159	-4.5	-125	-4.1	-17	-0.7	-20	-0.6	5	1.2	-2	-0.1
77-81	-41	-103	-7.1	-110	-8.2	-8	-0.5	-5	-0.2	19	1.8	1	0.1
SECTY/CLERICAL													
1977	7675	503	6.6	302	3.9	88	1.1	55	0.7	52	0.7	6	0.1
1979	7528	490	6.5	283	3.8	88	1.2	64	0.9	46	0.6	9	0.1
1981	7374	526	7.1	280	3.8	105	1.4	72	1.0	61	0.8	8	0.1
DIFFERENCE: 77-79	-147	-13	-0.1	-19	-0.1	0	0.1	9	0.2	-6	-0.1	3	0.0
79-81	-154	36	0.6	-3	0.0	17	0.2	8	0.1	15	0.2	-1	0.0
77-81	-301	23	0.5	-22	-0.1	17	0.3	17	0.3	9	0.1	2	0.0
TECH/PARAPROF													
1977	2696	1404	52.1	1126	41.8	67	2.5	132	4.9	68	2.5	11	0.4
1979	2421	1248	51.5	986	40.7	82	3.4	116	4.8	54	2.2	10	0.4
1981	2810	1269	45.2	957	34.1	97	3.5	141	5.0	63	2.2	11	0.4
DIFFERENCE: 77-79	-275	-156	-0.6	-140	-1.1	15	0.9	-16	-0.1	-14	-0.3	-1	0.0
79-81	389	21	-6.3	-29	-6.6	15	0.1	25	0.2	9	0.0	1	0.0
77-81	114	-135	-6.9	-169	-7.7	30	1.0	9	0.1	-5	-0.3	0	0.0
SKILLED CRAFTS													
1977	821	774	94.3	623	75.9	40	4.9	76	9.3	20	2.4	15	1.8
1979	830	789	95.1	629	75.8	42	5.1	74	8.9	27	3.3	17	2.0
1981	829	763	92.0	583	70.3	49	5.9	93	11.2	29	3.5	9	1.1
DIFFERENCE: 77-79	9	15	0.8	6	-0.1	2	0.2	-2	-0.4	7	0.9	2	0.2
79-81	-1	-26	-3.1	-46	-5.5	7	0.8	19	2.3	2	0.2	-8	-0.9
77-81	8	-11	-2.3	-40	-5.6	9	1.0	17	1.9	9	1.1	-6	-0.7
SERVICE/MAINT													
1977	4707	3827	81.3	2279	48.4	729	15.5	638	13.6	156	3.3	25	0.5
1979	4398	3495	79.5	1918	43.6	708	16.6	624	14.2	190	4.3	35	0.8
1981	4518	3589	79.4	1935	42.8	744	16.5	673	14.9	204	4.5	33	0.7
DIFFERENCE: 77-79	-309	-332	-1.8	-361	-4.8	-1	1.1	-14	0.6	34	1.0	10	0.3
79-81	120	94	-0.1	17	-0.8	16	-0.1	49	0.7	14	0.2	-2	-0.1
77-81	-189	-238	-1.9	-344	-5.6	15	1.0	35	1.3	48	1.2	8	0.2

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CALIFORNIA COMMUNITY COLLEGES
FULL-TIME EMPLOYEES - SYSTEMWIDE REPORT

TITLE 5

FEMALE

POSITION CATEGORY	TOTAL POSITIONS	TOTAL		WHITE		BLACK		HISPANIC		ASIAN/PAC. ISLANDER		AMER. IND./AL. NATIVE	
		#	%	#	%	#	%	#	%	#	%	#	%
EXEC/ADM/MGT													
1977	2384	470	19.7	389	16.3	43	1.8	13	0.5	20	0.8	5	0.2
1979	2467	535	21.7	427	17.3	57	2.3	21	0.9	25	1.0	5	0.2
1981	2457	645	26.3	490	19.9	77	3.1	40	1.6	31	1.3	7	0.3
DIFFERENCE: 77-79	83	65	2.0	38	1.0	14	0.5	8	0.4	5	0.2	0	0.0
79-81	-10	110	4.6	63	2.6	20	0.8	19	0.7	6	0.3	2	0.1
77-81	73	175	6.6	101	3.6	34	1.3	27	1.1	11	0.5	2	0.1
FACULTY													
1977	16774	5454	32.5	4591	27.4	354	2.1	279	1.7	207	1.2	23	0.1
1979	15996	5239	32.8	4357	27.2	374	2.3	269	1.7	215	1.3	24	0.2
1981	16135	5425	33.6	4467	27.7	396	2.5	286	1.8	248	1.5	28	0.2
DIFFERENCE: 77-79	-778	-215	0.3	-234	-0.2	20	0.2	-10	0.0	8	0.1	1	0.1
79-81	139	186	0.8	110	0.5	22	0.2	17	0.1	33	0.2	4	0.0
77-81	-639	-29	1.1	-124	0.3	42	0.4	7	0.1	41	0.3	5	0.1
PROF/NON-FACULTY													
1977	1168	510	43.7	389	33.3	48	4.1	35	3.0	38	3.3	0	0.0
1979	1330	616	46.3	473	35.6	44	3.3	40	3.0	58	4.4	1	0.1
1981	1127	572	50.8	412	36.6	47	4.2	44	3.9	68	6.0	1	0.1
DIFFERENCE: 77-79	162	106	2.6	84	2.3	-4	-0.8	5	0.0	20	1.1	1	0.1
79-81	-203	-44	4.5	-61	1.0	3	0.9	4	0.9	10	1.6	0	0.0
77-81	-41	62	7.1	23	3.3	-1	0.1	9	0.9	30	2.7	1	0.1
TECH/CLERICAL													
1977	7675	7172	93.4	5562	72.5	545	7.1	651	8.5	384	5.0	30	0.4
1979	7528	7038	93.5	5321	70.7	629	8.4	652	8.7	398	5.3	38	0.5
1981	7374	6848	92.9	4998	67.8	641	8.7	713	9.7	450	6.1	46	0.6
DIFFERENCE: 77-79	-147	-134	0.1	-241	-1.8	84	1.3	1	0.2	14	0.3	8	0.1
79-81	-154	-190	-0.6	-323	-2.9	12	0.3	61	1.0	52	0.8	8	0.1
77-81	-301	-324	-0.5	-564	-4.7	96	1.6	62	1.2	66	1.1	16	0.2
TECH/PARAPROF													
1977	2696	1292	47.9	1030	38.2	80	3.0	105	3.9	67	2.5	10	0.4
1979	2421	1173	48.5	935	38.6	55	2.3	105	4.3	67	2.8	11	0.5
1981	2810	1541	54.8	1216	43.3	81	2.9	144	5.1	89	3.2	11	0.4
DIFFERENCE: 77-79	-275	-119	0.6	-95	0.4	-25	-0.7	0	0.4	0	0.3	1	0.1
79-81	389	368	6.3	281	4.7	26	0.6	39	0.8	22	0.4	0	-0.1
77-81	114	249	6.9	186	5.1	1	-0.1	39	1.2	22	0.7	1	0.0
SKILLED CRAFTS													
1977	821	47	5.7	37	4.5	1	0.1	6	0.7	2	0.2	1	0.1
1979	830	41	4.9	38	4.6	0	0.0	0	0.0	3	0.4	0	0.0
1981	829	66	8.0	58	7.0	5	0.6	3	0.4	0	0.0	0	0.0
DIFFERENCE: 77-79	9	-6	-0.8	1	0.1	-1	-0.1	-6	-0.7	1	0.2	-1	-0.1
79-81	-1	25	3.1	20	2.4	5	0.6	3	0.4	-3	-0.4	0	0.0
77-81	8	19	2.3	21	2.5	4	0.5	-3	-0.3	-2	-0.2	-1	-0.1
SERVICE/MAINT													
1977	4707	880	18.7	618	13.1	173	3.7	69	1.5	13	0.3	10	0.2
1979	4398	903	20.5	612	13.9	181	4.1	78	1.8	21	0.5	11	0.3
1981	4518	929	20.6	599	13.3	202	4.5	96	2.1	20	0.4	12	0.3
DIFFERENCE: 77-79	-309	23	1.8	-3	0.8	8	0.4	9	0.3	8	0.2	1	0.1
79-81	120	26	0.1	-13	-0.6	21	0.4	18	0.3	-1	-0.1	1	0.0
77-81	-189	49	1.9	-16	0.2	29	0.8	27	0.6	7	0.1	2	0.1

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TABLE C
CALIFORNIA COMMUNITY COLLEGES
FULL-TIME EMPLOYEES - SYSTEMWIDE REPORT

POSITION CATEGORY	TOTAL POSITIONS	TOTAL											
		TOTAL #	%	WHITE #	%	BLACK #	%	HISPANIC #	%	ASIAN/PAC ISLANDER #	%	AMER. IND./AL. NATIVE #	%
EXEC/ADM/MGT													
1977	2384	2384	100.0	2004	84.1	165	6.9	128	5.4	66	2.8	21	0.9
1979	2467	2467	100.0	2022	82.0	193	7.8	161	6.5	72	2.9	19	0.8
1981	2457	2457	100.0	1944	79.1	214	8.7	195	7.9	82	3.3	22	0.9
DIFFERENCE: 77-79	83	83	0.0	18	-2.1	28	0.9	33	1.1	6	0.1	-2	-0.1
79-81	-10	-10	0.0	-78	-2.9	21	0.9	34	1.4	10	0.4	3	0.1
77-81	73	73	0.0	-60	-5.0	49	1.8	67	2.5	16	0.5	1	0.0
FACULTY													
1977	16774	16774	100.0	14683	87.5	745	4.4	838	5.0	436	2.6	72	0.4
1979	15996	15996	100.0	13874	86.7	772	4.8	815	5.1	455	2.8	80	0.5
1981	16135	16135	100.0	13897	86.1	808	5.0	832	5.2	505	3.1	93	0.6
DIFFERENCE: 77-79	-778	-778	0.0	-809	-0.8	27	0.4	-23	0.1	19	0.2	8	0.1
79-81	139	139	0.0	23	0.6	36	0.2	17	0.1	50	0.3	13	0.1
77-81	-639	-639	0.0	-786	-1.4	63	0.6	-6	0.2	69	0.5	21	0.2
PROF/NON-FACULTY													
1977	1168	1168	100.0	890	76.2	95	8.1	103	8.8	79	6.8	1	0.1
1979	1330	1330	100.0	989	74.4	100	7.5	123	9.2	113	8.5	5	0.4
1981	1127	1127	100.0	803	71.3	86	7.6	107	9.5	128	11.4	3	0.3
DIFFERENCE: 77-79	162	162	0.0	99	-1.8	5	-0.6	20	0.4	34	1.7	4	0.3
79-81	-203	-203	0.0	-186	-3.1	-14	-0.1	-16	0.3	15	2.9	-2	-0.1
77-81	-41	-41	0.0	-87	-4.9	-9	-0.5	4	0.7	49	4.6	2	0.2
SECTY/CLERICAL													
1977	7675	7675	100.0	5864	76.4	633	8.2	706	9.2	436	5.7	36	0.5
1979	7528	7528	100.0	5604	74.4	717	9.5	716	9.5	444	5.9	47	0.6
1981	7374	7374	100.0	5278	71.6	746	10.1	785	10.6	511	6.9	54	0.7
DIFFERENCE: 77-79	-147	-147	0.0	-260	-2.0	84	1.3	10	0.3	8	0.2	11	0.1
79-81	-154	-154	0.0	-326	-2.8	29	0.6	69	1.1	67	1.0	7	0.1
77-81	-301	-301	0.0	-586	-4.8	113	1.9	79	1.4	75	1.2	18	0.2
TECH/PARAPROF													
1977	2696	2696	100.0	2156	80.0	147	5.5	237	8.8	135	5.0	21	0.8
1979	2421	2421	100.0	1921	79.3	137	5.7	221	9.1	121	5.0	21	0.9
1981	2810	2810	100.0	2173	77.3	178	6.3	285	10.1	152	5.4	22	0.8
DIFFERENCE: 77-79	-275	-275	0.0	-235	-0.7	-10	0.2	-16	0.3	-14	0.0	0	0.1
79-81	389	389	0.0	252	-2.0	41	0.6	64	1.0	31	0.4	1	-0.1
77-81	114	114	0.0	17	-2.7	31	0.8	48	1.3	17	0.4	1	0.0
SKILLED CRAFTS													
1977	821	821	100.0	660	80.4	41	5.0	82	10.0	22	2.7	16	1.9
1979	830	830	100.0	667	80.4	42	5.1	74	8.9	30	3.6	17	2.0
1981	829	829	100.0	641	77.3	54	6.5	96	11.6	29	3.5	9	1.1
DIFFERENCE: 77-79	9	9	0.0	7	0.0	1	0.1	-8	-1.1	8	0.9	1	0.1
79-81	-1	-1	0.0	-26	-3.1	12	1.4	22	2.7	-1	-0.1	-8	-0.9
77-81	8	8	0.0	-19	-3.1	13	1.5	14	1.6	7	0.8	-7	-0.8
SERVICE/MAINT													
1977	4707	4707	100.0	2894	61.5	902	19.2	707	15.0	169	3.6	35	0.7
1979	4398	4398	100.0	2530	57.5	909	20.7	702	16.0	211	4.8	46	1.0
1981	4518	4518	100.0	2534	56.1	946	20.9	769	17.0	224	5.0	45	1.0
DIFFERENCE: 77-79	-309	-309	0.0	-364	-4.0	7	1.5	-5	1.0	42	1.2	11	0.3
79-81	120	120	0.0	4	-1.4	37	0.2	67	1.0	13	0.2	-1	0.0
77-81	-189	-189	0.0	-360	-5.4	44	1.7	62	2.0	55	1.4	10	0.3

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CALIFORNIA COMMUNITY COLLEGES

1258 S STREET
SACRAMENTO, CALIFORNIA 95814
916/445-8752



July 14, 1982

TO: Gerald C. Hayward
Chancellor

FROM: Juana Barbarita *JB*
Affirmative Action

SUBJECT: Ethnic and Gender Composition of Superintendents and Presidents

A recent analysis of the ethnic and gender composition of the state's community colleges for years 1981 and 1982 indicates the following results:

TABLE A
District Superintendents for the California Community Colleges¹
(As of February 1981 and June 1982)

Total Positions	Total Male		Total Female		White (Male & Female)		Black (Male & Female)		Hispanic (Male & Female)		Asian/Pac. Is. (Male & Female)		Amer. Ind. Al. Native (Male & Female)		Total Minority (Male & Female)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1981																
70	68	97.1	2	2.9	66	94.3	3	4.3	1	1.4	-	-	-	-	4	5.7
1982																
70	65	92.9	5	7.1	62	88.6	4	5.7	3	4.3	1	1.4	-	-	8	11.4

In both years, top executive positions were filled almost entirely by white men. However, the table shows an increase of ethnic minority superintendents from 4 in 1981 to 8 in 1982. Only two women serve in a superintendent's capacity. The number of Hispanic superintendents increased by two; the number of Black superintendents increased by one; and one Asian superintendent was selected.

¹Superintendents may also be called Chancellors in some districts.

TABLE B

California Community College Presidents (Nonduplicative count)
(As of February 1981 and June 1982)

Total Positions	Total Male		Total Female		White (Male & Female)		Black (Male & Female)		Hispanic (Male & Female)		Asian/Pac. Is. (Male & Female)		Amer. Ind. Al. Native (Male & Female)		Total Minority (Male & Female)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1981																
58	52	89.7	6	10.3	44	75.9	8	13.8	4	6.9	2	3.4	-	-	14	24.1
1982																
58	52	89.7	6	10.3	46	79.3	7	12.1	3	5.2	2	3.4	-	-	12	17.1

Table B indicates the ethnic and gender composition of the fifty-eight California Community College presidents who serve only as college presidents - not superintendent presidents. The number of white males, constituting presidents increased from 44 (75.9%) in 1981, to 46 (79.3%) in 1982. Blacks decreased from 8 (13.8%) in 1981, to 7 (12.1%) in 1982. This decrease occurred when one Black college president was selected to be a district superintendent. In 1981, Hispanics filled 4, or 6.9% president positions, but only 3, or 5.2% in 1982. The number of Asian presidents remained constant at 2, or 3.4%. As a result, the number of ethnic minorities represented in president positions decreased from 14, or 24.1% in 1981, to 12, or 17.1% in 1982. Six women continue to serve as college presidents, constituting 10.3% of the positions.

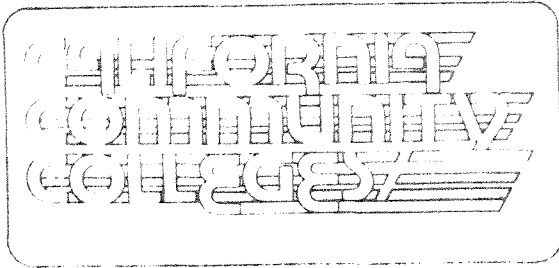
TABLE C

Superintendents/Presidents Combined
(June 1982)

Total Positions	Total Male		Total Female		White (Male & Female)		Black (Male & Female)		Hispanic (Male & Female)		Asian/Pac. Is. (Male & Female)		Amer. Ind. Al. Native (Male & Female)		Total Minority (Male & Female)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1981																
128	120	93.8	8	6.3	110	85.9	11	8.6	5	3.9	2	1.6	-	-	18	14.1
1982																
128	120	93.8	8	6.3	108	84.4	11	8.6	6	4.7	3	2.3	-	-	20	15.6

Table C combines superintendents and presidents with each individual being counted in only one position, in a comparison of ethnic and gender composition for 1981 and 1982. The total number of white persons in top administrative positions in 1981 decreased from 110 (85.9%), to 108 (84.4%). Black persons remained constant at 11, or 8.6%. Hispanic persons filled 5, or 3.9% administrative positions, in 1981, increasing to 6, or 4.7% in 1982. Asian representation also increased from 2 (1.6%), to 3 (2.3%). Women continue to hold 8, or 6.3% of the top administrative posts.

cc: Executive Staff



AFFIRMATIVE ACTION NEWSLETTER

Vol. 1, No. 9

September 1, 1982

Affirmative Action News

PROVIDING EQUAL OPPORTUNITY/AFFIRMATIVE ACTION IN EDUCATION IN COMMUNITY COLLEGES DURING A PERIOD OF REDUCED FUNDING

Education is the panacea to bring about equal opportunity. The reality of this simple statement can be understood by examining the affirmative action gains made by ethnic minorities and women in education and employment within the last decade. Discrimination against these groups was justified through the term "not qualified". Women and ethnic minorities became "qualified" when they started receiving their graduate and post-graduate degrees.

The traditional role of the California Community Colleges has been to offer collegiate educational opportunities to all post-high school youth and adults. However, it was not until after World War II that these educational opportunities were discovered by the ethnic minorities and women. The returning ethnic minority veteran and the women who had "proved" themselves in war effort jobs were initiated into higher education through the "Junior Colleges." Some of our top ethnic minority educators are community college graduates. Renowned women and ethnic minorities in the "three professions" are also community college graduates.

The reduction of State funds to California's public educational institutions is threatening the educational opportunities recently acquired by ethnic minorities and women at all educational levels. The drastic cutback of funds to the community colleges will effect ethnic minorities more than any other group. Recent studies made by California Postsecondary Education Commission revealed that ethnic minorities attend community colleges in greater numbers than any other group. A fair assumption can be made that, at almost all of the community colleges it is becoming a standard practice to rationalize that curtailment of affirmative action efforts are due to lack of funds.

Prepared by: Affirmative Action Unit
Chancellor's Office
California Community Colleges
1238 "S" Street
Sacramento, CA 95814
(916) 322-6290

Editor: Juana Barbarita

A commitment to equal opportunity/affirmative action is not conditional. It is judgmental because of federal and state laws and regulations. It appears that those who decide on how to use the limited funds are being guided by the present federal leadership against civil rights. It is the responsibility of the affirmative action coordinator/officer to make these "deciders" aware of certain facts.

First, the problems of unlawful discrimination against the protected groups have not been resolved. Affirmative action remedies are still needed to bring about equality for all. Any action which can be interpreted as limiting or removing equal opportunity efforts is subject to costly court action.

Second, the emerging State population of ethnic minorities has to be considered in all educational planning. The categorically funded programs, such as EOPS, Financial Aids, Supportive Services, Tutorials and Women's Studies had had successful results in providing educational opportunities for ethnic minorities, handicapped persons and reentry women. Because of the new state population it becomes even more necessary to continue funding these programs at increased levels. Anything less will greatly hinder the important objective of these programs.

And finally, despite the present federal government leadership against civil rights, there are strong non-discrimination laws which will last longer than the current federal leaders. When this happens someone may have to answer to the large ethnic minority population if employment and educational opportunities have been denied them because of "budget cutbacks".

For some community colleges it may become necessary to reduce certain on-going educational programs. Depending upon the college's commitment to student affirmative action, this could result in a greater number of programs being reduced which serve ethnic minorities. It is the responsibility of the affirmative action coordinator/officer that any program review with the intent to reduce programs must consider affirmative action commitment as a factor to weigh whenever a program is to be eliminated from the two year curriculum. This consideration was declared a mandate by the State Legislature in 1974, through Assembly Concurrent Resolution 151.

Any reduction of effort to provide equal opportunity in education, which will again deny ethnic minorities and women from being "qualified" for meaningful jobs, will cause a resurgence of the problems experienced in establishing affirmative action programs. Affirmative action coordinators/officers must become convincing predictors that such a resurgence could happen. They must also become strong advocates for the programs listed above which have sought to equalize employment and educational opportunities in higher education. And, Affirmative Action directors must be able to find other resources that will help continue efforts to provide opportunities in education.

By Tony Torres, Affirmative Action Officer
Cabrillo Community College District

RECENT U.S. SUPREME COURT DECISIONS

The Court, in a 5-to-4 ruling on June 21, said that even an employer with an excellent overall minority employment record can be found guilty of discrimination if just one part of its personnel system, such as testing, is unfair to blacks, according to a Washington Post report. The decision came in the case of Connecticut v. Teal.

In a unanimous decision on June 15, the Court ruled that Japanese companies, incorporated and doing business in the U.S., are bound by Federal civil rights laws not to discriminate in employment, according to a Wall Street Journal report. The decision came in the case of Sumitomo Shoji v. Avagliano.

In a 5-to-4 decision on June 14, the Court ruled that laws denying public education to the children of illegal aliens were unconstitutional, according to a Washington Post report. The decision came in the case of Plyler v. Doe.

In a 5-to-4 decision on July 1, the Court ruled that the Mississippi University for Women (MUW) nursing school may no longer exclude men, according to a Washington Post report. Justice Sandra Day O'Connor, in a written opinion for the majority in the case (Hogan v. MUW), said that the Court should bring "firmly established" principles to any cases involving legal distinctions between men and women. These principles require "exceedingly persuasive" justification for any gender distinction in the law, she said.

RECENT COURT DECISIONS

The U.S. 9th Circuit Court of Appeals recently reversed a lower court opinion and decided that the Immigration and Naturalization Service cannot detain an entire workforce in order to search for undocumented workers. The Court found that INS does not have the right to violate every employee's right as guaranteed under the Fourth Amendment of the U.S. Constitution (each person has the right to be secure against illegal search and seizure).

The U.S. District Court for the Northern District of Illinois in the case of Illinois Migrant Council v. Pilliod banned Immigration and Naturalization Service (I.N.S.) agents from surrounding or invading factories and homes and then forcibly interrogating Hispanic Americans on their citizenship status unless the agent had warrants or reasonable suspicion that the individuals were illegal aliens.

On July 24, 1982, the U.S. District Court for the District of Minnesota in the case of Rajender and Kahn v. the University of Minnesota awarded to the plaintiff's attorneys almost \$2 million for attorney's fees over a period of 2 years at an interest rate of 11 percent.

Dr. Shyamale Rajender filed a class action against the university alleging employment discrimination based on sex and national origin in violation of Title VII of the Civil Rights Act of 1964 and 42 U.S.C. section 1981 and 1983.

ANNOUNCEMENTS

Chancellor's Office and Community College Consortium/Affirmative Action, Fifth Annual Fall Affirmative Action Conference, October 11-13, 1982, at the Stanford Sierra Lodge. Registration coordinator: Ms. Lue Evers, (714) 871-4030.

Equal Employment Opportunity Commission Seminar on Employment Discrimination Law, October 7-8, 1982, Hyatt Oakland Hotel. Registration: Mr. Robert Seward, (415) 466-7200.

Raza Administrators and Counselors in Higher Education 7th Annual Conference, October 6-8, 1982, Holiday Inn - Bay Bridge. Registration: Ms. Michele M. Silva, (415) 642-5135 or 642-2052.

Chancellor's Office Gender Equity Conference, October 13-15, 1982, Los Angeles Hilton. Registration: Ms. Nancy Mahon, (415) 574-3902.

LA RAZA FACULTY ASSOCIATION of the California Community Colleges Fall Convention, October 15-16, 1982, Mission College, Santa Clara. Registration: Dr. Rudy Cordova, (408) 298-2181, ext. 3965 or 267-4575.

Association of Mexican American Educators 17th Annual Conference, November 11-13, 1982, San Francisco Airport Hilton Hotel. Registration: Ms. Gloria Valdivieso, (415) 363-5411.

The Afro-American Studies Department of Loyola Marymount University in conjunction with the California Black Faculty and Staff Association has announced a call for papers to be presented at the Black Studies Conference, "The State and Direction of Black Studies: Administrative, Academic, and Social Challenges," to be held January 13-15, 1983, at Loyola Marymount University, Los Angeles, California. A 100-500 word abstract of the topic you would like to address should be sent by September 30, 1982, to: Department of Afro-American Studies, Loyola Marymount University, 7101 W. 80th Street, Box 696, Los Angeles, California 90045. Attention: Professor Tamara Hamilton, (213) 642-2810 or 642-3131.

EMPLOYMENT NOTES

College President - \$51,195 to \$63,828.

The Los Angeles Community College District announced it has opened the search for a college president at Los Angeles Mission College. Applications are available from the Personnel Services Division at District headquarters. Applications and nominations must be submitted not later than 4:30 p.m. on Friday, October 1, 1982, to the Office of the Chancellor, Los Angeles Community College District, 617 W. Seventh Street, Los Angeles, California 90017.

Director of Development/Associate Director of the UCSB Foundation - \$32,900 to \$49,300.

The University of California, Santa Barbara has announced an opening for a director of development/associate director of the UCSB Foundation. Apply by October 1, 1982, to: Personnel Office, University of California, South Hall, Room 1623, Santa Barbara, California 93106.

Petroleum Technology Instructor/Consultant (Well Control Emphasis) - Faculty Salary Schedule plus extra duty compensation for consultant work.

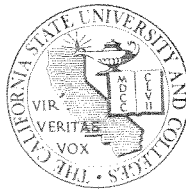
The West Kern Community College District has announced an opening for a Petroleum Technology Instructor/Consultant (Well Control Emphasis) at Taft College. Persons interested in applying for this position should send a resume and a request for a position application form to: Personnel Office, West Kern Community College District, P.O. Box 1437, Taft, California 93268, Phone: (805) 763-4282. Three letters of reference also required. Final date to file application is on or before October 11, 1982.

Instructor - Institutional Management (Part-time) - \$17.12/hour.

The Chaffey Community College District announced an opening for a part-time, evening instructor to teach in January, 1983, one or more of the following courses: Administrative Housekeeping I and II, Housekeeping Engineering, Laundry Management, Housekeeping Services. District application, current resume, and placement file (or three letters of recommendation) must be submitted by 4:00 p.m., Monday, November 1, 1982, to Affirmative Action/Equal Opportunity Programs, Chaffey Community College District, 5885 Haven Avenue, Alta Loma, California 91701.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE



LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590- 5540



November 12, 1982

Mr. Leo Youngblood
Office of Assemblyman Harris
State Capitol, Room 6031
Sacramento, California 95814

Dear Mr. Youngblood:

Pursuant to your request, I have enclosed a copy of the draft CPEC report containing information regarding the effectiveness of affirmative action throughout each of the three segments.

I have also enclosed a copy of our Executive Order that I made reference to.

I look forward to meeting with you, and if there is any additional information that might be of assistance, please feel free to contact me at your convenience.

Sincerely,

Jeff Stetson
Affirmative Action Officer
Faculty and Staff Affairs

JS/ep

Enclosures

BRIEF

Information Item

Agenda Item 1
March 23-24, 1982

COMMITTEE ON FACULTY AND STAFF AFFAIRS

**EMPLOYMENT UTILIZATION OF ETHNIC MINORITIES AND WOMEN THROUGHOUT
CSU FROM 1975 to 1981**

Presentation By

Robert E. Tyndall, Acting Vice Chancellor
Faculty and Staff Affairs

Jeffrey Stetson, Affirmative Action Officer
Faculty and Staff Affairs

Summary

This information item constitutes part of an ongoing series of comprehensive reports designed to assess affirmative action progress in the full-time employment of ethnic minorities and women by specific job category throughout the CSU.

As part of the federal reporting requirements imposed on institutions of higher education, each campus within the CSU has submitted employment reports to appropriate regulatory agencies once every other year since 1975.

The report presented to the Board, for information purposes, reflects employment trends by EEO-6 category, displayed by campus for the periods 1975, 1977, 1979, and 1981. Employment figures have also been combined where appropriate to compensate for inconsistent definitions of employment categories from one report period to another. Specific analysis is also included regarding employment trends of ethnic minorities and women within various faculty categories.

COMMITTEE ON FACULTY AND STAFF AFFAIRS**EMPLOYMENT UTILIZATION OF FULL-TIME EMPLOYEES BY ETHNICITY AND SEX
1975-1981****Background**

Included in this report are three basic sets of statistical tables which reflect the employment utilization of all full-time employees throughout The California State University. These tables display data by ethnicity and sex within seven broad employment categories currently utilized in reports submitted to federal regulatory agencies.

The employment statistics are extracted from the actual certified Employment Reports submitted by the individual campuses to the Equal Employment Opportunity Commission, the Office for Civil Rights, and the Office of Federal Contract Compliance Programs for the periods 1975, 1977, 1979 and 1981. These reports are commonly referred to as EEO-6 Reports.

Explanation of the Tables

Series A — These tables reflect the employment utilization of ethnic minorities and women by individual campus and the Office of the Chancellor. A systemwide total is also included. This information is displayed by the following seven employment categories: Executive, Administrative, and Managerial; Faculty; Professional Non-Faculty; Secretarial/Clerical; Technical/Paraprofessional; Skilled Crafts; and Service/Maintenance. Campus totals combining all seven employment categories are listed at the bottom of each table.

As is the case for Series B and C tables, all information in Series A is displayed by gender for each of the following ethnic groups: White; total minority; Black; Hispanic; and other minority. Percentages are also given for each specific employment table.

There are at least two major factors which need to be considered in reviewing information in Series A tables. In 1975 and 1977, a number of campuses utilized very different definitions of those employment classifications which were included in the EEO-6 categories "Executive, Administrative, Managerial" and "Professional Non-Faculty." As a result, what appears to be major shifts in employment trends are, in reality, simply changes in definitions. Prior to 1979, the only positions which should have been included in the "Executive" category were those classifications at the level of Dean or above. Not all campuses, however, utilized that definition.

In addition, in 1979 as a result of legislative reviews regarding employment utilization of ethnic minorities and women in all three segments of public higher education, a decision was made to include all management positions within the Executive category. This resulted in a shift of approximately one thousand employees that previously had been counted within the "Professional Non-Faculty" category. As definitions of management classifications changed as a result of reviews related to collective bargaining there were continuous refinements made between the two employment categories, further complicating any meaningful comparisons over time.

In order to compensate for the problems inherent in reviewing employment trends without any consistent definitions of employment categories, a second set of tables is included in Series B which combines "Executive, Administrative, Managerial" and "Professional Non-Faculty."

3
F&SA
Agenda Item 1
March 23-24, 1982

Series B — As indicated above, as a result of inconsistent definitions of classifications within the two employment categories "Executive, Administrative, Managerial" and "Professional Non-Faculty", these tables reflect employment utilization of ethnic minorities and women combining both categories. The information is displayed by campus with a systemwide summary.

Series C — Information displayed in these tables reflects employment utilization of ethnic minorities and women in the faculty by the following three categories: Tenured; Non-Tenured on Track; and Lecturers. Tables are included for each campus as well as a systemwide summary.

Employment Highlights

EEO-6 Category:

1. Executive/Administrative

Given the problems inherent in data collection within this category, it is difficult to determine any specific trends in the employment of women and minorities. In combining the "Executive/Administrative" and "Professional Non-Faculty" categories (Series B tables) the following trends are apparent for the period 1975 through 1981:

- a. The percentage of women increased from 32% to 38.6%.
- b. The percentage of minorities increased from 15.5% to 20.9%.
- c. The percentage of Blacks increased from 6.5% to 7.9%.
- d. The percentage of Hispanics increased from 4.9% to 7.1%.

2. Faculty

This category, in Series A tables, includes all full-time faculty tenured, non-tenured on track and lecturers. Series C tables include specific information by the three respective categories.

The following employment trends have occurred within the full-time faculty category:

- a. The percentage of women has increased slightly from 20.6% to 21.7%.
- b. The percentage of minorities has increased from 10.2% to 12%.
- c. The percentage of Blacks has *decreased* from 2.9% to 2.6%. The overall number of Black faculty has also *decreased* from 329 to 297.
- d. The percentage of Hispanics has increased slightly from 2.6% to 3.1%.

2.1. Tenured Faculty

- a. The percentage of women increased from 16.1% to 18.4%.
- b. The percentage of minorities increased from 7.1% to 10.6%.

- c. The percentage of Blacks increased from 1.5% to 2.5%.
- d. The percentage of Hispanics increased from 1.5% to 2.4%.

2.2. Tenured-Track Faculty (Probationary)

- a. The percentage of women increased from 29.6% to 30.6%.
- b. The percentage of minorities increased slightly from 17.4% to 17.6%.
- c. The percentage of Blacks *decreased* from 6.2% to 3.5% (131 to 49).
- d. The percentage of Hispanics *decreased* from 5.9% to 5.3% (124 to 73).

It should be noted that this category is difficult to assess in the sense that increases in the percentage of women may be due to a lower rate of being granted tenure while decreases in the percentage of minorities may be due to more rapid increases in advancement or separations. What is significant for Blacks and Hispanics, in particular, is that the decrease in overall numbers dictates whether or not the tenured ranks will change significantly in the future. Given the current employment profile the situation is less than optimistic.

2.3. Lecturers

- a. The percentage of women has increased from 31.3% to 37.2%.
- b. The percentage of minorities has *decreased* from 16.2% to 15.6%.
- c. The percentage of Blacks *decreased* from 5.1% to 2.5% (61 to 31).
- d. The percentage of Hispanics *decreased* from 5.4% to 5.0% (66 to 64).

3. Professional Non-Faculty

Explanation of this category is consistent with No. 1 Executive/Administrative. The employment percentages listed are identical.

4. Secretarial/Clerical

This employment category continues to be dominated by women. The following employment utilization of ethnic minorities and women exist in this category:

- a. The percentage of women increased slightly from 91% to 92.3%.
- b. The percentage of minorities increased from 23% to 28.1%.
- c. The percentage of Blacks increased slightly from 8.2% to 8.4%.
- d. The percentage of Hispanics increased from 8.8% to 12.6%.

5. Technical/Paraprofessional

This employment category includes persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year institutes or through equivalent on-the-job training.

The following employment trends have occurred within this category:

- a. The percentage of women has increased from 41.7% to 54.6%.
- b. The percentage of minorities has increased from 15.0% to 21.5%.
- c. The percentage of Blacks has increased from 4.9% to 6.4%.
- d. The percentage of Hispanics has increased from 4.3% to 7.1%.

6. Skilled Crafts

This employment category includes persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs.

The following employment trends have occurred within this category:

- a. The percentage of women increased from 1.1% to 12.5%. It should be noted, however, that the greatest increase occurred between 1979 and 1981 (2.2% to 12.5%) and that much of that increase took place as a result of shifts from the "Technical/Paraprofessional" and in some instances the "Secretarial/Clerical" categories. This was due in large measure to the natural evolution of some classifications heavily dominated by women.
- b. The percentage of minorities increased from 18.9% to 27.3%. In addition, in 1975 there were no minority women in this category. In 1981, the number had increased to thirty which represents 3.2% of the employees. Again, the greatest shift took place between 1979 and 1981 (from two minority women .3% to thirty minority women 3.2%).
- c. The percentage of Blacks increased from 6.5% to 8.6%. The percentage of Hispanics increased from 7.9% to 12.1%.

7. Service/Maintenance

The following employment trends have occurred within this category:

- a. The percentage of women has increased from 15.9% to 22.7%.
- b. The percentage of minorities has increased from 44.5% to 55%.
- c. The percentage of Blacks has increased from 22.6% to 25.3%.
- d. The percentage of Hispanics has increased from 15% to 19.2%.

8. Systemwide Totals

This section includes all seven employment categories and reflects the following employment trends:

- a. The percentage of women has increased from 37.6% to 40%.
- b. The percentage of minorities has increased from 17.9% to 21.7%.
- c. The percentage of Blacks has increased from 6.8% to 7.1%. Black males, however, were the only group in addition to white males to suffer both a loss in overall numbers and percentage. In 1975 there were 1013 Black males in comparison to 1000 in 1981 (3.9% to 3.8%).
- d. The percentage of Hispanics increased from 5.9% to 7.7%.

Conclusion

This preliminary report was designed only to highlight employment utilization as it pertains to seven broad employment categories during four specific federal reporting intervals. The report does not reflect turnover rates per se nor does it measure hiring opportunities. It does, nonetheless, point out the need to develop specific strategies which more effectively respond to affirmative action considerations during a time of limited and decreasing resources.

There are numerous problems in assessing employment trends during a time when significant changes were made to the method and manner of collecting data. This report attempts to take these problems into consideration and as such makes an effort to fairly state the employment patterns throughout the system.

While there is no attempt to analyze data by campus, the information is included. A cursory review will indicate that some campuses have had more difficulty than others in achieving a more diversified workforce.

Further analysis will be necessary in order to more exactly pinpoint the results of affirmative action efforts. Future reports will highlight promotion and retention trends as well as focus more directly on specific classifications and academic disciplines.

Series A

Full-Time Employees by EEO-6 Category, Sex & Ethnicity 1975-81

Tables 1-20 — Individual Profiles Per Campus and Chancellor's Office

Table 21 — System Profile

SERIES A TABLE 1
CHANCELLOR'S OFFICE

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981						
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	
Executive Administrative & Management	Female #	1	1	2	1	1		2	2	1		1		14	13	1	4	1	5	2	30	27	3	2	1	
	Male #	31	29					30	29					88	77	11					100	85	15	7	6	2
	Female %	3.1	3.1	6.3	3.1	3.1		6.3	6.3	3.1			13.7	12.7	1.0	3.9	1.0	1.0	2.0	23.1	20.8	2.3	1.5	8		
	Male %	96.9	90.6					93.8	90.6				86.3	75.5	10.8	3.9	4.9	2.0		76.9	65.4	11.5	5.4	4.6	1.5	
Faculty	Female #																									
	Male #																									
	Female %																									
	Male %																									
Professional Non-Faculty	Female #	41	34	7	3	3	1	55	48	7	4	3	54	46	8	3	3	2	43	33	10	2	2		6	
	Male #	115	106	9	2	5	2	134	116	18	8	7	68	54	14	6	1	7	67	55	12	6			6	
	Female %	26.3	21.8	4.5	1.9	1.9	6	29.1	25.4	3.7	2.1	1.6	44.3	37.7	6.6	2.5	2.5	1.6	39.1	30.0	9.1	1.8	1.8		5.5	
	Male %	73.7	67.9	5.8	1.3	3.2	1.3	70.9	61.4	9.5	4.2	3.7	55.7	44.3	11.5	4.9	8	5.7	60.9	50.0	10.9	5.5			5.5	
Secretarial/Clerical	Female #	121	95	26	13	6	7	117	84	33	16	7	116	82	34	21	9	4	82	59	23	15	6		2	
	Male #	28	13	15	4	4	7	25	11	14	10	1	17	9	8	4	1	3	8	4	4	2	1		1	
	Female %	81.2	63.8	17.4	8.7	4.0	4.7	82.4	59.2	23.2	11.3	4.9	87.2	61.7	25.6	15.8	6.8	3.0	91.1	65.6	25.6	16.7	6.7		2.2	
	Male %	18.8	8.7	10.1	2.7	2.7	4.7	17.6	7.8	9.9	7.0	7	12.8	6.8	6.0	3.0	8	2.3	8.9	4.4	4.4	2.2	1.1		1.1	
Technical/Paraprofessional	Female #	37	30	7	5	1	1	31	23	8	4	1	29	20	9	6		3	46	30	16	7	4		5	
	Male #	54	39	15	4	2	9	25	18	7		5	24	12	12	5	2	5	30	10	20	10	3		7	
	Female %	40.7	33.0	7.8	5.5	1.1	1.1	55.4	41.1	14.3	7.1	1.8	54.7	37.7	17.0	11.3		5.7	60.5	39.5	21.1	9.2	5.3		6.6	
	Male %	59.3	42.9	16.5	4.4	2.2	9.9	44.6	32.1	12.5		3.6	45.3	22.6	22.6	9.4	3.8	9.4	39.5	13.2	26.3	13.2	3.9		9.2	
Skilled Crafts	Female #	1	1					4	2	2	1		4	3	1	1			12	7	5	4			1	
	Male #																		7	4	3	3				
	Female %																		63.2	36.8	26.3	21.1			5.3	
	Male %	100.0	100.0					100.0	50.0	50.0	25.0		100.0	75.0	25.0	25.0			36.8	21.1	15.8	15.6				
Service/Maintenance	Female #	2	2					1	1				1	1												
	Male #																									
	Female %																									
	Male %	100.0	100.0					100.0	100.0				100.0	100.0												
Campus Total	Female #	200	160	40	21	10	9	205	157	48	24	11	213	161	52	30	13	9	213	156	57	30	13		14	
	Male #	231	190	41	11	12	18	219	177	42	19	11	202	156	46	20	9	17	212	158	54	28	10		16	
	Female %	46.4	37.1	9.3	4.9	2.3	2.1	48.3	37.0	11.3	5.7	2.6	51.3	38.8	12.5	7.2	3.1	2.2	50.1	36.7	13.4	7.1	3.1		3.3	
	Male %	53.6	44.1	9.5	2.6	2.8	4.2	51.7	41.8	9.9	4.5	2.6	48.7	37.8	11.1	4.8	2.2	4.1	49.9	37.2	12.7	6.6	2.4		3.8	

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**SERIES A TABLE 2
BAKERSFIELD**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	9	9					3	3	3	3	4	1	2	2	7	3	4		3	3	6	2	4	
	Male #	33	24	9	3	4	2	38	30	8	3	4	1	33	26	7	3	4		29	23	6	2	4	
	Female %	21.4	21.4	21.4	7.1	9.5	4.8	7.3	7.3	7.3	7.3	9.8	2.4	5.7	5.7	20.0	8.6	11.4		9.4	9.4	18.8	6.3	12.5	
Faculty	Female #	34	30	4	1	2	1	25	23	2	4	1	1	29	26	3	4	1	2	32	28	4	1	1	2
	Male #	117	105	12	5	2	5	115	104	11	4	5	2	109	99	10	4	3	3	114	101	13	3	5	5
	Female %	22.5	19.9	2.6	7	1.3	7	17.9	16.4	1.4	2.9	7	7	21.0	18.8	2.2	2.9	2.2	1.4	21.9	19.2	2.7	7	7	1.4
Professional Non Faculty	Female #													96	80	16	7	7	2	20	14	6	2	2	2
	Male #													20	15	5	2	1	2	31	24	7	3	4	4
	Female %													82.8	69.0	13.8	6.0	6.0	1.7	39.2	27.5	11.8	3.9	3.9	3.9
Secretarial/Clerical	Female #	111	94	17	7	9	1	120	105	15	5	8	2	90	78	12	6	6		83	67	16	3	11	2
	Male #	2		2		2		5	4	1			1	3	1	2			2	2	1	1			1
	Female %	98.2	83.2	15.0	6.2	8.0	9	96.0	84.0	12.0	4.0	6.4	1.6	96.8	83.9	12.9	6.5	6.5		97.6	78.8	18.9	3.5	12.9	2.4
Technical/Paraprofessional	Female #	17	15	2		1	1	14	12	2	1	1		24	20	4	2	2		27	22	5	2	3	
	Male #	20	18	2	2			24	22	2			2	13	11	2			2	14	9	5		1	4
	Female %	45.9	40.5	5.4	5.4	2.7	2.7	36.8	31.6	5.3	2.6	2.6		64.9	54.1	10.8	5.4	5.4		65.9	53.7	12.2	4.9	7.3	
Skilled Crafts	Female #	8	8											1	1					6	6				
	Male #	16	16					12	12					11	10	1	1			12	11	1	1		
	Female %	33.3	33.3					100.0	100.0					8.3	8.3	8.3	8.3			33.3	33.3	5.6	5.6		
Service/Maintenance	Female #	4		4	4			6		6	5	1		9	2	7	4	3		13	4	9	5	3	1
	Male #	36	18	18	10		8	39	29	10		10		41	26	15	5	10		37	17	20	4	16	
	Female %	10.0		10.0	10.0			13.3		13.3	11.1	2.2		18.0	4.0	14.0	8.0	6.0		26.0	8.0	18.0	10.0	6.0	2.0
Campus Total	Female #	183	156	27	12	12	3	168	140	28	14	11	3	251	209	42	19	19	4	184	144	40	13	20	7
	Male #	224	181	43	20	16	7	233	201	32	7	19	6	230	188	42	15	18	9	239	186	53	13	30	10
	Female %	45.0	38.3	6.6	2.9	2.9	7	41.9	34.9	7.0	3.5	2.7	7	52.2	43.5	8.7	4.0	4.0	8	43.5	34.0	9.5	3.1	4.7	1.7

*Data received from campus appears to be inaccurate; therefore, 1975 and 1977 data for Professional Non faculty is incomplete

SERIES A TABLE 3
CHICO

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX, & ETHNICITY 1975-81

EEO-6 CATEGORY	1975						1977						1978						1981					
	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	1					3	3					6	6					9	8				
	Male #	33	33				18	18					41	39	2				44	42	2			
Faculty	Female #	144	140	4	1	2	141	136	5	3	1	1	135	130	5	2	1	2	134	127	7	2	1	4
	Male #	491	455	36	7	10	481	436	55	7	10	38	499	449	50	6	9	35	502	467	35	6	10	19
Professional Non Faculty	Female #	227	220	6	2	3	223	215	8	5	2	2	214	206	8	3	2	3	211	200	11	3	2	6
	Male #	773	717	57	11	16	777	690	87	11	16	60	790	710	79	9	14	55	789	734	55	9	16	30
Secretarial/Clerical	Female #	43	41	2	1	1	40	35	5	3	1	1	44	40	4	2	1	1	56	48	8	2	2	4
	Male #	90	78	12	6	3	80	70	10	7	2	1	74	66	8	7	1	1	84	69	15	8	5	2
Technical/Paraprofessional	Female #	323	308	15	8	8	323	292	42	25	8	8	373	339	34	17	8	8	400	343	57	14	14	29
	Male #	677	586	90	45	23	667	583	83	58	17	8	627	559	68	59	8	8	600	493	107	57	36	14
Skilled Crafts	Female #	213	200	13	4	4	207	187	20	4	10	6	209	189	20	6	8	6	205	187	18	5	8	5
	Male #	22	21	1	1	1	9	7	2	1	1	1	16	15	1	1	1	1	17	17	17	17	17	17
Service/Maintenance	Female #	40	39	1	1	1	60	54	6	2	4	4	63	58	5	2	3	3	75	67	8	1	3	4
	Male #	49	46	3	2	1	55	54	1	1	1	1	54	53	1	1	1	1	56	53	3	1	2	4
Campus Total	Female #	449	438	11	5	11	522	470	52	17	35	538	496	43	17	26	26	26	573	511	61	8	23	31
	Male #	551	517	34	17	21	478	470	9	9	9	462	453	9	9	9	9	9	427	405	23	8	15	15
Total	Female #	58	56	2	2	2	45	43	2	2	2	46	44	2	2	2	2	2	6	5	1	1	1	1
	Male #	1000	966	34	34	34	978	935	44	44	44	979	936	43	43	43	43	43	105	88	18	18	18	18
Total	Female %	15	12	3	3	3	16	15	1	1	6	5	12	11	1	1	6	5	12	11	1	1	1	4
	Male %	119	101	18	8	5	122	104	18	7	7	5	115	97	18	7	6	5	97	79	18	9	5	4
Total	Female %	11.2	9.0	2.2	2.2	3.7	11.6	10.9	7	7	4.3	9.4	8.7	8	8	4.7	3.9	4.7	11.0	10.1	9	9	9	17
	Male %	88.8	75.4	13.4	6.0	3.3	88.4	75.4	13.0	5.1	4.3	3.6	90.6	76.4	14.2	5.5	4.7	3.9	89.0	72.3	16.5	8.3	4.6	1.7
Total	Female #	456	433	23	9	8	468	431	37	11	14	12	470	435	35	11	12	12	497	453	44	12	15	17
	Male #	862	790	72	21	23	820	732	88	22	22	44	845	763	82	21	20	41	851	775	76	25	26	25
Total	Female %	34.6	32.9	17	7	5	36.3	33.5	2.9	9	11	9	35.7	33.1	2.7	8	9	9	36.9	33.6	3.3	9	11	13
	Male %	65.4	59.9	5.5	1.6	1.8	63.7	56.8	6.8	1.7	1.7	3.4	64.3	58.0	6.2	1.6	1.5	3.1	63.1	57.5	5.6	1.9	1.9	1.9

**SERIES A TABLE 4
DOMINGUEZ HILLS**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1978						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	1	14	1	1	1		4	3	1	1		9	6	3	2	2	1		8	7	1	1		
	Male #	16		2	1			22	19	3	2	1		32	26	6	4	2		32	27	5	3	2	
	Female %	5.9		5.9	5.9	5.9		15.4	11.5	3.9	3.8		22.0	14.6	7.3	4.9	4.9	2.4		20.0	17.5	2.5	2.5	5.0	
Faculty	Female #	81	61	20	9	5	6	67	52	15	6	3	6	64	49	15	5	4	6	71	51	20	8	6	6
	Male #	191	163	28	9	7	12	181	153	28	9	8	11	181	156	25	9	5	11	183	153	30	11	7	12
	Female %	29.8	22.4	7.4	3.3	1.8	2.2	27.0	21.0	6.0	2.4	1.2	2.4	26.1	20.0	6.1	2.0	1.6	2.5	28.0	20.1	7.9	3.1	2.4	2.4
Professional Non-Faculty	Female #	27	19	8	3	2	3	40	23	17	9	3	5	39	21	18	8	3	7	51	33	18	8	2	8
	Male #	37	29	8	4	1	3	35	28	7	2	1	4	28	22	6	2	1	3	40	27	13	5	4	4
	Female %	42.2	29.7	12.5	4.7	3.1	4.7	53.3	30.7	22.7	12.0	4.0	6.7	58.2	31.3	26.9	11.9	4.5	10.5	56.0	36.3	19.8	8.8	2.2	8.8
Secretarial/Clerical	Female #	146	82	64	20	8	36	141	77	64	25	7	32	137	71	66	32	6	28	135	48	87	48	8	31
	Male #	8	6	2			2	12	6	6	2	1	3	12	4	8	3	2	3	16	6	10	4	3	3
	Female %	94.8	53.2	41.6	13.0	5.2	23.4	92.2	50.3	41.8	16.3	4.6	20.9	91.9	47.7	44.3	21.5	4.0	18.8	89.4	31.8	57.6	31.8	5.3	20.5
Technical/Paraprofessional	Female #	19	13	6	5		1	21	12	9	4		5	22	16	6	2		4	33	17	16	8	1	7
	Male #	12	10	2		2		19	15	4	2		2	21	15	6	4		2	23	15	8	5		3
	Female %	61.3	41.9	19.4	16.1		3.2	52.5	30.0	22.5	10.0		12.5	51.2	37.2	14.0	4.7		9.3	58.9	30.4	28.6	14.3	1.8	12.5
Skilled Crafts	Female #	54	26	28	10	4	14	30	23	7	2	1	4	25	15	10	3	2	5	28	13	15	6	3	6
	Male #																								
	Female %	100.0	48.1	51.9	18.5	7.4	25.9	100.0	76.7	23.3	6.7	3.3	13.3	100.0	60.0	40.0	12.0	8.0	20.0	100.0	46.4	53.6	21.4	10.7	21.4
Service/Maintenance	Female #	3		3	3			7	6	1	1		12	11	12	11	1		14	14	14	13	1		
	Male #	70	17	53	36	5	12	79	27	52	35	3	14	70	19	51	31	5	15	49	7	42	27	4	11
	Female %	4.1		4.1	4.1			8.1	7.0	1.1	1.1		14.6		14.6	13.4	1.2		22.2		22.2	20.6	3.6		
Campus Total	Female #	277	175	102	41	15	46	280	173	107	46	13	48	283	163	120	60	14	46	312	156	156	86	18	52
	Male #	380	257	123	62	18	43	378	271	107	54	15	38	369	257	112	56	17	39	371	248	123	61	23	39
	Female %	42.2	26.6	15.5	6.2	2.3	7.0	42.6	26.3	16.3	7.0	2.0	7.3	43.4	25.0	18.4	9.2	2.1	7.1	45.7	22.8	22.8	12.6	2.6	7.6
	Female #	57.8		18.7	9.4	2.7	6.5	57.4	41.2	16.3	8.2	2.3	5.8	56.6		17.2	8.6	2.6	6.0	54.3		18.0	8.9	3.4	5.7
	Male #																								
	Female %																								

SERIES A TABLE 5
FRESNO

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY	1975						1977						1979						1981					
	Total	White	Total Mtn.	Black	Hispanic	Other Mtn.	Total	White	Total Mtn.	Black	Hispanic	Other Mtn.	Total	White	Total Mtn.	Black	Hispanic	Other Mtn.	Total	White	Total Mtn.	Black	Hispanic	Other Mtn.
Executive Administrative & Management	Female #	9	9	6	3		1	1	1	1			7	6	1	1	1		7	5	2	2		
	Male #	65	59	17	1		18	17	1	1			46	41	5	1	4		59	49	10	1		
Faculty	Female #	141	127	14	3	7	148	134	14	3	8	138	127	11	2	3	6	140	121	19	3	5	11	
	Male #	525	487	38	10	17	549	493	56	7	13	530	471	59	8	10	41	545	474	71	9	18	44	
Professional Non-Faculty	Female #	212	191	21	5	6	212	192	20	4	4	207	190	17	3	4	9	204	177	28	4	8	16	
	Male #	788	731	57	15	17	788	707	80	10	19	52	793	705	88	12	15	61	796	692	104	13	26	64
Secretarial/Clerical	Female #	28	23	5	2	1	45	39	6	2	3	1	49	35	14	4	7	3	77	54	23	4	15	4
	Male #	82	66	16	5	2	112	94	18	6	9	3	95	79	16	7	2	109	87	22	10	7	5	
Technical/Paraprofessional	Female #	255	209	45	18	9	287	248	38	13	19	6	340	243	97	28	49	21	414	290	124	22	81	22
	Male #	746	600	145	45	82	713	599	115	38	57	19	660	549	111	49	49	14	586	468	118	54	38	27
Skilled/Crafts	Female #	277	191	86	19	56	261	169	92	18	60	14	252	161	91	19	61	11	252	145	107	25	67	15
	Male #	22	16	6		6	26	20	6	1	5		25	16	9	1	8		28	13	7	2	5	
Service/Maintenance	Female #	926	639	288	64	187	909	589	321	63	209	49	910	581	329	69	220	40	926	533	393	92	246	55
	Male #	74	54	20		20	91	70	21	3	17		90	58	32	4	29		74	48	26	7	18	
Campus Total	Female #	42	37	5	3	1	53	43	10	4	4	2	57	49	8	3	4	1	73	61	12	2	5	5
	Male #	70	59	11	1	6	60	49	11	1	7	3	61	49	12	1	7	4	63	49	14	2	6	6
Total	Female %	37.5	33.0	4.5	2.7	9	46.9	38.1	8.9	3.5	3.5	1.8	48.3	41.5	6.8	2.5	3.4	8	53.7	44.9	8.8	1.5	3.7	3.7
	Male %	62.5	52.7	9.8	9	5.4	53.1	43.3	9.7	9	6.2	2.7	51.7	41.5	10.2	9	5.9	3.4	46.3	36.0	10.3	1.5	4.4	4.4
Total	Female #	40	30	10	3	5	48	39	9	3	5	1	43	34	9	4	4	1	55	38	17	4	1	4
	Male #	100.0	75.0	25.0	7.5	12.5	100.0	81.3	18.8	6.3	10.4	2.1	100.0	79.1	20.9	9.3	9.3	2.3	93.2	64.4	28.8	6.8	15.3	6.8
Total	Female #	3	1	2	1	1	16	9	7	4	3		17	10	7	4	3		20	8	12	5	7	1
	Male #	127	70	57	17	38	143	71	72	19	51	2	129	60	69	16	51	2	112	46	66	18	47	1
Total	Female %	2.3	8	1.5	8	8	10.1	5.7	4.4	2.5	1.9		11.6	6.9	4.8	2.7	2.1		15.2	6.1	9.1	3.8	5.3	
	Male %	97.7	53.9	43.9	13.1	29.2	89.9	44.7	45.3	12.0	32.1	1.3	88.4	41.1	47.3	11.0	34.9	1.4	84.8	34.8	50.0	13.6	35.6	8
Total	Female #	500	388	112	28	63	524	395	129	31	73	25	520	388	132	33	78	21	573	397	176	41	100	35
	Male #	931	787	144	39	78	956	783	192	57	90	45	929	750	179	38	91	50	963	756	207	46	101	60
Total	Female %	34.9	27.1	7.8	2.0	4.4	35.4	26.7	8.7	2.1	4.9	1.7	35.9	26.8	9.1	2.3	5.4	1.4	37.3	25.8	11.5	2.7	6.5	2.3
	Male %	65.1	55.0	10.1	2.7	5.5	64.6	52.9	13.0	3.9	6.1	3.0	64.1	51.8	12.4	2.6	6.3	3.5	62.7	49.2	13.5	3.0	6.6	3.9

**SERIES A TABLE 6
FULLERTON**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1978						1981						
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	
Executive Administrative & Management	Female #	1	1					1	1				4	3	1				9	7	2	2				
	Male #	18	18					19	19				48	43	5	3	2		46	41	5	3	1	1		
	Female %	5.3	5.3					5.0	5.0				7.7	5.8	1.9				16.4	12.7	3.6	3.6				
	Male %	94.7	94.7				95.0	95.0				92.3	82.7	9.6	5.8	1.9	3.9		83.6	74.5	9.1	5.5	1.8	1.8		
Faculty	Female #	166	148	18	3	6	9	146	137	9	3	4	2	145	133	12	3	6	3	152	138	14	3	5	6	
	Male #	589	534	55	13	15	27	565	500	65	10	14	41	526	463	63	9	14	40	541	469	72	13	15	44	
	Female %	22.0	19.6	2.4	4	8	1.2	20.5	19.3	1.3	4	6	3	21.6	19.8	1.8	5	9	5	21.9	19.9	2.0	4	7	9	
	Male %	78.0	70.7	7.3	1.7	2.0	3.6	79.5	70.3	9.1	1.4	2.0	5.8	78.4	69.0	9.4	1.3	2.1	6.0	78.1	67.7	10.4	1.9	2.2	6.3	
Professional Non Faculty	Female #	52	44	8	4	2	2	81	64	17	7	4	6	83	67	16	6	4	6	94	72	22	9	8	5	
	Male #	65	52	13	5	5	3	90	73	17	8	7	2	75	61	14	7	5	2	85	64	21	7	8	6	
	Female %	44.4	37.6	6.8	3.4	1.7	1.7	47.4	37.4	9.9	4.1	2.3	3.5	52.5	42.4	10.1	3.8	2.5	3.8	52.5	40.2	12.3	5.0	4.5	6.3	
	Male %	55.6	44.4	11.1	4.3	4.3	2.6	52.6	42.7	9.9	4.7	4.1	1.2	47.4	38.6	8.9	4.4	3.2	1.3	47.5	35.8	11.7	3.9	4.5	3.4	
Secretarial/Clerical	Female #	248	203	45	14	21	10	233	187	46	8	27	11	252	206	46	10	25	11	239	192	47	12	20	15	
	Male #	23	15	8	6	1	1	21	15	6	4	1	1	16	8	8	4	3	1	14	9	5	2	2	1	
	Female %	91.5	74.9	16.6	5.2	7.8	3.7	91.7	73.6	18.1	3.2	10.6	4.3	94.0	76.9	17.2	3.7	9.3	4.1	94.5	75.9	18.6	4.7	7.9	5.9	
	Male %	8.5	5.5	3.0	2.2	4	4	8.3	5.9	2.4	1.6	4	4	6.0	3.0	3.0	1.5	1.1	4	5.5	3.6	2.0	8	8	4	
Technical/Paraprofessional	Female #	81	75	6	2		4	68	63	5	2	1	2	74	63	11	3	5	3	85	70	15	4	5	6	
	Male #	74	59	15	4	7	4	61	44	17	7	6	4	59	45	14	8	6		57	39	18	8	6	4	
	Female %	52.3	48.4	3.9	1.3		2.6	52.7	48.9	3.9	1.6	8	1.6	55.6	47.4	8.3	2.3	3.8	2.3	59.9	49.3	10.6	2.8	3.5	4.2	
	Male %	47.7	38.1	9.7	2.6	4.5	2.6	47.3	34.1	13.2	5.4	4.7	3.1	44.4	33.8	10.5	6.0	4.5		40.1	27.5	12.7	5.6	4.2	2.8	
Skilled Crafts	Female #	44	40	4	1	3		40	33	7	2	4	1	1	31	8	1	5	2	3	33	9	1	5	3	
	Male #													39	31					42	33					
	Female %	100.0	90.9	9.0	2.2	6.8		100.0	82.5	17.5	5.0	10.0	2.5	2.5	20.0	2.5	12.5	5.0		6.7	6.7					
	Male %													97.5	77.5	20.0	2.5	12.5	5.0	93.3	73.3	20.0	2.2	11.1	6.7	
Service/Maintenance	Female #	39	11	28	18	7	3	41	12	29	18	9	2	46	15	31	19	10	2	43	12	31	18	12	1	
	Male #	105	49	56	22	30	4	113	43	70	23	9	8	92	39	53	19	28	6	75	30	45	17	24	4	
	Female %	27.1	7.6	19.4	12.5	4.9	2.1	26.6	7.8	18.8	11.7	5.8	1.3	33.3	10.9	22.5	13.8	7.3	1.5	36.4	10.2	26.3	15.3	10.2	9	
	Male %	72.9	34.0	38.9	15.3	20.8	2.8	73.3	27.9	45.5	14.9	25.3	5.2	66.7	28.3	39.3	13.8	20.3	4.4	63.6	25.4	38.1	14.4	20.3	3.4	
Campus Total	Female #	587	482	105	41	36	28	570	464	106	38	45	23	605	488	117	41	51	25	625	495	130	47	50	33	
	Male #	918	767	151	51	61	39	909	727	182	54	71	57	855	690	165	51	61	53	860	685	175	51	61	63	
	Female %	39.0	32.0	7.0	2.7	2.4	1.9	38.5	31.4	7.2	2.6	3.0	1.6	41.4	33.4	8.0	2.8	3.5	1.7	42.1	33.3	8.8	3.2	3.4	2.2	
	Male %	61.0	51.0	10.0	3.4	4.1	2.6	61.5	49.2	12.3	3.7	4.8	3.9	58.6	47.2	11.3	3.5	4.2	3.6	57.9	46.1	11.8	3.4	4.1	4.2	

**SERIES A TABLE 7
HAYWARD**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	18	18					14	14					10	10	6	4	1	1	35	29	6	4	1	1
	Male #													43	34	2	2	3	3						
	Female %	100.0	100.0					100.0	100.0					18.9	15.1	3.8	3.8	5.7	5.7	77.8	77.8	13.3	8.9	2.2	2.2
Faculty	Female #	102	90	12	3	2	7	113	101	12	3	3	6	105	95	10	2	3	5	103	93	10	2	3	5
	Male #	368	321	47	17	12	18	398	347	51	21	11	19	370	322	48	19	10	19	371	321	50	20	10	20
	Female %	21.7	19.2	2.6	.6	.4	1.5	22.1	19.8	2.3	.6	.6	1.2	22.1	20.0	2.1	.4	.6	1.1	21.7	19.6	2.1	.4	.6	1.1
	Male %	78.3	68.3	10.0	3.6	2.6	3.8	77.9	67.9	10.0	4.1	2.2	3.7	77.9	67.8	10.1	4.0	2.1	4.0	78.3	67.7	10.5	4.2	2.1	4.2
Professional Non-Faculty	Female #	26	24	2	1	1	1	57	47	10	5	5	5	53	46	7	2	1	4	51	40	11	5	2	4
	Male #	34	29	5	3	1	1	61	38	23	10	4	9	41	25	16	8	1	7	59	39	20	8	6	6
	Female %	43.3	40.0	3.3	1.7	1.7	1.7	48.3	39.8	8.5	4.2	4.2	4.2	56.4	48.9	7.4	2.1	1.1	4.3	46.4	36.4	10.0	4.5	1.8	3.6
Secretarial/Clerical	Female #	192	157	35	20	8	7	190	149	41	20	12	9	169	125	44	20	15	9	170	122	48	21	17	10
	Male #	20	13	7	2	3	2	17	14	3	1	2	2	16	12	4	1	1	2	11	9	2	2	2	2
	Female %	90.6	74.1	16.5	9.4	3.8	3.3	91.8	72.0	19.8	9.7	5.8	4.3	91.4	67.6	23.8	10.8	8.1	4.9	93.9	67.4	26.5	11.6	9.4	5.5
Technical/Paraprofessional	Female #	65	55	10	7	1	2	55	45	10	6	4	4	53	43	10	5	2	3	63	49	14	8	2	4
	Male #	66	48	18	9	3	6	37	31	6	3	2	1	39	35	4	1	2	1	41	33	8	2	4	2
	Female %	49.6	42.0	7.6	5.3	7	1.5	59.8	48.9	10.9	6.5	4.3	4.3	57.6	46.7	10.9	5.4	2.2	3.3	60.6	47.1	13.5	7.7	1.9	3.8
Skilled Crafts	Female #	45	31	14	8	6		5	3	2	3	1	1	3	2	1	1	1	4	7	4	3	2	1	
	Male #							33	26	7	3	1	4	26	19	7	2	1	4	37	21	16	5	4	7
	Female %	100.0	68.9	31.1	17.8	13.3		13.2	7.9	5.3	7.9	2.6	2.6	10.3	6.9	3.4	3.4	3.4	15.9	9.1	6.8	4.5	2.3		
Service/Maintenance	Female #	33	18	15	9	6		35	21	14	9	4	1	40	25	15	10	4	1	40	26	14	9	4	1
	Male #	94	63	31	15	14	2	92	46	46	17	20	9	78	35	43	19	12	12	76	28	48	22	10	16
	Female %	26.0	14.2	11.8	7.1	4.7		27.6	16.5	11.0	7.1	3.1	8	33.9	21.2	12.7	8.5	3.4	8	34.5	22.4	12.1	7.8	3.4	9
Campus Total	Female #	418	344	74	40	17	17	455	366	89	43	21	25	433	344	89	41	26	22	444	344	100	47	29	24
	Male #	645	523	122	54	39	29	652	516	136	55	37	44	613	482	131	53	30	48	630	480	150	61	35	54
	Female %	39.3	32.4	7.0	3.8	1.6	1.6	41.1	33.1	8.0	3.9	1.9	2.3	41.4	32.9	8.5	3.9	2.5	2.1	41.3	32.0	9.3	4.4	2.7	2.2
	Female %	60.7	49.2	11.5	5.1	3.7	2.7	58.9	46.6	12.3	5.0	3.3	4.0	58.6	46.1	12.5	5.1	2.9	4.6	58.7	44.7	14.0	5.7	3.3	5.0

SERIES A TABLE 8
HUMBOLDT

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	21	20	1	1			2	2					10	9	1	1	2	1	7	6	1	1	2	1
	Male #	14	14					14	14					47	43	4	1	1	1	40	37	3	1	1	1
	Female %	12.5	12.5					17.5	15.8				17.5	15.8	1.8	1.8	3.5	1.8	14.9	12.8	2.1	2.1	4.3	2.1	
	Male %	100.0	95.2	4.8	4.8			87.5	87.5				82.5	75.4	7.0	1.8	1.8	1.8	85.1	78.7	6.4	2.1	4.3	2.1	
Faculty	Female #	66	60	6	2	1	3	71	65	6	2	4	59	56	3	1	2	2	76	70	6	1	1	4	
	Male #	337	323	14	2	1	11	343	321	22	2	3	294	273	21	2	4	15	319	296	23	3	2	18	
	Female %	16.4	14.9	1.5	5	2	7	17.1	15.7	1.4	5	10	16.7	15.9	8	3	6	6	19.2	17.7	1.5	3	3	1.0	
	Male %	83.6	80.1	3.5	5	2	2.7	82.9	77.5	5.3	5	4.1	83.3	77.3	5.9	6	1.1	4.2	80.8	74.9	5.8	8	5	4.6	
Professional Non-Faculty	Female #	27	22	5	2	1	2	35	30	5	1	1	33	24	9	1	2	6	39	30	9		3	6	
	Male #	55	47	8	2	1	5	47	39	8	2	2	25	21	4		1	3	42	36	6		3	3	
	Female %	32.9	26.8	6.1	2.4	1.2	2.4	42.7	36.6	6.1	1.2	1.2	37.6	31.4	15.5	1.7	3.4	10.3	48.1	37.0	11.1		3.7	7.4	
	Male %	67.1	57.3	9.8	2.4	1.2	6.1	57.3	47.6	9.8	2.4	2.4	43.1	36.2	6.9		1.7	5.2	51.9	44.4	7.4		3.7	3.7	
Secretarial/Clerical	Female #	179	163	16	2	6	8	186	161	25	3	9	154	130	24	2	7	15	141	122	19	3	7	9	
	Male #	18	18					16	14	2	1	1	10	10					9	9					
	Female %	90.9	82.7	8.1	1.0	3.0	4.1	92.1	79.7	12.4	1.5	4.5	93.9	79.3	14.6	1.2	4.3	9.1	94.0	81.3	12.7	2.0	4.7	6.0	
	Male %	9.1	9.1					7.9	6.9	1.0	5	5	6.1	6.1					6.0	6.0					
Technical/Paraprofessional	Female #	18	17	1			.1	21	20	1		1	47	44	3		2	1	55	52	3		2	1	
	Male #	37	36	1			1	40	39	1		1	37	37					42	42					
	Female %	32.7	30.9	1.8			1.8	34.4	32.8	1.6		1.6	55.0	52.4	3.6		2.4	1.2	56.7	53.6	3.1		2.1	1.0	
	Male %	67.3	65.5	1.8			1.8	65.6	63.9	1.6		1.6	44.0	44.0					43.3	43.3					
Skilled Crafts	Female #	35	33	2	1			1	1				2	1	1			1	5	4	1			1	
	Male #							35	32	3		2	39	36	3		2	1	42	39	3		2	1	
	Female %							2.8	2.8				4.9	2.4	2.4			2.4	10.6	8.5	2.1			2.1	
	Male %	100.0	94.3	5.7	2.9		2.9	97.2	88.9	8.3		5.6	95.1	87.8	7.3		4.9	2.4	89.4	83.0	6.4		4.3	2.1	
Service/Maintenance	Female #	15	14	1			1	30	29	1		1	24	23	1			1	24	22	2			2	
	Male #	91	86	5		3	2	91	84	7	1	4	74	67	7	1	4	2	85	72	13	1	6	6	
	Female %	14.2	13.2	9			9	24.8	24.0	8		8	24.5	23.5	1.0		1.0	22.0	20.2	1.8				1.8	
	Male %	85.6	81.1	4.7		2.8	1.9	75.2	69.4	5.8	8	3.3	75.5	68.4	7.1	1.0	4.1	2.0	78.0	66.1	11.9	9	5.5	5.5	
Campus Total	Female #	305	276	29	6	8	15	346	308	38	6	11	329	287	42	4	11	27	347	306	41	4	13	24	
	Male #	594	563	31	4	6	21	586	543	43	6	12	25	526	487	39	4	13	22	579	531	48	5	15	28
	Female %	33.9	30.7	3.2	6	9	1.7	37.1	33.0	4.1	6	1.2	38.5	33.6	4.9	5	1.3	3.2	37.5	33.0	4.4	4	1.4	2.6	
	Male %	66.1	62.6	3.4	4	6	2.3	62.9	58.3	4.6	6	1.3	61.5	57.0	4.6	5	1.5	2.6	62.5	57.3	5.2	5	1.6	3.0	

**SERIES A TABLE 9
LONG BEACH**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	4	2	2	2	1	3	7	5	2	1	1	5	19	15	4	2	1	2	24	19	5	3	2	3
	Male #	52	47	5	1	1	3	56	48	8	2	1	5	80	73	7	4	1	2	63	56	7	4	2	3
	Female %	7.1	3.6	3.6	3.6	1.8	5.4	11.1	7.9	3.2	1.6	1.6	7.9	19.2	15.2	4.0	2.0	2.0	27.6	21.8	5.7	3.4	2.3	3.4	3.4
Faculty	Female #	211	186	25	13	4	8	189	165	24	12	4	8	216	190	26	13	4	9	227	202	25	11	2	12
	Male #	766	685	81	22	23	36	706	620	86	17	22	47	734	636	98	18	22	58	711	609	102	19	20	63
	Female %	21.6	19.0	2.6	1.3	4	8	21.1	18.4	2.7	1.3	4	9	22.7	20.0	2.7	1.4	4	9	24.2	21.5	2.7	1.2	2	1.3
Professional Non Faculty	Female #	83	74	9	5	2	2	99	79	20	11	3	6	91	76	15	7	2	6	104	80	24	9	5	10
	Male #	135	103	32	15	7	10	135	111	24	10	9	5	96	73	23	9	6	8	143	108	35	15	13	7
	Female %	38.1	33.9	4.1	2.3	9	9	42.3	33.8	8.5	4.7	1.3	2.6	48.7	40.6	8.0	3.7	1.1	3.2	42.1	32.4	9.7	3.6	2.0	4.0
Secretarial/ Clerical	Female #	379	315	64	39	14	11	361	283	78	27	35	16	359	268	91	31	32	28	326	240	86	23	36	27
	Male #	35	33	2	2	2	2	31	26	5	3	2	2	23	17	6	3	3	24	13	11	3	7	1	
	Female %	91.6	76.1	15.5	9.4	3.4	2.7	92.1	72.2	19.9	6.9	8.9	4.1	94.0	70.2	23.8	8.1	8.4	7.3	93.1	68.6	24.6	6.6	10.3	7.7
Technical/ Paraprofessional	Female #	67	59	8	5	1	2	77	66	11	6	5	5	102	85	17	6	4	7	120	93	27	13	4	10
	Male #	94	85	9	3	2	4	98	83	15	4	6	5	95	77	18	6	6	6	93	74	19	7	9	3
	Female %	41.6	36.7	5.0	3.1	6	1.2	44.0	37.7	6.3	3.4	3.4	2.9	51.8	43.1	8.6	3.0	2.0	3.6	56.3	43.7	12.7	6.1	1.9	4.7
Skilled Crafts	Female #	54	46	8	3	5		2	2				2	2					11	8	3	3			
	Male #	54	46	8	3	5		62	43	19	3	9	7	57	39	18	2	9	7	62	43	19	5	11	3
	Female %	100.0	85.2	14.8	5.6	9.3		3.1	3.1	29.7	4.7	14.1	10.9	3.4	3.4	30.5	3.4	15.3	11.9	15.1	11.0	4.1	4.1	15.1	4.1
Service/ Maintenance	Female #	38	20	18	13	2	3	42	18	24	17	4	3	49	19	30	21	5	4	58	20	38	24	9	5
	Male #	215	161	54	32	18	4	201	104	97	29	20	48	161	83	78	32	22	24	150	57	93	39	15	39
	Female %	15.0	7.9	7.1	5.1	8	1.2	17.3	7.4	9.9	7.0	1.6	1.2	23.3	9.0	14.3	10.0	2.4	1.9	27.9	9.6	18.3	11.5	4.3	2.4
Campus Total	Female #	782	656	126	77	23	26	777	618	159	74	47	38	838	655	183	80	47	56	870	662	208	87	57	64
	Male #	1351	1160	191	78	56	57	1289	1035	254	68	69	117	1246	998	248	74	69	125	1246	960	286	92	75	119
	Female %	36.7	30.8	5.9	3.6	1.1	1.2	37.6	29.9	7.7	3.6	2.3	1.8	40.2	31.4	8.8	3.8	2.3	2.7	41.1	31.3	9.8	4.1	2.7	3.0

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SERIES A TABLE 10
LOS ANGELES

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1978						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	8	7	1	1	3	1	3	2	1	1	1	9	7	2	1	1	1	18	16	2	1	1		
	Male #	74	70	4	1	3	1	64	60	4	1	3	56	50	6	4	1	1	58	46	12	3	5	4	
	Female %	9.8	8.5	1.2	1.2	3.7	1.2	4.5	3.0	1.5	1.5	1.5	13.8	10.8	3.1	1.5	1.5	1.5	23.7	21.1	2.6	1.3	1.3	5.3	
Faculty	Female #	187	158	29	10	8	11	182	152	30	11	5	173	142	31	11	7	13	180	152	28	9	5	14	
	Male #	562	487	75	18	19	38	547	470	77	19	19	563	482	81	17	28	36	531	449	82	16	26	40	
	Female %	25.0	21.1	3.9	1.3	1.1	1.5	25.0	20.9	4.1	1.5	7	19	23.5	19.3	4.2	1.5	1.8	25.3	21.4	3.9	1.3	7	2.0	
Professional Non-Faculty	Female #	59	39	20	8	6	6	78	52	26	11	9	78	52	26	12	6	8	78	46	32	12	10	10	
	Male #	107	76	31	9	11	11	120	83	37	11	14	91	60	31	5	14	12	95	55	40	12	17	11	
	Female %	35.5	23.5	12.0	4.8	3.6	3.6	39.4	26.3	13.1	5.6	4.5	3.0	46.2	30.8	15.4	7.1	3.6	45.1	26.6	18.5	6.9	5.8	5.8	
Secretarial/Clerical	Female #	484	287	197	45	103	49	530	289	241	56	122	372	183	189	42	100	47	334	146	188	36	108	44	
	Male #	57	36	21	7	11	3	60	35	25	8	9	42	19	23	5	13	5	39	15	24	7	13	4	
	Female %	89.5	53.1	36.4	8.3	19.0	9.1	89.8	50.0	40.8	9.5	20.7	10.7	89.9	44.2	45.7	10.1	24.2	89.5	39.1	50.4	9.7	29.0	11.8	
Technical/Paraprofessional	Female #	80	59	21	7	5	9	95	66	29	10	10	93	55	38	11	13	14	94	50	44	8	18	18	
	Male #	122	90	32	10	10	12	130	95	35	14	10	97	73	24	3	8	13	87	53	34	8	9	17	
	Female %	39.6	29.2	10.4	3.5	2.5	4.5	42.2	29.3	12.9	4.4	4.4	4.0	49.0	28.9	20.0	5.8	6.8	51.9	27.6	24.3	4.4	9.9	9.9	
Skilled Crafts	Female #							1	1				1	1					7	3	4	1	1	2	
	Male #	55	38	17	8	6	3	56	36	20	9	6	51	30	21	9	7	5	49	21	28	9	13	6	
	Female %	100.0	69.1	30.9	14.5	10.9	5.5	1.8	1.8	35.1	15.8	10.5	8.8	1.9	1.9	40.4	17.3	13.5	87.5	5.4	7.1	1.8	1.8	3.6	
Service/Maintenance	Female #	24	3	21	16	4	1	39	6	33	17	12	29	2	27	18	7	2	26	2	24	18	6		
	Male #	204	47	157	83	68	6	199	45	154	86	63	166	31	135	74	56	5	129	15	114	60	51	3	
	Female %	10.5	1.3	9.2	7.0	1.8	4	16.4	2.5	13.9	7.1	5.0	1.7	14.9	1.0	13.8	9.2	3.6	16.8	1.3	15.5	11.6	3.9		
Campus Total	Female #	842	553	289	86	126	77	928	568	360	105	158	755	442	313	95	133	85	737	415	322	85	149	88	
	Male #	1181	844	337	136	128	73	1176	824	352	148	124	1066	745	321	117	127	77	988	654	334	115	134	85	
	Female %	41.6	27.3	14.3	4.3	6.2	3.8	44.1	27.0	17.1	4.9	7.5	4.6	41.5	24.3	17.2	5.2	7.3	42.7	24.1	18.7	4.9	8.6	5.1	
Campus Total	Male %	58.4	41.7	16.7	6.7	6.3	3.6	55.9	39.2	16.7	7.0	5.9	58.5	40.9	17.6	6.4	7.0	4.2	57.3	37.9	19.4	6.7	7.8	4.9	

**SERIES A TABLE 11
NORTHRIDGE**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-5 CATEGORY	1975					1977					1979					1981				
	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.		
Executive Administrative & Management	Female #	6	1	1	3	1	18	18					15	14	1	2	1	2		
	Male #	64	5	1	1	1	64	64					72	66	6	2	2	2		
Faculty	Female #	191	176	15	7	6	162	152	10	5	4	1	200	179	21	9	11	1		
	Male #	646	583	63	16	21	643	581	62	16	21	25	663	593	70	16	22	32		
Professional Non Faculty	Female #	85	74	11	3	5	90	75	15	6	3	6	99	75	24	7	8	9		
	Male #	87	70	17	10	4	82	65	17	6	7	4	84	62	22	6	7	7		
Secretarial/Clerical	Female #	494	430	64	17	29	523	436	87	35	17	35	541	410	131	38	44	49		
	Male #	506	407	99	58	23	477	378	99	35	41	23	459	339	120	44	38	38		
Technical/Paraprofessional	Female #	62	57	5	2	2	68	61	7	1	3	3	94	88	6	1	2	3		
	Male #	53	49	4	2	1	79	73	6	4	2	2	73	65	8	4	2	2		
Skilled Crafts	Female #	57	45	12	6	6	58	45	13	8	5		57	39	18	9	9			
	Male #	1000	789	211	105	105	983	763	220	136	85		983	672	310	155	155			
Service/Maintenance	Female #	47	14	33	31	2	41	11	30	29	1	2	42	6	36	34	1	1		
	Male #	158	69	89	66	22	154	66	88	66	20	2	148	68	80	57	20	3		
Campus Total	Female #	715	609	106	61	35	695	586	99	58	29	12	789	649	140	68	53	19		
	Male #	1092	894	198	107	57	1057	861	196	103	57	36	1117	905	212	100	66	46		
	Female %	39.6	33.7	5.9	3.4	1.9	39.7	34.0	5.7	3.3	1.7	7	41.4	34.1	7.3	3.6	2.8	1.0		
	Male %	60.4	49.5	11.0	5.9	3.2	60.3	49.1	11.2	5.9	3.3	2.1	58.6	47.5	11.1	5.2	3.5	2.4		

**SERIES A TABLE 12
POMONA**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1978						1981						
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	
Executive Administrative & Management	Female #	24	20	4	2	2		4	4					13	11	2	1	1		13	10	3	2	1		
	Male #	43	34	9	4	5		18	17	1	1			52	47	5	3	2		53	45	8	4	3	1	
	Female % Male %	35.8 64.2	29.9 50.7	6.0 13.4	3.0 6.0	3.0 7.5		18.2 81.8	18.2 77.3	4.5 4.5				20.0 80.0	16.9 72.3	3.1 7.7	1.5 4.6	1.5 3.1		19.7 80.3	15.2 68.2	4.5 12.1	3.0 6.1	1.5 4.5		1.5 1.5
Faculty	Female #	69	60	9	1	5	3	82	66	16	3	8	5	86	73	13	1	4	8	92	78	14	5	4	5	
	Male #	460	409	51	14	13	24	502	445	57	17	9	31	502	439	63	12	10	41	511	430	81	13	14	54	
	Female % Male %	13.0 87.0	11.3 77.3	1.7 9.6	2 2.7	9 2.5	6 4.5	14.0 86.0	11.3 76.2	2.7 9.8	5 2.9	1.4 1.5	9 5.3	14.6 85.4	12.4 74.7	2.2 10.7	2 2.0	7 1.7	1.4 7.0	15.3 84.7	12.9 71.3	2.3 13.4	8 2.2	7 2.3	8 9.0	
Professional Non Faculty	Female #	24	21	3	2		1	47	36	11	6	3	2	51	38	13	7	3	3	67	52	15	7	3	5	
	Male #	38	33	5	2	2	1	47	37	10	4	6	6	44	35	9	6	1	2	63	47	16	6	7	3	
	Female % Male %	38.7 61.3	33.9 53.2	4.8 8.1	3.2 3.2		1.6 1.6	50.0 50.0	38.3 39.4	11.7 10.6	6.4 4.3	3.2 6.4	2.1	53.7 46.3	40.0 36.8	13.7 9.5	7.4 6.3	3.2 1.1	3.2 2.1	51.5 48.5	40.0 36.2	11.5 12.3	5.4 4.6	2.3 5.4	3.8 2.3	
Secretarial/Clerical	Female #	268	211	57	22	29	6	265	204	61	27	28	6	261	193	68	20	40	8	268	194	74	21	46	7	
	Male #	28	19	9	3	6		19	10	9	3	6		11	7	4	2	2		12	8	4	3	1		
	Female % Male %	90.5 9.5	71.3 6.4	19.3 3.0	7.4 1.0	9.8 2.0	2.0	93.3 6.7	71.8 3.5	21.5 3.2	9.5 1.1	9.9 2.1	2.1	96.0 4.0	71.0 2.6	25.0 1.5	7.4 7	14.7 7	2.9	95.7 4.3	69.3 2.9	26.4 1.4	7.5 1.1	16.4 4	2.5	
Technical/Paraprofessional	Female #	28	26	2	1		1	61	54	7	3	2	2	52	43	9	4	3	2	65	50	15	5	8	2	
	Male #	41	38	3	1	1	1	64	55	9	2	5	2	67	58	9	3	6		70	58	12	3	8	1	
	Female % Male %	40.6 59.4	37.7 55.1	2.9 4.3	1.4 1.4		1.4 1.4	48.8 51.2	43.2 44.0	5.6 7.2	2.4 1.6	1.6 4.0	1.6 1.6	43.7 56.3	36.1 48.7	7.6 7.6	3.4 2.5	2.5 5.0	1.7	48.1 51.9	37.0 43.0	11.1 8.9	3.7 2.2	5.9 5.9	1.5 7	
Skilled Crafts	Female #	1	1					44	37	7	1	4	2	43	31	12	4	4	4	8	6	2	2	2	2	
	Male #	37	33	4	1	1	2	44	37	7	1	4	2	43	31	12	4	4	4	45	33	12	2	4	6	
	Female % Male %	2.6 97.4	2.6 86.8	10.5	2.6	2.6	5.3	100	84.1	15.9	2.3	9.1	4.5	100.0	72.1	27.9	9.3	9.3	9.3	15.1 84.9	11.3 62.3	3.8 22.6	3.8 3.8	7.5 11.3		
Service/Maintenance	Female #	31	24	7	6		1	49	39	10	7	3								41	31	10	5	3	2	
	Male #	111	69	42	22	18	2	102	68	34	15	16	3	1		1		1		81	47	34	15	18	1	
	Female % Male %	21.8 78.2	16.9 48.6	4.9 29.6	4.2 15.5		12.7 1.4	32.4 67.6	25.8 45.0	6.6 22.5	4.6 9.9	2.0 10.6	2.0	100.0		100.0		100.0		33.6 66.4	25.4 38.5	8.2 27.9	4.1 12.3	2.5 14.8	1.6 8	
Campus Total	Female #	445	363	82	34	36	12	508	403	105	46	44	15	463	358	105	33	51	21	554	421	133	45	67	21	
	Male #	758	635	123	47	46	30	796	669	127	43	46	38	720	617	103	30	26	47	835	668	167	46	55	64	
	Female % Male %	37.0 63.0	30.2 52.8	6.8 10.2	2.8 3.9	3.0 3.8	1.0 2.5	39.0 61.0	30.9 51.3	8.1 9.7	3.5 3.3	3.4 3.5	1.2 2.9	39.1 60.9	30.3 52.2	8.9 8.7	2.8 2.5	4.3 2.2	1.8 4.0	39.9 60.1	30.3 48.1	9.6 12.0	3.2 3.3	4.8 4.0	1.5 4.8	

**SERIES A TABLE 13
SACRAMENTO**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	7	6	1	3	1		2	2				12	10	2	1		1		13	10	3	1		2
	Male #	26	21	5	3	2		15	13	2	2		55	44	11	5	3	3		47	32	15	7	5	3
	Female %	21.2	18.2	3.0	9.1	3.0		11.8	11.0				17.9	14.9	3.0	1.5		1.5		21.7	16.7	5.0	1.7		3.3
	Male %	78.8	63.6	15.2	9.1	6.1		88.2	76.5	11.8	11.8		82.1	65.7	16.4	7.5	4.5	4.5		78.3	53.3	25.0	11.7	8.3	5.0
Faculty	Female #	186	161	25	7	4	14	189	162	27	9	8	169	147	22	6	5	11		190	160	30	7	7	16
	Male #	700	589	111	29	28	54	674	565	109	28	31	644	538	106	27	31	48		661	561	100	25	27	48
	Female %	21.0	18.2	2.8	8	5	1.6	21.9	18.8	3.1	1.0	9	20.8	18.1	2.7	7	6	1.4		22.3	18.9	3.5	8	8	1.9
	Male %	79.0	66.5	12.5	3.3	3.2	6.1	78.1	65.5	12.6	3.2	3.6	79.2	66.2	13.0	3.3	3.8	5.9		77.7	65.9	11.8	2.9	3.2	5.6
Professional Non-Faculty	Female #	59	43	16	11	3	5	71	51	20	12	8	71	56	15	8	1	6		83	65	18	10	2	6
	Male #	65	58	7	3	2	2	75	61	14	6	3	62	50	12	3	3	6		81	65	16	5	4	7
	Female %	47.6	34.7	12.9	8.9	4.0	4.0	48.6	34.9	13.7	8.2	5.5	53.4	42.1	11.3	6.0	8	4.5		50.6	39.6	11.0	6.1	1.2	3.7
	Male %	52.4	46.8	5.6	2.4	1.6	1.6	51.4	41.8	9.6	4.1	2.1	46.6	37.6	9.0	2.3	2.3	4.5		49.4	39.6	9.8	3.0	2.4	4.3
Secretarial/Clerical	Female #	308	220	88	29	22	37	275	183	92	32	29	266	177	89	33	30	26		234	160	74	29	24	21
	Male #	33	16	17	10	4	3	23	12	11	7	2	30	15	15	9	3	3		18	7	11	8	2	1
	Female %	90.3	64.5	25.8	8.5	6.5	10.9	92.3	61.4	30.9	10.7	9.7	89.9	59.8	30.1	11.1	10.1	8.8		92.9	63.5	29.4	11.5	9.5	8.3
	Male %	9.7	4.7	5.0	2.9	1.2	9	7.7	4.0	3.7	2.3	7	10.1	5.1	5.1	3.0	1.0	1.0		7.1	2.8	4.4	3.2	8	4
Technical/Paraprofessional	Female #	45	39	6	2	2	2	74	63	11	2	7	83	64	19	4	5	10		97	70	27	8	10	9
	Male #	58	46	12	8	2	2	66	50	16	11	2	67	52	15	10	4	1		76	59	17	8	6	3
	Female %	43.7	37.9	5.8	1.9	1.9	1.9	52.9	45.0	7.9	1.4	1.4	55.3	42.7	12.7	2.7	3.3	6.7		56.1	40.5	15.6	4.6	5.8	5.2
	Male %	56.3	44.7	11.7	7.8	1.9	1.9	47.1	35.7	11.4	7.9	2.1	44.7	34.7	10.0	6.7	2.7	7		43.9	34.1	9.8	4.6	3.5	1.7
Skilled Crafts	Female #	45	39	6	2	3	1	46	40	6	2	1	44	2	9	4	2	3		10	6	4	1	1	2
	Male #	45	39	6	2	3	1	46	40	6	2	1	44	35	9	4	2	3		48	36	12	6	2	4
	Female %	100.0	86.7	13.3	4.4	6.7	2.2	4.2	4.2				4.3	4.3						17.2	10.3	6.9	1.7	1.7	3.4
	Male %							95.8	83.3	12.5	4.2	6.3	95.6	76.1	19.6	8.7	4.3	6.5		82.7	62.1	20.7	10.3	3.4	6.9
Service/Maintenance	Female #	37	7	30	13	2	15	35	6	29	14	1	41	10	31	14	1	16		38	11	27	11	1	15
	Male #	125	58	67	36	9	22	118	55	63	30	10	114	54	60	25	12	23		107	50	57	19	13	25
	Female %	22.8	4.3	18.5	8.0	1.2	9.3	22.9	3.9	19.0	9.2	7	26.5	6.5	20.0	9.0	6	10.3		26.2	7.6	18.6	7.6	7	10.3
	Male %	77.2	35.8	41.4	22.2	5.6	13.6	77.1	35.9	41.2	19.6	6.5	73.5	34.8	38.7	16.1	7.7	14.8		73.7	34.5	39.3	13.1	9.0	17.2
Campus Total	Female #	642	476	166	62	31	73	648	469	179	69	70	644	466	178	66	42	70		665	482	189	67	45	71
	Male #	1052	827	225	91	50	84	1016	795	221	86	85	1016	788	228	83	58	87		1038	810	228	78	59	91
	Female %	37.9	28.1	9.8	3.7	1.8	4.3	38.9	28.2	10.8	4.1	2.4	38.8	28.1	10.7	4.0	2.5	4.2		39.0	28.3	10.7	3.9	2.6	4.2
	Male %	62.1	48.8	13.3	5.4	3.0	5.0	61.1	47.8	13.3	5.2	3.0	61.2	47.5	13.7	5.0	3.5	5.2		61.0	47.6	13.4	4.6	3.5	5.3

SERIES A TABLE 14
SAN BERNARDINO

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1978						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	7	7	2	1	1		12	12				8	7	1	1	5	1	7	7	7	1	5	1	
	Male #	32	30										38	30	8	2			35	28					
Faculty	Female #	26	22	4	2	2		43	37	6	2	3	1	47	42	5	2	2	53	46	7	2	2	3	
	Male #	127	120	7	2	3	2	139	123	16	2	5	9	128	113	15	2	4	135	121	14	2	3	9	
Professional Non-Faculty	Female #	11	11					22	18	4	1	3		19	15	4	1	3	27	21	6	1	5		
	Male #	10	6	4	2	1	1	26	21	5	2	3		14	12	2	1	1	25	16	9	6	3		
Secretarial/Clerical	Female #	104	86	18	10	7	1	98	83	15	7	7	1	94	79	15	6	8	94	73	21	8	11	2	
	Male #	10	5	5	3	2		5		5	1	4		5	2	3	1	2	7	5	2		2		
Technical/Paraprofessional	Female #	13	12	1	1	1	1	25	20	5	2	3		34	25	9	5	4	38	27	11	6	5		
	Male #	13	10	3	1	1	1	14	13	1	1	1		15	13	2	1	1	17	14	3	1	2		
Skilled Crafts	Female #	20	16	4	1	3		26	20	6	2	4		26	17	9	2	7	31	23	8	2	6		
	Male #																								
Service/Maintenance	Female #	17	12	5	3	1	1	20	12	8	5	3		20	10	10	7	3	23	10	13	9	3	1	
	Male #	51	38	13	4	9		49	27	22	7	15		50	28	22	9	13	38	20	18	5	13		
Campus Total	Female #	179	151	28	16	10	2	203	165	38	17	19	2	222	178	44	22	20	243	184	59	26	27	6	
	Male #	263	225	38	14	20	4	264	210	54	14	32	8	276	215	61	18	33	288	227	61	17	34	10	
	Female %	40.5	34.2	6.3	3.6	2.3	5	43.5	35.3	8.1	3.6	4.1	4	44.6	35.7	8.8	4.4	4.0	45.8	34.7	11.1	4.9	5.1	1.1	
	Male %	59.5	50.9	8.6	3.2	4.5	9	56.5	45.0	11.6	3.0	6.9	1.7	55.4	43.2	12.2	3.6	6.6	54.2	42.7	11.5	3.2	6.4	1.9	

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SERIES A TABLE 15
SAN DIEGO

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY	1975		1977					1979					1981					
	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	54	41	13	5	6	2	2	2	28	25	3	1	34	32	2	1	2
	Male #	116	86	30	10	19	1	20	18	78	71	7	3	73	64	9	2	6
Faculty	Female %	31.8	24.1	7.6	2.9	3.5	1.2	9.1	9.1	26.4	23.6	2.8	9	31.8	29.9	1.9	9	19
	Male %	68.2	50.6	17.6	5.9	11.2	6	90.9	81.8	73.6	67.0	6.6	2.8	68.2	59.8	8.4	1.9	5.6
Professional Non Faculty	Female #	234	213	21	7	5	9	227	209	236	217	19	4	249	229	20	4	8
	Male #	913	849	64	16	21	27	894	836	855	788	67	12	884	799	85	15	31
Secretarial/ Clerical	Female %	20.4	18.6	1.8	.6	4	8	20.2	18.6	21.6	19.9	1.7	4	22.0	20.2	1.8	4	7
	Male %	79.6	74.0	5.6	1.4	1.8	2.4	79.8	74.6	78.4	72.2	6.1	1.1	78.0	70.5	7.5	1.3	3.4
Technical/ Paraprofessional	Female #	52	43	9	3	1	5	108	84	82	72	10	5	101	84	17	5	7
	Male #	71	60	11	4	3	4	157	119	94	74	20	6	118	89	29	10	9
Skilled Crafts	Female %	42.3	35.0	7.3	2.4	8	4.1	40.8	31.7	46.6	40.9	5.7	2.8	46.1	38.4	7.8	2.3	3.2
	Male %	57.7	48.8	8.9	3.3	2.4	3.3	59.2	44.9	53.4	42.0	11.4	3.4	53.9	40.6	13.2	4.6	4.1
Service/ Maintenance	Female #	565	421	144	70	42	32	639	490	436	348	88	32	428	340	88	31	25
	Male #	54	38	16	10	3	3	55	41	29	22	7	2	36	27	9	3	4
Campus Total	Female %	91.3	68.0	23.3	11.3	6.8	5.2	92.1	70.6	83.8	74.8	18.9	6.9	92.2	73.2	19.0	6.7	7.5
	Male %	8.7	6.1	2.6	1.6	5	5	7.9	5.9	6.2	4.7	1.5	4	7.8	5.8	1.9	6	4
Total	Female #	113	101	12	3	6	3	86	80	94	84	10	3	115	97	18	5	7
	Male #	160	129	31	10	13	8	151	132	100	87	13	4	98	87	11	2	5
Total	Female %	41.4	37.0	4.4	1.1	2.2	1.1	36.3	33.8	48.5	43.3	5.2	1.5	54.0	45.5	8.5	2.3	3.3
	Male %	58.6	47.3	11.4	3.7	4.8	2.9	63.7	55.7	51.5	44.8	6.7	2.1	46.0	40.8	5.2	9	1.9
Total	Female #	76	60	16	8	4	4	72	55	47	30	17	6	12	11	1	1	1
	Male #	100.0	78.9	21.1	10.5	5.3	5.3	100.0	76.4	100.0	63.8	36.2	12.8	80.3	49.2	31.1	9.8	16.4
Total	Female %	72	50	22	18	2	2	71	53	32	16	16	13	35	17	18	14	4
	Male %	249	147	102	41	35	26	255	154	227	112	115	41	194	82	112	42	31
Total	Female #	22.4	15.6	6.9	5.6	6	6	21.8	16.3	12.4	6.2	6.2	5.0	15.3	7.4	7.9	6.1	1.7
	Male %	77.6	45.7	31.8	12.8	10.9	8.1	78.2	47.2	87.6	43.2	44.4	15.8	84.7	35.8	48.9	18.3	13.5
Total	Female #	1091	870	221	106	62	53	1133	918	908	762	146	58	974	810	164	60	62
	Male #	1638	1369	269	98	98	73	1604	1355	1430	1184	246	74	1452	1178	274	80	94
Total	Female %	40.0	31.9	8.1	3.9	2.3	1.9	41.4	33.5	38.8	32.6	6.2	2.5	40.1	33.4	6.8	2.5	2.6
	Male %	60.0	50.2	9.9	3.6	3.6	2.7	58.6	49.5	61.2	50.6	10.5	3.2	59.9	48.6	11.3	3.3	3.9

**SERIES A TABLE 16
SAN FRANCISCO**

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	His- panic	Other Min.	Total	White	Total Min.	Black	His- panic	Other Min.	Total	White	Total Min.	Black	His- panic	Other Min.	Total	White	Total Min.	Black	His- panic	Other Min.
Executive Administrative & Management	Female #	1	1	1	1			1	1	1	1			1	1	1	1			25	22	3	2	1	
	Male #	23	22					19	18					19	18					61	56	5	5		
	Female %	4.2	4.2					5.0	5.0					5.0	5.0					29.1	25.6	3.5	2.3	1.2	
	Male %	95.8	91.7	4.2	4.2			95.0	90.0	5.0	5.0			95.0	90.0	5.0	5.0			70.9	65.1	5.8	5.8		
Faculty	Female #	185	160	25	16		9	186	158	28	16	2	10	186	158	28	16	2	10	203	165	38	15	7	16
	Male #	647	590	57	15	7	35	654	593	61	13	10	38	654	593	61	13	10	38	617	559	58	9	11	38
	Female %	22.2	19.2	3.0	1.9		1.1	22.1	18.8	3.3	1.9	.2	1.2	22.1	18.8	3.3	1.9	2	1.2	24.8	20.1	4.6	1.8	9	2.0
	Male %	77.8	70.9	6.9	1.8	8	4.2	77.9	70.6	7.3	1.5	1.2	4.5	77.9	70.6	7.3	1.5	1.2	4.5	75.2	68.2	7.1	1.1	1.3	4.6
Professional Non-Faculty	Female #	62	53	9	5	1	3	76	61	15	6	2	7	76	61	15	6	2	7	89	63	26	6	4	16
	Male #	82	68	14	5	1	8	85	67	18	3	6	9	85	67	18	3	6	9	94	69	25	4	9	12
	Female %	43.1	36.8	6.3	3.5	7	2.1	47.2	37.9	9.3	3.7	1.2	4.3	47.2	37.9	9.3	3.7	1.2	4.3	48.6	34.4	14.2	3.3	2.2	8.7
	Male %	56.9	47.2	9.7	3.5	7	5.6	52.8	41.6	11.2	1.9	3.7	5.6	52.8	41.6	11.2	1.9	3.7	5.6	51.4	37.7	13.4	2.2	4.9	6.6
Secretarial/ Clerical	Female #	294	211	83	40	11	32	243	171	72	26	14	32	243	171	72	26	14	32	235	165	70	24	15	31
	Male #	63	43	20	4	5	11	59	38	21	9	3	9	59	38	21	9	3	9	52	38	14	5	3	6
	Female %	82.4	59.1	23.2	11.2	3.1	9.0	80.5	56.7	23.8	8.6	4.6	10.6	80.5	56.7	23.8	8.6	4.6	10.6	81.9	57.5	24.4	8.4	5.2	10.8
	Male %	17.6	12.0	5.6	1.1	1.4	3.1	19.5	12.6	7.0	3.0	.9	3.0	19.5	12.6	7.0	3.0	.9	3.0	18.1	13.2	4.9	1.7	1.0	2.1
Technical/ Paraprofessional	Female #	43	32	11	2	3	6	69	50	19	5	5	9	69	50	19	5	5	9	84	60	34	10	5	19
	Male #	79	58	21	3	1	17	87	62	25	4	5	16	87	62	25	4	5	16	100	71	29	4	7	18
	Female %	35.2	28.2	9.0	1.6	2.5	4.9	44.2	32.1	12.2	3.2	3.2	5.8	44.2	32.1	12.2	3.2	3.2	5.8	45.7	27.2	18.5	5.4	2.7	10.3
	Male %	64.8	47.5	17.2	2.5	8	13.9	55.8	39.7	16.0	2.6	3.2	10.3	55.8	39.7	16.0	2.6	3.2	10.3	54.3	38.9	15.8	2.2	3.8	9.8
Skilled Crafts	Female #	49	33	16	4	7	5	35	28	7	3	2	2	35	28	7	3	2	2	5	4	1	1		
	Male #																			42	29	13	3	4	6
	Female %	100.0	67.3	32.7	8.2	14.3	10.2	100.0	80.0	20.0	8.6	5.7	5.7	100.0	80.0	20.0	8.6	5.7	5.7	10.6	8.5	2.1	2.1		
	Male %																			89.4	61.7	27.8	6.4	8.5	12.8
Service/ Maintenance	Female #	22	7	15	12	2	1	22	5	17	13	2	2	22	5	17	13	2	2	24	4	20	14	3	3
	Male #	161	51	110	57	17	36	160	47	113	50	25	38	160	47	113	50	25	38	124	24	100	44	19	37
	Female %	12.0	3.8	8.2	6.6	1.1	5	12.1	2.7	9.3	7.1	1.1	1.1	12.1	2.7	9.3	7.1	1.1	1.1	16.2	2.7	13.5	9.5	2.0	2.0
	Male %	88.0	27.9	60.1	31.1	9.3	19.7	87.9	25.8	62.1	27.5	13.7	20.9	87.9	25.8	62.1	27.5	13.7	20.9	83.8	16.2	67.6	29.7	12.8	25.0
Campus total	Female #	607	464	143	75	17	51	597	446	151	66	25	60	597	446	151	66	25	60	665	473	192	72	34	86
	Male #	1104	865	239	89	38	112	1099	853	246	83	51	112	1099	853	246	83	51	112	1090	846	244	74	53	117
	Female %	35.5	27.1	8.4	4.4	1.0	3.0	35.2	26.3	8.9	3.9	1.5	3.5	35.2	26.3	8.9	3.9	1.5	3.5	37.9	27.0	10.9	4.1	1.9	4.9
	Male %	64.5	50.6	14.0	5.2	2.2	6.5	64.8	50.3	14.5	4.9	3.0	6.6	64.8	50.3	14.5	4.9	3.0	6.6	62.1	48.2	13.9	4.2	3.0	6.7

SERIES A TABLE 17
SAN JOSE

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	4	4	1		1		1	1	1			16	14	2		2		10	8	2	1		1	
	Male #	23	22					18	17	1			72	64	8	1	6	1	61	52	9	4	4	1	
	Female %	14.8	14.8				5.3	5.3				18.2	15.9	2.3		2.3		14.1	11.3	2.8	1.4		1.4		
	Male %	85.2	81.5	3.7		3.7	94.7	89.5	5.3		5.3	81.8	72.7	9.1	1.1	6.8	1.1	85.9	73.2	12.7	5.6	5.6	1.4		
Faculty	Female #	200	160	40	7	12	21	188	166	22	8	8	185	162	23	9	8	175	152	23	7	10	6		
	Male #	749	677	72	19	24	29	735	659	76	16	21	706	633	73	14	22	673	605	68	10	21	37		
	Female %	21.1	16.9	4.2	.7	1.3	2.2	20.4	18.0	2.4	.9	.9	20.8	18.2	2.6	1.0	.9	20.6	17.9	2.7	.8	1.2	.7		
	Male %	78.9	71.3	7.6	2.0	2.5	3.1	79.6	71.4	8.2	1.7	2.3	79.2	71.0	8.2	1.6	2.5	79.4	71.3	8.0	1.2	2.5	4.4		
Professional Non-Faculty	Female #	78	67	11	4	3	4	93	78	15	5	1	9	105	84	21	8	3	113	81	32	11	9	12	
	Male #	106	88	18	10	4	4	102	87	15	9	3	3	94	75	19	10	7	118	93	25	13	8	4	
	Female %	42.4	36.4	6.0	2.2	1.6	2.2	47.7	40.0	7.7	2.6	.5	4.6	52.8	42.2	10.6	4.0	1.5	48.9	35.1	13.9	4.8	3.9	5.2	
	Male %	57.6	47.8	9.8	5.4	2.2	2.2	52.3	44.6	7.7	4.6	1.5	1.5	47.2	37.8	9.5	5.0	3.5	51.1	40.3	10.8	5.6	3.5	1.7	
Secretarial/Clerical	Female #	399	332	67	13	30	24	356	286	70	15	28	27	364	284	80	19	35	322	230	92	16	48	28	
	Male #	23	20	3	1	1	1	18	16	2	1	1	1	17	12	5	2	3	28	16	12	1	6	5	
	Female %	94.5	78.7	15.9	3.1	7.1	5.7	95.2	76.5	18.7	4.0	7.5	7.2	95.5	74.5	21.0	5.0	9.2	92.0	65.7	26.3	4.6	13.7	8.0	
	Male %	5.5	4.7	7	2	2	2	4.8	4.3	.5	.3	.3	.3	4.5	3.1	1.3	.5	.8	8.0	4.6	3.4	.3	1.7	1.4	
Technical/Paraprofessional	Female #	37	33	4			4	64	51	13	2	3	8	73	54	19	2	4	95	75	20	3	4	13	
	Male #	101	92	9	1	2	6	102	91	11	1	4	6	95	85	10	2	2	95	82	13	1	7	5	
	Female %	26.8	23.9	2.9			2.9	38.6	30.7	7.8	1.2	1.8	4.8	43.5	32.1	11.3	1.2	2.4	50.0	39.5	10.5	1.6	2.1	6.8	
	Male %	73.2	66.7	6.5	.7	1.4	4.3	61.4	54.8	6.7	.6	2.4	3.6	56.5	50.6	6.0	1.2	1.2	50.0	43.2	6.8	.5	3.7	2.6	
Skilled Crafts	Female #							1	1				1	1				5	3	2		1	1		
	Male #	75	67	8	1	5	2	57	51	6	2	3	1	58	49	9	2	4	62	51	11	2	7	2	
	Female %							1.7	1.7				1.7	1.7				7.5	4.5	3.0		1.5	1.5		
	Male %	100.0	89.3	10.7	1.3	6.7	2.7	98.3	87.9	10.3	3.4	5.2	1.7	98.3	83.1	15.3	3.4	6.8	92.5	76.1	16.4	3.0	10.4	3.0	
Service/Maintenance	Female #	27	17	10		6	4	30	17	13	6	6	1	39	21	18	9	7	42	21	21	12	7	2	
	Male #	223	132	91	19	46	26	226	129	97	20	52	25	212	118	94	22	53	179	83	96	25	56	15	
	Female %	10.8	6.8	4.0		2.4	1.6	11.7	6.6	5.1	2.3	2.3	.4	15.5	8.4	7.2	3.6	2.8	19.0	9.5	3.5	5.4	3.2	.9	
	Male %	89.2	52.8	36.4	7.6	18.4	10.4	88.3	50.4	37.9	7.8	20.3	9.8	84.5	47.0	37.5	8.8	21.1	81.0	37.6	33.4	11.3	25.3	6.8	
Campus Total	Female #	745	613	132	24	51	57	733	600	133	36	46	51	783	620	163	47	57	762	570	192	50	79	63	
	Male #	1300	1098	202	51	83	68	1258	1050	208	49	84	75	1254	1036	218	51	96	1219	982	234	56	109	69	
	Female %	36.4	30.0	6.5	1.2	2.5	2.8	36.8	30.1	6.7	1.8	2.3	2.6	38.4	30.4	8.0	2.3	2.8	38.5	28.8	9.7	2.5	4.0	3.2	
	Male %	63.6	53.7	9.9	2.5	4.1	3.3	63.2	52.7	10.4	2.5	4.2	3.8	61.6	50.9	10.7	2.5	4.7	61.5	49.6	11.8	2.8	5.5	3.5	

SERIES A TABLE 10
SAN LUIS OBISPO

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1978						1981						
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	
Executive Administrative & Management	Female #	16	13	3	2	1		1	1				6	4	2	1	1	2	5	5						
	Male #	116	105	11	2	5	4	11	11				62	54	8	2	4	2	65	56	9	2	4	3		
	Female %	12.1	9.8	2.3	1.5	0.8		8.3	8.3				8.8	5.9	2.9	1.5	1.5		7.1	7.1						
	Male %	87.9	79.5	8.3	1.5	3.8	3.0	91.7	91.7				91.2	79.4	11.8	2.9	5.9	2.9	92.9	80.0	12.9	2.9	5.7	4.3		
Faculty	Female #	72	62	10	2	2	6	73	64	9	1	2	6	78	69	9	2	2	88	80	8	1	3	4		
	Male #	675	629	46	5	9	32	748	692	56	9	11	36	716	651	65	8	13	716	651	65	7	14	44		
	Female %	9.6	8.3	1.3	0.3	0.3	0.8	8.9	7.8	1.1	1	2	7	9.8	8.7	1.1	3	3	10.9	10.0	1.0	1	4	5		
	Male %	90.4	84.2	6.2	7	12	4.3	91.1	84.3	6.8	11	1.3	4.4	90.2	82.0	8.2	1.0	1.7	89.1	81.0	8.1	9	1.7	5.5		
Professional Non-Faculty	Female #	32	30	2			2	42	37	5	1	2	2	59	51	8	2	3	72	58	14	5	5	4		
	Male #	34	25	9	5	2	2	70	55	15	6	7	2	69	57	12	5	6	78	63	15	6	7	2		
	Female %	48.5	45.5	3.0			3.0	37.5	33.0	4.5	9	1.8	1.8	46.1	39.8	6.3	1.6	2.3	48.0	38.7	9.3	3.3	3.3	2.7		
	Male %	51.5	37.9	13.6	7.6	3.0	3.0	62.5	49.1	13.4	5.4	6.3	1.8	53.9	44.5	9.4	3.9	4.7	52.0	42.0	10.0	4.0	4.7	1.3		
Secretarial/Clerical	Female #	264	216	48	11	26	11	256	218	38	6	22	10	270	229	41	3	27	271	229	42	3	28	11		
	Male #	16	13	3		3		17	14	3				16	14	2		2	17	14	3		3			
	Female %	94.3	77.1	17.1	3.9	9.3	3.9	93.8	79.9	13.9	2.2	8.1	3.7	94.4	80.1	14.3	1.0	9.4	94.1	79.5	14.6	1.0	9.7	3.8		
	Male %	5.7	4.6	1.1		1.1		6.2	5.1	1.1				5.6	4.9	7		7	5.9	4.9	1.0		1.0			
Technical/Paraprofessional	Female #	26	24	2		1	1	48	43	5	1	1	3	50	43	7	2	3	64	56	8	2	4	2		
	Male #	60	58	2		1	1	80	73	7			2	72	64	8	2	4	81	73	8		5	3		
	Female %	30.2	27.9	2.3		1.2	1.2	37.5	33.6	3.9	8	8	2.3	41.0	35.2	5.7	1.6	2.5	44.1	38.6	5.5	1.4	2.8	1.4		
	Male %	69.8	67.4	2.3		1.2	1.2	62.5	57.0	5.5			1.6	59.0	52.5	6.6	1.6	3.3	55.9	50.3	5.5		3.4	2.1		
Skilled Crafts	Female #												1	1				6	6							
	Male #	67	57	10		8	2	65	56	9		5	4	57	49	8		7	62	53	9	1	7	1		
	Female %													1.7	1.7			8.8	8.8							
	Male %	100.0	85.1	14.9		11.9	3.0	100.0	86.2	13.8				98.3	84.5	13.8		12.1	91.2	77.9	13.2	1.5	10.3	1.5		
Service/Maintenance	Female #	9	7	2		2		38	30	8	1	5	2	46	36	10	2	5	45	30	15	4	6	5		
	Male #	110	77	33	3	26	4	131	90	41	5	34	2	140	90	50	11	33	121	70	51	13	29	9		
	Female %	7.6	5.9	1.7		1.7		22.5	17.8	4.7	6	3.0	1.2	24.7	19.4	5.4	1.1	2.7	27.1	18.1	9.0	2.4	3.6	3.0		
	Male %	92.4	64.7	27.7	2.5	21.8	3.4	77.5	53.3	24.3	3.0	20.1	1.2	75.3	48.4	26.9	5.9	17.7	72.9	42.2	30.7	7.8	17.5	5.4		
Campus Total	Female #	419	352	67	15	32	20	458	393	65	10	32	23	510	433	77	12	41	551	464	87	15	46	26		
	Male #	1078	964	114	15	54	45	1122	991	131	20	65	46	1132	979	148	28	69	1140	980	160	29	69	62		
	Female %	28.0	23.5	4.5	1.0	2.1	1.3	29.0	24.9	4.1	6	2.0	1.5	31.1	26.4	4.7	7	2.5	32.6	27.4	5.1	9	2.7	1.5		
	Male %	72.0	64.4	7.6	1.0	3.6	3.0	71.0	62.7	8.3	1.3	4.1	2.9	68.9	59.6	9.0	1.7	4.2	67.4	58.0	9.5	1.7	4.1	3.7		

SERIES A TABLE 19
SONOMA

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	2	2					1	1				10	8	2	2				11	9	2	1		1
	Male #	9	8	1	1			7	6	1			34	29	5	2	1	2		31	27	4	1	1	2
	Female %	18.2	18.2					12.5	12.5				22.7	18.2	4.5	4.5				26.2	21.4	4.8	2.4		2.4
	Male %	81.1	72.7	9.1	9.1			87.5	75.0	12.5			77.3	65.9	11.4	4.5	2.3	4.5		73.8	64.3	9.5	2.4	2.4	4.8
Faculty	Female #	80	70	10	4	3	3	81	71	10	2	7	1	74	64	10	2	7	1	75	65	10	2	6	2
	Male #	250	222	28	10	8	10	225	197	28	7	11	10	193	171	22	7	7	8	188	165	23	7	11	5
	Female %	24.2	21.2	3.0	1.2	9	9	26.5	23.2	3.3	7	2.3	3	27.7	24.0	3.7	7	2.6	4	28.5	24.7	3.8	8	2.3	8
	Male %	75.8	67.3	8.5	3.0	2.4	3.0	73.5	64.4	9.2	2.3	3.6	3.3	72.3	64.0	8.2	2.6	2.6	3.0	71.5	62.7	8.7	2.7	4.2	1.9
Professional Non-Faculty	Female #	25	22	3	1	1	1	31	30	1	1		33	33					45	41	4	1	2	1	
	Male #	33	30	3		1	2	38	30	8	2	3	3	27	21	6	1	3	2	39	32	7	3	1	3
	Female %	43.1	37.9	5.2	1.7	1.7	1.7	44.9	43.5	1.4	1.4		55.0	55.0					53.6	48.8	4.8	1.2	2.4	1.2	
	Male %	56.9	51.7	5.2		1.7	3.4	55.1	43.5	11.6	2.9	4.3	4.3	45.0	35.0	10.0	1.7	5.0	3.3	46.4	38.1	8.3	3.6	1.2	3.6
Secretarial/Clerical	Female #	130	110	20	2	12	6	117	96	21	4	11	6	112	95	17	3	8	6	106	86	20	5	8	7
	Male #	12	10	2	1		1	9	8	1		1	1	10	8	2			2	7	6	1		1	
	Female %	91.5	77.5	14.1	1.4	8.5	4.2	92.9	76.2	16.7	3.2	8.7	4.8	91.8	77.9	13.9	2.5	6.6	4.9	93.8	76.1	17.7	4.4	7.1	6.2
	Male %	8.5	7.0	1.4	7		7	7.1	6.3	8		8	8	8.2	6.6	1.6			1.6	6.2	5.3	9			9
Technical/Paraprofessional	Female #	21	19	2	1	1		38	35	3	1	1	1	34	30	2	1		1	35	31	4		2	2
	Male #	24	22	2		2		23	20	3		3		25	22	3		3		23	22	1	1		1
	Female %	46.7	42.2	4.4	2.2	2.2		62.3	57.4	4.9	1.6	1.6	1.6	57.6	50.8	3.4	1.7		1.7	60.3	53.4	6.9		3.4	3.4
	Male %	53.3	48.9	4.4		4.4		37.7	32.8	4.9		4.9		42.4	37.3	5.1		5.1		39.7	37.9	1.7	1.7		1.7
Skilled Crafts	Female #	21	18	3		1	2	1	1				2	2					2	2					
	Male #							23	20	3		3		21	17	4		4		25	20	5	1	3	1
	Female %							4.2	4.2				8.7	8.7					7.4	7.4					
	Male %	100.0	85.7	14.3		4.8	9.5	95.8	83.3	12.5		12.5		91.3	73.9	17.4		17.4		92.6	74.0	18.5	3.7	11.1	3.7
Service/Maintenance	Female #	4	3	1	1			6	4	2	1	1	2	7	7				7	7					
	Male #	63	49	14	4	9	1	66	52	14	4	8	2	64	47	17	4	9	4	60	48	12	3	8	1
	Female %	6.0	4.5	1.5	1.5			8.3	5.6	2.8	1.4	1.4		9.9	9.9				10.4	10.4					
	Male %	94.0	73.1	20.9	6.0	13.4	1.5	91.7	72.2	19.4	5.6	11.1	2.8	90.1	66.2	23.9	5.6	12.7	5.6	89.6	71.6	17.9	4.5	11.9	1.5
Campus Total	Female #	262	226	36	9	17	10	275	238	37	9	20	8	272	239	33	8	16	9	281	241	40	9	18	13
	Male #	412	359	53	16	21	16	391	333	58	13	29	16	374	315	59	14	27	18	373	320	53	15	25	13
	Female %	38.9	33.5	5.3	1.3	2.5	1.5	41.3	35.7	5.6	1.4	3.0	1.2	42.1	37.0	5.1	1.2	2.5	1.4	43.0	36.9	6.1	1.4	2.8	2.0
	Male %	61.1	53.3	7.9	2.4	3.1	2.4	58.7	50.0	8.7	2.0	4.4	2.4	57.9	48.8	9.1	2.2	4.2	2.8	57.0	48.9	8.1	2.3	3.8	2.0

SERIES A TABLE 20
STANISLAUS

INDIVIDUAL CAMPUS PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	18	17	1		1		11	10	1			1	3	3	5	2	3		3	3	2	2		
	Male #													33	28					27	25				
Faculty	Female %	100.0	94.4	5.6		5.6		100.0	90.9	9.1			9.1	8.3	8.3	13.9	5.6	8.3		10.0	10.0	6.7	6.7		
	Male %													91.7	77.6					9.0	83.3				
Professional Non-Faculty	Female #	9	8	1	1	1		11	10	1	1	1	10	9	1	1	2	2	16	15	1	1	4	2	
	Male #	22	19	3	2	1	5	27	21	6	3	1	19	14	5	1	2	2	35	26	9	3	4	2	
Secretarial/Clerical	Female %	29.0	25.8	3.2	3.2	3.2		28.9	26.3	2.6	2.6	2.6	34.5	31.0	3.4	3.4	6.9	6.9	31.4	29.4	2.0	2.0	7.8	3.9	
	Male %	71.0	61.3	9.7	6.5	3.2	3.6	71.1	55.3	15.8	7.9	2.6	65.5	48.3	17.2	3.4	6.9	6.9	68.6	51.0	17.6	5.9	7.8	3.9	
Technical/Paraprofessional	Female #	90	77	13	1	9	3	89	75	14	4	5	82	66	16	4	7	5	88	74	14	3	6	5	
	Male #	8	8					5	4	1	1	5	4	3	1	1	1	5	5	3	3	2	1	1	
Skilled Crafts	Female %	91.8	78.6	13.3	1.0	9.2	3.1	94.7	79.8	14.9	4.3	5.3	95.3	76.7	18.6	4.7	8.1	5.8	94.6	79.6	15.1	3.2	6.5	5.4	
	Male %	8.2	8.2					5.3	4.3	1.1	1.1	5.3	4.7	3.5	1.2	1.2	1.2	5.4	5.4	3.2	2.2	2.2	1.1	1.1	
Service/Maintenance	Female #	1	1	1				1	1				1	1					2	1	1	1			
	Male #	26	18	8	4	2	2	31	24	7	1	4	28	16	12	2	5	5	21	9	12	1	6	5	
Campus Total	Female %	3.7	6.7	3.7	14.8	7.4	3.7	3.1	3.1	21.9	3.1	12.5	3.4	3.4	41.4	6.9	17.2	17.2	8.7	4.3	4.3	4.3	4.3	26.1	
	Male %	96.3	66.7	66.7	7.4	7.4	7.4	96.9	75.0	6.7	6.7	6.7	96.6	55.2	41.4	6.9	17.2	17.2	91.3	39.1	52.2	4.3	26.1	21.7	
Campus Total	Female #	125	107	18	3	11	4	146	121	25	8	9	149	120	29	7	11	11	172	143	29	8	10	11	
	Male #	223	203	20	7	5	8	244	215	29	8	6	250	208	42	9	16	17	262	211	51	9	21	21	
Campus Total	Female %	35.9	30.7	5.2	9	3.2	1.1	37.4	31.0	6.4	2.1	2.3	37.3	30.1	7.3	1.8	2.8	2.8	39.6	32.9	6.7	1.8	2.3	2.5	
	Male %	64.1	58.3	5.7	2.0	1.4	2.3	62.6	55.1	7.4	2.1	1.5	62.7	52.1	10.5	2.3	4.0	4.3	60.4	48.6	11.8	2.1	4.8	4.8	

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SERIES A TABLE 21

CALIFORNIA STATE UNIVERSITY SYSTEM PROFILE OF FULL-TIME EMPLOYEES BY EEO-6 CATEGORY, SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Executive Administrative & Management	Female #	156	130	26	13	10	3	38	31	7	5	1	1	202	172	30	15	5	10	267	232	35	21	8	6
	Male #	836	741	95	35	49	11	442	408	34	14	12	8	1029	903	126	50	53	23	1023	879	144	60	60	24
	Female %	15.7	13.1	2.6	1.3	1.0	.3	7.9	6.5	1.5	1.0	.2	.2	16.4	14.0	2.4	1.2	.4	.8	20.7	18.0	2.7	1.6	.6	.5
Faculty	Female #	2393	2100	293	99	73	121	2345	2074	271	97	75	99	2360	2084	276	92	82	102	2499	2186	313	93	87	133
	Male #	9235	8343	892	230	235	427	9245	8259	986	220	248	518	8999	7989	1010	206	252	552	9022	7956	1066	204	270	592
	Female %	20.6	18.1	2.5	.9	.6	1.0	20.2	17.9	2.3	.8	.6	.9	20.8	18.3	2.4	.8	.7	.8	21.7	19.0	2.7	.8	.8	2.2
Professional Non-Faculty	Female #	823	692	131	59	28	44	1121	897	224	99	51	74	1225	981	244	97	62	85	1331	1016	315	108	92	115
	Male #	1268	1043	225	94	64	67	1523	1215	308	116	113	79	1205	943	262	97	80	85	1513	1146	367	137	133	97
	Female %	39.4	33.1	6.3	2.8	1.3	2.1	42.4	33.9	8.5	3.7	1.9	2.8	50.4	40.4	10.0	4.0	2.6	3.5	46.8	35.7	11.1	3.8	3.2	4.0
Secretarial/Clerical	Female #	5095	3953	1142	398	444	300	5017	3794	1223	392	505	326	4576	3421	1155	352	499	304	4348	3158	1190	350	543	297
	Male #	504	357	147	59	52	36	455	310	145	63	47	35	381	244	137	51	55	31	363	230	133	48	51	34
	Female %	91.0	70.6	20.4	7.1	7.9	5.4	91.7	69.3	22.4	7.2	9.2	6.0	92.3	69.0	23.3	7.1	10.1	6.1	92.3	67.0	25.3	7.4	11.5	6.3
Technical/Paraprofessional	Female #	860	747	113	41	31	41	1040	871	169	55	43	71	1162	949	213	65	63	85	1389	1079	310	93	98	119
	Male #	1200	1005	195	59	58	78	1231	1034	197	61	68	68	1117	929	188	59	63	66	1157	920	237	68	85	84
	Female %	41.7	36.3	5.5	2.0	1.5	2.0	45.8	38.4	7.4	2.4	1.9	3.1	51.0	41.6	9.3	2.9	2.8	3.7	54.6	42.4	12.2	3.7	3.8	4.7
Skilled Crafts	Female #	10	10					16	13	3	1	1	1	19	17	2		1	1	118	88	30	13	9	8
	Male #	863	698	165	57	69	39	809	658	151	48	61	42	747	570	177	53	83	41	829	601	228	68	105	55
	Female %	1.1	1.1					1.9	1.6	.4	.1	.1	.1	2.5	2.2	.3		.1	.1	12.5	9.3	3.2	1.4	1.0	.8
Service/Maintenance	Female #	441	220	221	151	37	33	545	294	251	164	56	31	488	219	269	180	55	34	550	245	305	197	70	38
	Male #	2340	1322	1018	479	382	157	2372	1266	1106	461	431	214	2071	1038	1033	425	394	214	1668	842	1026	415	393	218
	Female %	15.9	7.9	7.9	5.4	1.3	1.2	18.7	10.1	8.6	5.6	1.9	1.1	19.1	8.6	10.5	7.0	2.1	1.3	22.7	10.1	12.6	8.1	2.9	1.6
System Total	Female #	9778	7852	1926	761	623	542	10122	7974	2148	813	732	603	10032	7843	2189	801	767	621	10502	8004	2498	875	907	716
	Male #	16246	13509	2737	1013	909	815	16077	13150	2927	983	980	964	15549	12616	2933	941	980	1012	15775	12574	3201	1000	1097	1104
	Female %	37.6	30.2	7.4	2.9	2.4	2.1	38.6	30.4	8.2	3.1	2.8	2.3	39.2	30.7	8.6	3.1	3.0	2.4	40.0	30.5	9.5	3.3	3.5	2.7

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Series B

**Full-Time Employees Within Executive/Administrative/Management and Professional
Non-Faculty Categories Combined, 1975-81**

**Table 1 Pages 1-3 — Individual Profiles per Campus and Chancellor's Office
and System Profile**

FULL-TIME EMPLOYEES WITHIN EXECUTIVE/ADMINISTRATIVE/MANAGEMENT AND PROFESSIONAL NON-FACULTY CATEGORIES COMBINED
SYSTEM PROFILE BY SEX & ETHNICITY 1975-81

EO-6 CATEGORY	1975						1977						1978						1981							
	Total	White	Total	Black	His-panic	Other	Total	White	Total	Black	His-panic	Other	Total	White	Total	Black	His-panic	Other	Total	White	Total	Black	His-panic	Other		
	Female #	Male #	Female %	Male %	Female #	Male #	Female %	Male %	Female #	Male #	Female %	Male %	Female #	Male #	Female %	Male %	Female #	Male #	Female %	Male %	Female #	Male #	Female %	Male %	Female #	Male #
Chancellor's Office																										
Executive Administrative Management & Professional Non-Faculty	42	35	7	3	3	1	57	50	7	4	3	3	68	59	9	3	4	2	73	60	13	4	3	6	8	
Bakersfield																										
Executive Administrative Management & Professional Non-Faculty																										
Chico																										
Executive Administrative Management & Professional Non-Faculty	44	42	2	1	3	1	43	38	5	3	1	1	50	46	4	2	1	1	65	56	9	3	2	2	4	
Bemington Hills																										
Executive Administrative Management & Professional Non-Faculty	28	19	9	4	2	3	44	26	18	10	3	5	48	27	21	10	3	8	59	40	19	9	2	8	4	
France																										
Executive Administrative Management & Professional Non-Faculty	37	32	5	2	1	2	46	40	6	2	3	1	56	41	15	5	7	3	84	59	25	6	15	4	4	
Fullerton																										
Executive Administrative Management & Professional Non-Faculty	53	45	8	4	2	2	82	65	17	7	4	6	87	70	17	6	5	6	103	79	24	11	8	5	7	
Hayward																										
Executive Administrative Management & Professional Non-Faculty	26	24	2	1	1	1	57	47	10	5	5	5	63	54	9	4	1	4	61	50	11	5	2	7	4	

*Data received from campus appears to be inaccurate therefore 1975 and 1977 data is incomplete

FULL-TIME EMPLOYEES WITHIN EXECUTIVE/ADMINISTRATIVE/MANAGEMENT AND PROFESSIONAL NON-FACULTY CATEGORIES COMBINED
SYSTEM PROFILE BY SEX & ETHNICITY 1975-81

EEO-6 CATEGORY		1975						1977						1979						1981					
		Total	White	Total Min.	Black	His- panic	Other Min.	Total	White	Total Min.	Black	His- panic	Other Min.	Total	White	Total Min.	Black	His- panic	Other Min.	Total	White	Total Min.	Black	His- panic	Other Min.
Humboldt Executive Administrative Management & Professional Non Faculty	Female #	27	22	5	2	1	2	37	32	5	1	1	3	43	33	10	1	2	7	46	36	10		3	7
	Male #	76	67	9	3	1	5	61	53	8	2	2	4	72	64	8	1	3	4	82	73	9	1	5	3
	Female %	26.2	21.4	4.9	1.9	1.0	1.9	37.8	32.7	5.1	1.0	1.0	3.1	37.4	28.7	8.7	9	1.7	6.1	35.9	28.1	7.8		2.3	5.5
	Male %	73.8	65.0	8.7	2.9	1.0	4.9	62.2	54.1	8.2	2.0	2.0	4.1	62.6	55.7	7.0	9	2.6	3.5	64.1	57.0	7.0	8	3.9	2.3
Long Beach Executive Administrative Management & Professional Non Faculty	Female #	87	76	11	7	2	2	106	84	22	12	4	6	110	91	19	9	2	8	128	99	29	12	7	10
	Male #	187	150	37	16	8	13	191	159	32	12	10	10	176	146	30	13	7	10	206	164	42	19	13	10
	Female %	31.8	27.7	4.0	2.6	7	7	35.7	28.3	7.4	4.0	1.3	2.0	38.5	31.8	6.6	3.1	7	2.8	38.3	29.6	8.7	3.6	2.1	3.0
	Male %	68.2	54.7	13.5	5.8	2.9	4.7	64.3	53.5	10.8	4.0	3.4	3.4	61.5	51.0	10.5	4.5	2.4	3.5	61.7	49.1	12.6	5.7	3.9	3.0
Los Angeles Executive Administrative Management & Professional Non Faculty	Female #	67	46	21	8	6	7	81	54	27	11	9	7	87	59	28	13	6	9	96	62	34	13	11	10
	Male #	181	146	35	10	14	11	184	143	41	12	17	12	147	110	37	9	15	13	153	101	52	15	22	15
	Female %	27.0	18.5	8.5	3.2	2.4	2.8	30.6	20.4	10.2	4.2	3.4	2.6	37.2	25.2	12.0	5.6	2.6	3.8	38.6	24.9	13.7	5.2	4.4	4.0
	Male %	73.0	58.9	14.1	4.0	5.6	4.4	69.4	54.0	15.5	4.5	6.4	4.5	62.8	47.0	15.8	3.8	6.4	5.6	61.4	40.6	20.9	6.0	8.8	6.0
Northridge Executive Administrative Management & Professional Non Faculty	Female #	92	80	12	4	5	3	90	75	15	6	3	6	114	89	25	7	9	9	126	104	22	9	5	8
	Male #	156	134	22	11	7	4	100	83	17	6	7	4	156	128	28	10	9	9	171	141	30	10	14	6
	Female %	37.1	32.3	4.8	1.6	2.0	1.2	47.4	39.5	7.9	3.2	1.6	3.2	42.2	33.0	9.3	2.6	3.3	3.3	42.4	35.0	7.4	3.0	1.7	2.7
	Male %	62.9	54.0	8.9	4.4	2.8	1.6	52.6	43.7	8.9	3.2	3.7	2.1	57.8	47.4	10.4	3.7	3.3	3.3	57.6	47.5	10.1	3.4	4.7	2.0
Pomona Executive Administrative Management & Professional Non Faculty	Female #	48	41	7	4	2	1	51	40	11	6	3	2	64	49	15	8	4	3	80	62	18	9	4	5
	Male #	81	67	14	6	7	1	65	54	11	5	6	2	96	82	14	9	3	2	116	92	24	10	10	4
	Female %	37.2	31.8	5.4	3.1	1.6	8	44.0	34.5	9.5	5.2	2.6	1.7	40.0	30.6	9.4	5.0	2.5	1.9	40.8	31.6	9.2	4.6	2.0	2.6
	Male %	62.8	51.9	10.9	4.7	5.4	8	56.0	46.6	9.5	4.3	5.2	1.7	60.0	51.3	8.8	5.6	1.9	1.3	59.2	46.9	12.2	5.1	5.1	2.0
Sacramento Executive Administrative Management & Professional Non Faculty	Female #	66	49	17	11	1	5	73	53	20	12		8	83	66	17	9	1	7	96	75	21	11	2	8
	Male #	91	79	12	6	4	2	90	74	16	8	3	5	117	94	23	8	6	9	128	97	31	12	9	10
	Female %	42.0	31.2	10.8	7.0	6	3.2	44.8	32.5	12.3	7.4		4.9	41.5	33.0	8.5	4.5	5	3.5	42.9	33.5	9.4	4.9	9	3.6
	Male %	58.0	50.3	7.6	3.8	2.5	1.3	55.2	45.4	9.8	4.9	1.8	3.1	58.5	47.0	11.5	4.0	3.0	4.5	57.1	43.3	13.8	5.4	4.0	4.5
San Bernardino Executive Administrative Management & Professional Non Faculty	Female #	18	18	6	3	2	1	22	18	4	1	3		27	22	5	2	3		34	28	6	1	5	
	Male #	42	36	6	3	2	1	38	33	4	2	3		52	42	10	3	6		60	44	6	7	8	
	Female %	30.0	30.0	10.0	5.0	3.3	1.7	36.7	30.0	6.7	1.7	5.0		34.2	27.8	6.3	2.5	3.8		36.2	29.8	6.4	1.1	5.3	
	Male %	70.0	60.0	10.0	5.0	3.3	1.7	63.3	55.0	8.3	3.3	5.0		65.8	53.2	12.7	3.8	7.6		63.8	46.8	17.0	7.4	8.5	

SERIES B TABLE 1 Page 3

FULL-TIME EMPLOYEES WITHIN EXECUTIVE/ADMINISTRATIVE/MANAGEMENT AND PROFESSIONAL NON-FACULTY CATEGORIES COMBINED
SYSTEM PROFILE BY SEX & ETHNICITY 1975-81

EEO-5 CATEGORY		1975						1977						1978						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
San Diego Executive Administrative Management & Professional Non Faculty	Female #	106	84	22	8	7	7	110	86	24	7	10	7	110	97	13	6	3	4	135	116	19	6	8	5
	Male #	187	146	41	14	22	5	177	137	40	12	20	8	172	145	27	9	10	8	191	153	38	12	16	10
	Female %	36.2	31.9	7.5	2.7	2.4	2.4	38.3	30.0	8.4	2.4	3.5	2.4	39.0	34.4	4.6	2.1	1.1	1.4	41.4	35.6	5.8	1.8	2.5	1.5
	Male %	63.8	49.8	14.0	4.8	7.5	1.7	61.7	47.7	13.9	4.2	7.0	2.8	61.0	51.4	9.6	3.2	3.5	2.8	58.6	46.9	11.7	3.7	4.9	3.1
San Francisco Executive Administrative Management & Professional Non Faculty	Female #	63	54	9	5	1	3	77	62	15	6	2	7	77	62	15	6	2	7	114	85	29	8	5	16
	Male #	105	90	15	6	1	8	104	85	19	4	6	9	104	85	19	4	6	9	155	125	30	9	9	12
	Female %	37.5	32.1	5.4	3.0	6	1.8	42.5	34.3	8.3	3.3	1.1	3.9	42.5	34.3	8.3	3.3	1.1	3.9	42.4	31.6	10.8	3.0	1.9	5.9
	Male %	62.5	53.6	8.9	3.6	6	4.8	57.5	47.0	10.5	2.2	3.3	5.0	57.5	47.0	10.5	2.2	3.3	5.0	57.6	46.5	11.2	3.3	3.3	4.5
San Jose Executive Administrative Management & Professional Non Faculty	Female #	82	71	11	4	3	4	94	79	15	5	1	9	121	98	23	8	3	12	123	89	34	12	9	13
	Male #	119	100	19	10	5	4	120	104	16	9	4	3	166	139	27	11	13	3	179	145	34	17	12	5
	Female %	40.8	35.3	5.5	2.0	1.5	2.0	43.9	36.9	7.0	2.3	5	4.2	42.2	34.1	8.0	2.8	1.0	4.2	40.7	29.5	11.3	4.0	3.0	4.3
	Male %	59.2	49.8	9.5	5.0	2.5	2.0	56.1	48.6	7.5	4.2	1.9	1.4	57.8	48.4	9.4	3.8	4.5	1.0	59.3	48.0	11.3	5.6	4.0	1.7
San Luis Obispo Executive Administrative Management & Professional Non Faculty	Female #	48	43	5	2	1	2	43	38	5	1	2	2	65	55	10	3	4	3	77	63	14	5	5	4
	Male #	150	130	20	7	7	6	81	66	15	6	7	2	131	111	20	7	10	3	143	119	24	8	11	5
	Female %	24.2	21.7	2.5	1.0	5	1.0	34.7	30.6	4.0	8	1.6	1.6	33.2	28.1	5.1	1.5	2.0	1.5	35.0	28.6	6.4	2.3	2.3	1.8
	Male %	75.8	65.7	10.1	3.5	3.5	3.0	65.3	53.2	12.1	4.8	5.6	1.6	66.8	56.7	10.2	3.6	5.1	1.5	65.0	54.1	10.9	3.6	5.0	2.3
Sonoma Executive Administrative Management & Professional Non Faculty	Female #	27	24	3	1	1	1	32	31	1	1			43	41	2	2			56	50	6	2	2	2
	Male #	42	38	4	1	1	2	45	36	9	2	4	3	61	50	11	3	4	4	70	59	11	4	2	5
	Female %	39.1	34.8	4.3	1.4	1.4	1.4	41.6	40.3	1.3	1.3			41.3	39.4	1.9	1.9			44.4	39.7	4.8	1.6	1.6	1.6
	Male %	60.9	55.1	5.8	1.4	1.4	2.9	58.4	46.8	11.7	2.6	5.2	3.9	58.7	48.1	10.6	2.9	3.9	3.9	55.6	46.8	8.7	3.2	1.6	4.0
Stanislaus Executive Administrative Management & Professional Non Faculty	Female #	9	8	1	1			11	10	1	1			13	12	1	1			19	18	1	1		
	Male #	40	36	4	2	2		38	31	7	3	1	3	52	42	10	3	5	2	62	51	11	5	4	2
	Female %	18.4	16.3	2.0	2.0			22.4	20.4	2.0	2.0			20.0	18.5	1.5	1.5			23.5	22.2	1.2	1.2		
	Male %	81.6	73.5	8.2	4.1	4.1		77.6	63.3	14.3	6.1	2.0	6.1	80.0	64.6	15.4	4.6	7.7	3.1	76.5	61.0	13.6	6.2	4.9	2.5
System Total Executive Administrative Management & Professional Non Faculty	Female #	970	813	157	72	38	47	1156	928	228	101	52	75	1427	1153	274	112	67	95	1598	1248	350	129	100	121
	Male #	2061	1750	311	125	110	76	1927	1595	334	127	122	85	2234	1846	388	147	133	108	2536	2025	511	197	193	121
	Female %	32.0	26.8	5.2	2.4	1.3	1.6	37.5	30.1	7.4	3.3	1.7	2.4	39.0	31.5	7.5	3.1	1.8	2.6	38.7	30.2	8.5	3.1	2.4	2.9
	Male %	68.0	57.7	10.3	4.1	3.6	2.5	62.5	51.7	10.8	4.1	4.0	2.8	61.0	50.4	10.6	4.0	3.6	3.0	61.3	49.0	12.4	4.8	4.7	2.9

Series C

CSU Full-Time Faculty by Tenure Status, Sex & Ethnicity 1975-81

**Table 1 Pages 1-7 — Individual Profiles per Campus and
Chancellor's Office and System Profile**

SERIES C TABLE 1 Page 1

CSU FULL-TIME FACULTY BY TENURE STATUS, SEX & ETHNICITY 1975-81

FACULTY STATUS		1975						1977						1978						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Chancellor's Office TENURE	Female #																								
	Male #																								
TENURE TRACK	Female #																								
	Male #																								
LECTURERS	Female #																								
	Male #																								

Bakersfield TENURE	Female #	7	7	4	1	1	2	12	11	1	3	3	1	19	17	2	1	1	19	17	2	1	1	
	Male #	64	60					82	74	8				85	77	8	3	2	3	85	76	9	3	3
TENURE TRACK	Female #	26	23	3	1	1	1	9	8	1		1	8	7	1		1	8	7	1	1		1	1
	Male #	52	46	6	4	1	1	15	16				13	12	1		1	18	15	3	3		2	1
LECTURERS	Female #							26	24	2	4	2	5	5				5	4	1			1	1
	Male #							115	104	11		5	2	13	11	2	1	1	10	8	2			1

Chico TENURE	Female #	70	67	3	1	2	71	70	1	1	1	80	77	3	1	1	1	85	83	2	1	1	
	Male #	400	380	20	2	6	12	383	345	38	2	6	30	360	38	5	7	26	399	374	25	5	6
TENURE TRACK	Female #	36	36	9	3	4	2	20	19	1	1	1	16	14	2	1	1	34	29	5	1	1	3
	Male #	76	67					49	38	11	5	2	45	37	8	1	2	5	60	51	9	1	3
LECTURERS	Female #	57	54	3	1	2	57	53	4	2	2	42	41	1	1			19	18	1			1
	Male #	100	89	11	2	3	6	66	60	6		4	64	58	6	1	5	56	54	2			1

SERIES C TABLE 1 Page 2

CSU FULL-TIME FACULTY BY TENURE STATUS, SEX & ETHNICITY 1975-81

FACULTY STATUS	1975						1977						1979						1981						
	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	
Dominguez Mills TENURE	Female #	26	22	4	1	1	2	47	38	9	3	1	5	51	40	11	2	3	6	54	42	12	3	3	6
	Male #	93	81	12	5	1	6	120	104	16	4	3	9	148	129	19	6	2	11	153	133	20	5	4	11
	Female %	21.9	18.5	3.4	0.8	0.8	1.7	28.1	22.8	5.4	1.8	0.6	3.0	25.6	20.1	5.5	1.0	1.5	3.0	26.1	20.3	5.8	1.5	1.5	2.9
	Male %	78.2	68.1	10.1	4.2	0.8	5.0	71.9	62.3	9.6	2.4	1.8	5.4	74.4	64.8	9.6	3.0	1.0	5.5	73.9	64.3	9.7	2.4	1.9	5.3
TENURE TRACK	Female #	35	26	9	2	3	4	13	9	4	1	2	1	5	4	1	1		7	3	4	3	1		
	Male #	63	53	10	2	4	4	46	39	7	3	2	2	25	22	3	2	1		17	12	5	3	2	
	Female %	35.7	26.5	9.2	2.0	3.1	4.1	22.0	15.3	6.8	1.7	3.4	1.7	16.7	13.3	3.3	3.3		29.2	12.5	16.7	12.5	4.2		
	Male %	64.3	54.1	10.2	2.0	4.1	4.1	78.0	66.1	11.9	5.1	3.4	3.4	83.3	73.3	10.0	6.7	3.3		70.8	50.0	20.8	12.5	8.3	
LECTURERS	Female #	16	12	4	3	1		8	6	2	2		8	5	3	2	1		11	7	4	2	2		
	Male #	26	20	6	2	2	2	16	11	5	2	3		8	5	3	1	2		16	10	6	3	1	2
	Female %	38.1	28.6	9.5	7.1	2.4	4.8	33.3	25.0	8.3	8.3	12.5		50.0	31.3	18.8	12.5	6.3		40.7	25.9	14.8	7.4	7.4	
	Male %	61.9	47.6	14.3	4.8	4.8	4.8	66.7	45.8	20.8	8.3	8.3	12.5	50.0	31.3	18.8	6.3	12.5		59.3	37.0	22.2	11.1	3.7	7.4

Fresno TENURE	Female #	99	93	6	1	5		102	95	7	1	6	97	88	9	2	2	5	90	80	10	1	3	6	
	Male #	477	450	27	6	7	14	456	416	40	5	8	27	449	406	43	6	8	29	438	394	44	5	8	31
	Female %	17.2	16.2	1.0	0.2	0.9		18.3	17.0	1.3	0.2	1.1	17.8	16.1	1.7	0.4	0.9		17.0	15.2	1.9	0.2	0.6	1.1	
	Male %	82.8	78.1	4.7	1.0	1.2	2.4	81.7	74.6	7.2	9	1.4	4.8	82.2	74.4	7.9	1.1	1.5	5.3	83.0	74.6	8.3	1.0	1.5	5.9
TENURE TRACK	Female #	37	30	7	3	3	1	17	12	5	2	2	1	9	7	2		1	1	17	13	4		4	
	Male #	68	52	16	5	8	3	44	35	9	1	3	5	39	32	7	2	1	4	56	44	12	2	4	6
	Female %	35.2	28.6	6.7	2.9	2.9	1.0	27.9	19.7	8.2	1.9	1.9	1.0	18.8	14.6	4.2		2.1	2.1	23.3	17.8	5.5		5.5	
	Male %	64.8	49.5	15.2	4.8	7.6	2.9	72.1	57.4	8.6	1.0	2.9	4.8	81.3	66.7	14.6	4.2	2.1	8.3	76.7	60.3	16.4	2.7	5.5	8.2
LECTURERS	Female #	24	20	4		1	3	29	27	2		2	2	35	33	2		1	1	35	30	5	2	2	1
	Male #	41	31	10	2	4	4	52	45	7	1	2	4	45	36	9	1	1	7	57	41	16	2	6	8
	Female %	36.9	30.8	6.2		1.5	4.6	35.8	33.3	2.5		2.5	4.8	43.8	41.3	2.5		1.3	1.3	38.0	32.6	5.4	2.2	2.2	1.1
	Male %	63.1	47.7	15.4	3.1	6.2	6.2	64.2	55.6	8.6	1.2	2.4	4.9	56.2	45.0	11.3	1.3	1.3	8.8	62.0	44.6	17.4	2.2	6.5	8.7

Fullerton TENURE	Female #	80	78	2	1	1		90	88	2	1	1	97	94	3	1	1	1	106	99	7	1	3	3	
	Male #	353	333	20	4	4	12	414	371	43	7	9	27	423	369	54	9	13	32	434	377	57	9	13	35
	Female %	18.5	18.0	0.5		2	2	17.9	17.5	0.4		2	18.7	18.1	0.6		2	2	2	19.6	18.3	1.3	2	6	6
	Male %	81.5	76.9	4.6	9	9	2.8	82.1	73.6	8.5	1.4	1.8	5.4	81.3	71.0	10.4	1.7	2.5	6.2	80.4	69.8	10.6	1.7	2.4	6.5
TENURE TRACK	Female #	40	34	6	2	2	2	40	34	6	3	2	1	26	21	5	1	3	1	18	17	1		1	
	Male #	151	133	18	6	5	7	102	89	13	2	3	8	65	59	6		1	5	53	47	6	3	3	
	Female %	20.9	17.8	3.1	1.1	1.1	1.1	28.2	23.9	4.2	2.1	1.4	7	28.6	23.1	5.5		3.3	1.1	25.4	23.9	1.4		1.4	
	Male %	79.1	69.6	9.4	3.1	2.6	3.7	71.8	62.7	9.2	1.4	2.1	5.6	71.4	64.8	6.6	1.1	1.1	5.5	74.6	66.2	8.5	4.2	4.2	
LECTURERS	Female #	15	11	4	1	3		20	19	1		1	23	19	4		2	1	30	25	5	1	1	3	
	Male #	76	64	12	2	7	3	56	46	10	1	2	7	39	36	3		1	2	57	47	10	1	3	6
	Female %	16.5	12.1	4.4	1.1	3.3		26.3	25.0	1.3		1.3	3.1	37.1	30.7	6.5		3.2	1.6	34.5	28.7	5.8	1.2	1.2	3.5
	Male %	83.5	70.3	13.2	2.2	7.7	3.3	73.7	60.5	13.2	1.3	2.6	9.2	62.9	58.1	4.8	1.6	1.6	3.2	65.5	54.0	11.5	1.2	3.5	8.9

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CSU FULL-TIME FACULTY BY TENURE STATUS, SEX & ETHNICITY 1975-81

FACULTY STATUS		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Hayward TENURE	Female #	78	74	4	1	1	2	78	70	8	2	2	4	78	71	7	1	2	4	80	71	9	1	3	5
	Male #	301	268	33	10	5	10	347	308	39	13	8	18	336	296	40	15	8	17	321	278	43	17	9	17
	Female %	20.6	19.5	1.1	3	3	5	18.4	16.5	1.9	5	5	0	18.8	17.2	1.7	2	5	1.0	20.0	17.7	2.2	3	8	1.3
TENURE TRACK	Female #	24	17	7	2	4	1	17	14	3		2	12	10	2		1	1	8	8					
	Male #	64	51	13	7	5	1	25	14	11	7	1	17	9	8	4	2	2	22	20	2	1		1	
	Female %	27.3	19.3	8.0	2.3	4.6	1.1	40.5	33.3	7.1		2.4	41.4	34.5	6.9		3.5	3.5	26.7	26.7					
LECTURERS	Female #	9	8	1		1		21	20	1	1		16	15	1	1			17	16	1	1			
	Male #	17	15	2		2		31	29	2	2		19	17	2	2			32	26	6	2	1	3	
	Female %	34.6	30.8	3.9		3.9		40.4	38.5	1.9	1.9		45.7	42.9	2.9	2.9			34.7	32.7	2.0	2.0			
Humboldt TENURE	Female #	20	19	1			1	28	25	3	1	2	36	32	4	1	1	2	38	34	4	1	1	2	
	Male #	252	246	6			6	263	251	12	2	9	264	252	12	1	11	11	253	240	13	1		12	
	Female %	7.4	7.0	4			4	9.6	8.6	1.0	3	7	12.0	10.7	1.3	3	3	7	13.1	11.7	1.4	3	3	7	
TENURE TRACK	Female #	22	20	2	2			19	17	2	1	1	22	20	2		2	2	25	24	1			1	
	Male #	50	45	5	2	1	2	38	33	5	1	3	41	33	8	2	5	1	41	33	8	2	1	5	
	Female %	30.6	27.8	2.8	2.8		2.8	33.3	29.8	3.5	1.8	1.8	34.9	31.8	3.2		3.7	37.9	36.4	1.5				1.5	
LECTURERS	Female #	18	15	3	1		2	25	24	1		1	14	14					16	14	2			2	
	Male #	25	22	3			3	43	38	5		5	21	19	2	1	1		27	25	2		1	1	
	Female %	41.9	34.9	7.0	2.3		4.7	36.8	35.3	1.5		1.5	40.0	40.0					37.2	32.6	4.7			4.7	
Long Beach TENURE	Female #	138	132	6	3	1	2	148	137	11	6	2	3	155	138	17	7	3	7	156	138	18	9	2	7
	Male #	637	584	53	11	16	26	642	576	66	13	16	37	625	550	75	13	18	44	591	515	76	14	14	48
	Female %	17.8	17.0	8	4	1	3	18.7	17.3	1.4	8	3	4	19.9	17.7	2.2	9	4	9	20.9	18.5	2.4	1.2	3	9
TENURE TRACK	Female #	39	27	12	7	2	3	41	28	13	6	2	5	19	14	5	3	1	1	17	15	2			2
	Male #	66	50	16	4	6	6	64	44	20	4	6	10	56	41	15	3	3	9	46	34	12	2	4	6
	Female %	37.1	25.7	11.4	6.7	1.9	2.9	39.1	26.7	12.4	5.7	1.9	4.8	25.3	18.7	6.7	4.0	1.3	1.3	27.0	25.4	3.2			3.2
LECTURERS	Female #	34	27	7	3	1	3							44	40	4	3		1	58	52	6	2		4
	Male #	63	51	12	7	1	4							62	53	9	3	1	5	83	65	18	3	2	13
	Female %	35.0	27.8	7.2	3.1	1.0	3.1							41.5	37.7	3.8	2.8		9	41.1	36.9	4.3	1.4		2.8

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CSU FULL-TIME FACULTY BY TENURE STATUS, SEX & ETHNICITY 1975-81

FACULTY STATUS		1975						1977						1978						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Los Angeles TENURE	Female #	133	116	17	6	3	8	133	115	18	7	3	8	134	112	22	8	4	10	135	112	23	8	3	12
	Male #	442	392	50	11	9	30	440	386	54	13	11	30	491	432	59	14	13	32	468	408	60	14	17	29
	Female % Male %	23.1 76.9	20.2 68.2	3.0 8.7	1.0 1.9	1.5 1.6	1.4 5.2	23.2 76.8	20.1 67.4	3.1 9.4	1.2 2.3	1.5 1.9	1.4 5.2	21.4 78.6	17.9 69.1	3.5 9.4	1.3 2.2	1.6 2.1	1.6 5.1	22.4 77.6	18.6 67.7	3.8 11.0	1.3 2.3	1.3 2.8	5.0 4.8
TENURE TRACK	Female #	41	33	8	3	2	3	43	33	10	3	1	6	31	24	7	2	2	3	34	32	2	1	1	1
	Male #	88	73	15	5	5	5	78	64	14	3	5	6	57	37	20	1	13	6	46	27	19	2	8	9
	Female % Male %	31.8 68.2	25.6 56.6	6.2 11.6	2.3 3.9	1.6 3.9	2.3 3.9	35.5 64.5	27.3 52.9	8.3 11.6	2.5 2.5	1.8 4.1	5.0 5.0	35.2 64.8	27.3 42.1	8.0 22.7	2.3 1.1	2.3 14.8	3.4 6.8	42.5 57.5	40.0 33.8	2.5 23.8	1.3 2.5	1.3 10.0	1.3 11.3
LECTURERS	Female #	13	9	4	1	3	3	6	4	2	1	1	3	10	7	3	1	2	2	17	12	5	1	3	1
	Male #	32	22	10	2	5	3	29	20	9	3	3	3	23	19	4	2	2	2	25	22	3	1	1	2
	Female % Male %	28.9 71.1	20.0 48.9	8.9 22.2	2.2 4.4	6.7 11.1	6.7	17.1 82.9	11.4 57.1	5.7 25.7	2.9 8.6	2.9 8.6	8.6	30.3 69.7	21.2 57.6	9.1 12.1	3.0 6.1	6.1	6.1	40.5 59.5	28.6 52.4	11.9 7.1	2.4	7.1 2.4	2.4 4.8
Northridge TENURE	Female #	119	116	3	1	2	2	120	116	4	2	2	2	143	135	8	4	3	1	147	138	9	4	3	2
	Male #	404	442	42	10	14	18	508	463	45	9	15	21	559	503	56	15	17	24	560	500	60	13	17	30
	Female % Male %	19.7 80.3	19.2 73.3	5 7.0	1 1.7	3 2.3	3.0	19.1 80.9	18.5 73.7	6 7.2	1 1.4	2 3.4	3.3	20.4 79.6	19.2 71.7	1.1 8.0	1.6 2.1	4 4.4	3.4	20.8 79.2	19.7 71.2	1.3 8.6	1.6 1.9	2 4	4 4.3
TENURE TRACK	Female #	60	49	11	5	4	2	42	36	6	3	2	1	34	27	7	3	4	3	38	33	5	2	2	1
	Male #	126	108	18	6	4	8	134	117	17	7	6	4	66	59	7	1	3	3	76	65	11	1	2	8
	Female % Male %	32.3 67.7	26.3 58.1	5.9 9.7	2.7 3.2	2.2 2.2	1.1 4.3	23.9 76.1	20.5 66.5	3.4 9.7	1.7 4.0	1.1 3.4	2.3	34.0 66.0	27.0 59.0	7.0 7.0	3.0 1.0	4.0 3.0	3.0	33.3 66.7	29.0 57.0	4.4 9.7	1.8 1.8	1.8 1.8	9 7.0
LECTURERS	Female #	17	14	3	1	2		1	1				25	18	7	3	4		35	25	10	2	4	4	
	Male #	41	37	4		4							42	35	7		2	5		41	34	7		2	5
	Female % Male %	29.3 70.7	24.1 63.8	5.2 6.9	1.7	3.5 6.9		100.0 100.0					37.3 62.7	26.9 52.2	10.5 10.5	4.5	6.0 3.0	7.5		46.1 53.9	32.9 44.7	13.2 9.2	2.6	5.3 2.6	5.3 6.6
Pomona TENURE	Female #	36	31	5	1	2	2	41	33	8	1	4	3	53	43	10	3	7	60	48	12	3	4	5	
	Male #	353	325	28	6	5	17	368	336	32	7	5	20	383	341	42	7	6	29	393	342	51	10	6	35
	Female % Male %	9.3 90.8	8.0 83.6	1.3 7.2	3 1.5	5 1.3	4.4	10.0 90.0	8.0 82.2	2.0 7.8	1.7 1.2	1.0 1.2	7 4.9	12.2 87.8	9.9 78.2	2.3 9.6	1.6 1.6	1.6 6.7		13.3 86.8	10.6 75.5	2.7 11.3	7 2.2	9 1.3	1.1 7.7
TENURE TRACK	Female #	23	19	4		3	1	24	17	7	2	3	2	18	16	2	1		17	16	1	1			
	Male #	52	33	19	7	8	4	76	61	15	6	3	6	84	67	17	4	3	10	80	63	17	1	5	11
	Female % Male %	30.7 69.3	25.3 44.0	5.3 25.3	9.3	4.0 10.7	1.3 5.3	24.0 76.0	17.0 61.0	7.0 15.0	2.0 6.0	3.0 3.0	2.0 6.0	17.7 82.4	15.7 65.7	2.0 16.7	1.0 3.9		1.0 9.8	17.5 82.5	16.5 65.0	1.0 17.5	1.0 1.0	5.2	11.3
LECTURERS	Female #	10	10					17	16	1			19	18	1				17	16	1	1			
	Male #	55	51	4	1		3	58	48	10	4	1	5	46	38	8	1	1	6	45	31	14	2	3	9
	Female % Male %	15.4 84.6	15.4 78.5	6.2	1.5		4.6	22.7 77.3	21.3 64.0	1.3 13.3	5.3	1.3	6.7	29.2 70.8	27.7 58.5	1.5 12.3	1.5	1.5 1.5	9.2	27.4 72.6	25.8 50.0	1.6 22.6	1.6 3.2	4.8	14.5

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CSU FULL-TIME FACULTY BY TENURE STATUS, SEX & ETHNICITY 1975-81

FACULTY STATUS		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
Sacramento TENURE	Female #	90	83	7	3	1	3	116	106	10	5	1	4	127	112	15	5	3	7	142	122	20	5	4	11
	Male #	528	465	63	11	13	39	552	472	80	21	20	39	562	473	89	25	21	43	562	477	85	23	20	42
	Female %	14.6	13.4	1.1	.5	.2	.5	17.4	15.9	1.5	.8	.2	.6	18.4	16.3	2.2	.7	.4	1.0	20.2	17.3	2.8	.7	.6	1.6
TENURE TRACK	Female #	57	45	12	2	2	8	47	36	11	3	4	4	24	19	5	1	1	3	16	13	3	1	1	1
	Male #	105	71	34	16	9	9	86	66	20	5	6	9	56	49	7	4	2	1	53	46	7	2	2	3
	Female %	35.2	27.8	7.4	1.2	1.2	4.9	35.3	27.1	8.3	2.3	3.0	3.0	30.0	23.8	6.3	1.3	1.3	3.7	23.2	18.8	4.4	1.5	1.5	1.5
LECTURERS	Female #	25	22	3	1	1	1	26	20	6	1	3	2	20	18	2		1	1	34	26	8	1	2	5
	Male #	37	25	12	2	6	4	40	31	9	2	5	2	28	17	11	2	6	3	50	40	10	1	6	4
	Female %	40.3	35.5	4.8	1.6	1.6	1.6	39.4	30.3	9.1	1.5	4.6	3.0	41.7	37.5	4.2	4.2	2.1	2.1	40.5	31.0	9.5	1.2	2.4	6.0
	Male %	59.7	40.3	19.4	3.2	9.7	6.5	60.6	47.0	13.6	3.0	7.6	3.0	50.3	35.4	22.9		4.2	12.5	59.5	47.6	11.9		7.1	4.8

San Bernardino TENURE	Female #	7	6	1		1		14	11	3		2	1	15	13	2		1	1	20	18	2		1	1
	Male #	62	58	4		2	2	78	68	10	1	3	6	83	75	8	1	2	5	87	77	10	1	3	6
	Female %	10.1	8.7	1.5		1.5		15.2	12.0	3.3		2.2	1.1	15.3	13.3	2.0		1.0	1.0	18.7	16.8	1.9		9	9
TENURE TRACK	Female #	15	13	2	1	1		15	13	2	2			19	18	1	1			26	23	3	1	1	1
	Male #	44	37	7	2	3	2	36	32	4			3	29	24	5	1	1	3	22	20	2	1	1	1
	Female %	25.4	22.0	3.4	1.7	1.7		29.4	25.5	3.9	3.9			39.6	37.5	2.1	2.1			54.2	47.9	6.3	2.1	2.1	2.1
LECTURERS	Female #	9	8	1	1			14	13	1		1		14	12	2	1	1		7	6	1			1
	Male #	18	18					25	23	2	1			16	14	2		1	1	28	26	2			2
	Female %	33.3	29.6	3.7	3.7			35.9	33.3	2.6		2.6		46.7	40.0	6.7	3.3	3.3		20.0	17.1	2.9			2.9
	Male %	66.7	66.7				64.1	59.0	5.1	2.6	2.6		53.3	46.7	6.7	3.3	3.3	3.3	80.0	74.3	5.7			5.7	5.7

San Diego TENURE	Female #	117	114	3		1	2	108	101	7	3	1	3	144	135	8	3	2	3	153	144	9	3	3	3
	Male #	629	602	27	5	6	16	544	518	26	6	7	13	723	680	43	8	15	20	725	673	52	10	19	23
	Female %	15.7	15.3	4		1	3	16.6	15.5	1.1	5	2	5	16.6	15.6	9	4	2	4	17.4	16.4	1.0	3	3	3
TENURE TRACK	Female #	87	74	13	4	3	6	33	31	2	1	1	3	55	47	7	1	5	1	48	39	9	1	5	3
	Male #	204	180	24	6	12	6	99	91	8	2	5	1	91	73	18	3	8	7	109	86	23	3	9	11
	Female %	29.9	25.4	4.5	1.4	1.0	2.1	25.0	23.5	1.5	8	8	8	37.7	32.2	4.8	7	3.4	7	30.6	24.8	5.7	6	3.2	1.9
LECTURERS	Female #	30	25	5	3	1	1	86	77	9	1	3	5	38	36	2		1	1	55	53	2		2	2
	Male #	79	67	12	4	3	5	251	227	24	6	11	7	48	42	6	1	4	1	58	47	11	2	3	6
	Female %	27.5	22.9	4.6	2.8	9	9	25.5	22.9	2.7	3	9	1.5	44.2	41.9	2.3		1.2	1.2	48.7	46.9	1.8		1.8	1.8
	Male %	72.5	61.5	11.0	3.7	2.8	4.6	74.5	67.4	7.1	1.8	3.3	2.1	55.8	48.3	7.0	1.2	4.7	1.2	51.3	41.6	9.7	1.8	2.7	5.3

SERIES C TABLE 1 Page 6

CSU FULL-TIME FACULTY BY TENURE STATUS, SEX & ETHNICITY 1975-81

FACULTY STATUS		1975						1977						1979						1981					
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.
San Francisco TENURE	Female #	119	111	8	5	2	3	122	111	11	6	3	5	122	111	11	6	3	5	126	107	19	12	4	7
	Male #	533	507	26	4		20	519	492	27	1	23	519	492	27	3	1	23	491	456	35	6	4	25	
	Female %	18.3	17.0	1.2	8		5	19.0	17.3	1.7	9		8	19.0	17.7	1.7	9		8	20.4	17.3	3.1	1.9		1.1
TENURE TRACK	Female #	33	24	9	6		3	36	22	14	11	3	36	22	14	11	3	3	43	34	9	2	2	5	
	Male #	59	46	13	3	3	7	70	53	17	5	3	9	70	53	17	5	3	9	72	56	16	3	5	
	Female %	35.9	26.1	9.8	6.5		3.3	34.0	20.8	13.2	10.4		2.8	34.0	20.8	13.2	10.4		2.8	37.4	29.6	7.8	1.7	1.7	
LECTURERS	Female #	43	33	10	7		3	29	25	4	2	2	29	25	4	2	2	2	37	27	10	1	5		
	Male #	68	48	20	9	2	9	69	52	17	5	6	6	69	52	17	5	6	6	71	62	9	1	2	
	Female %	38.7	29.7	9.0	6.3		2.7	29.6	25.5	4.1	2.0	2.0	29.6	25.5	4.1	2.0	2.0	2.0	34.3	25.0	9.3	9	4.6		

San Jose TENURE	Female #	133	122	11	4	3	4	134	120	14	7	3	4	126	110	16	6	5	5	120	106	14	5	4
	Male #	621	579	42	7	12	23	642	588	54	8	16	30	594	540	54	8	16	30	559	515	44	7	8
	Female %	17.6	16.2	1.5	5	4	5	17.3	15.5	1.8	9	4	5	17.5	15.3	2.2	8	7	7	17.8	15.6	2.1	7	6
TENURE TRACK	Female #	23	17	6	2	2	2	27	22	5	3	2	26	23	3	2	1	1	25	21	4	2	1	
	Male #	73	56	17	6	8	3	67	56	11	7	2	76	61	15	5	5	5	63	52	11	3	3	
	Female %	24.0	17.7	6.3	2.1	2.1	2.1	28.7	23.4	5.3	3.2	2.1	25.5	22.6	2.9	2.0	1.0	4.9	28.4	23.9	4.6	2.3	1.1	
LECTURERS	Female #	32	28	4	1	3		31	26	5	2	2	1	48	43	5	2	2	1	47	41	6	1	5
	Male #	70	58	12	2	6	4	42	29	13	2	4	7	64	59	5	1	1	3	69	63	6	1	
	Female %	31.4	27.5	3.9	1.0	2.9		42.5	35.6	6.9	2.7	2.7	1.4	42.9	38.4	4.5	1.8	1.8	9	40.5	35.3	5.2	9	4.3

San Luis Obispo TENURE	Female #	25	24	1			1	37	33	4	1	3	38	33	5	1	4	50	44	6	2	2	4
	Male #	450	423	27		2	25	538	497	41	5	29	519	476	43	3	8	32	564	513	51	6	10
	Female %	5.3	5.1	2			2	6.4	5.7	7		5	6.8	5.9	9		2	7	8.1	7.2	1.0		3
TENURE TRACK	Female #	20	15	5	1	1	3	18	15	3	1	2	23	20	3	1	1	23	22	1	1		
	Male #	134	124	10	3	4	3	133	124	9	3	3	123	115	8	3	1	4	102	89	13	1	3
	Female %	13.0	9.7	3.3	7	7	2.0	11.9	9.9	2.0	7	1.3	15.8	13.7	2.1	7	7	7	18.4	17.6	8	8	
LECTURERS	Female #	29	25	4	1	1	2	18	16	2	1	1	22	21	1	1	1	16	15	1		1	
	Male #	89	81	8	1	3	4	77	71	6	1	1	80	66	14	2	4	8	62	59	3		3
	Female %	24.6	21.2	3.4	9	9	1.7	19.0	16.8	2.1	1.1	1.1	21.6	20.6	1.0	1.0		20.5	19.2	1.3		1.3	

SERIES C TABLE 1 Page 7

CSU FULL-TIME FACULTY BY TENURE STATUS, SEX & ETHNICITY 1975-81

FACULTY STATUS		1975						1977						1979						1981											
		Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.	Total	White	Total Min.	Black	Hispanic	Other Min.						
Sonoma TENURE	Female #							57	52	5	1	3	1	58	51	7	2	4	1	59	51	8	1	5	2	59	51	8	1	5	2
	Male #							188	171	17	5	6	6	182	162	20	7	6	7	177	157	20	7	9	4	177	157	20	7	9	4
TENURE TRACK	Female #							14	10	4	1	3		10	7	3		3		8	6	2	1	1		8	6	2	1	1	
	Male #							21	14	7	2	3	2	9	6	3		2	1	4	2	2	1	1	1	4	2	2	1	1	1
LECTURERS	Female #							10	9	1		1		8	7	1	1			8	8					8	8				
	Male #							16	12	4		2	2	6	6					6	6	1				6	6	1			
Stanislaus TENURE	Female #	6	6	6	1		5	12	11	1	1	1	8	19	16	3	2	1	1	22	18	4	2	1	1	22	18	4	2	1	1
	Male #	101	95	6	1			113	104	9	1			112	102	1	1	1	8	117	104	13	2	2	9	117	104	13	2	2	9
TENURE TRACK	Female #	12	10	2	1	1		15	10	5	3	2		10	3	7		3	4	6	3	3		1	2	6	3	3		1	2
	Male #	21	20	1		1		13	12	1	1			10	9	1	1			10	7	3		2	1	10	7	3		2	1
LECTURERS	Female #							5	3	2		1	1	6	6					12	12					12	12				
	Male #							10	8	2	1		1	12	10	2	1		1	16	14	2			1	16	14	2			1
System Total TENURE	Female #	1303	1221	82	25	19	38	1470	1343	127	45	27	55	1592	1428	163	51	41	71	1662	1472	190	60	46	84	1662	1472	190	60	46	84
	Male #	6780	6290	490	94	105	291	7197	6540	657	127	146	384	7455	6715	740	150	164	426	7377	6609	768	158	172	438	7377	6609	768	158	172	438
TENURE TRACK	Female #	161	151	10	3	2	5	170	155	15	5	3	6	176	158	18	6	5	8	184	163	21	7	5	9	184	163	21	7	5	9
	Male #	839	778	61	12	13	36	830	755	76	15	17	44	824	742	82	17	18	47	816	731	85	18	19	49	816	731	85	18	19	49
LECTURERS	Female #	381	321	60	25	18	17	428	382	46	11	20	15	426	383	43	16	19	8	476	407	69	15	25	29	476	407	69	15	25	29
	Male #	837	699	138	36	48	54	997	855	142	35	48	59	683	563	120	26	35	59	805	676	129	16	39	74	805	676	129	16	39	74
System Total	Female %	16.1	15.1	1.0	3	2	5	17.0	15.5	1.5	5	3	6	17.6	15.8	1.8	6	5	8	18.4	16.3	2.1	7	5	9	18.4	16.3	2.1	7	5	9
	Male %	83.9	77.8	6.1	12	13	3.6	83.0	75.5	7.6	1.5	1.7	4.4	82.4	74.2	8.2	1.7	1.8	4.7	81.6	73.1	8.5	1.8	1.9	4.9	81.6	73.1	8.5	1.8	1.9	4.9
TENURE TRACK	Female #	630	512	118	44	34	40	490	386	104	43	30	31	402	323	79	29	26	24	418	358	60	17	18	25	418	358	60	17	18	25
	Male #	1496	1245	251	87	91	73	1197	998	199	63	58	78	972	798	174	42	56	76	950	769	181	32	55	94	950	769	181	32	55	94
LECTURERS	Female %	29.6	24.1	5.6	2.1	1.6	1.9	29.1	22.9	6.2	2.6	1.8	1.8	29.3	23.5	5.8	2.1	1.9	1.8	30.6	26.2	4.4	1.2	1.3	1.8	30.6	26.2	4.4	1.2	1.3	1.8
	Male %	70.4	58.6	11.8	4.1	4.3	3.4	70.9	59.2	11.8	3.7	3.4	4.6	70.7	58.1	12.7	3.1	4.1	5.5	69.4	56.2	13.2	2.3	4.0	6.9	69.4	56.2	13.2	2.3	4.0	6.9
System Total	Female %	31.3	26.4	4.9	2.1	1.5	1.4	30.0	26.8	3.2	8	1.4	1.1	38.4	34.5	3.9	1.4	1.7	7	37.2	31.8	5.4	1.2	2.0	2.3	37.2	31.8	5.4	1.2	2.0	2.3
	Male %	68.7	57.4	11.3	3.0	3.9	4.4	70.0	60.0	10.0	2.5	3.4	4.1	61.6	50.8	10.8	2.3	3.2	5.3	62.8	52.8	10.1	1.3	3.0	5.8	62.8	52.8	10.1	1.3	3.0	5.8

*Data not provided by campus

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

BERKELEY, CALIFORNIA 94720

Office of the Vice President--
Academic and Staff Personnel Relations

12 January 1983

ASSEMBLYMEMBER ELIHU HARRIS

Dear Mr. Harris:

As you requested at the November 30th hearing, I am submitting the following materials to be incorporated as part of the written record:

- (a) a listing of black administrators at the University of California in Vice Chancellorial classifications, and
- (b) campus-by-campus breakdowns of hires, promotions, and separations for the following job classifications: Executive/Administrative/Managerial, Ladder Rank Faculty (Professor, Associate Professor and Assistant Professor), Professional/Non-Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Service Maintenance.

I am also enclosing the prepared testimony of Assistant Vice President Blakely and Special Assistant Zak for inclusion in the written record.

I thank you again for the opportunity to participate in the hearings, which I felt were highly productive in identifying basic issues facing affirmative action in the 1980s. I share with you the concern to preserve affirmative action gains and commitments as California higher education now moves into a new era of possible retrenchment as well as collective bargaining, and I hope and trust that you and others in the Legislature can work together with us in the University in pursuit of this common aim.

Sincerely,

A handwritten signature in cursive script, appearing to read "Archie Kleingartner".

Archie Kleingartner
Vice President--Academic and Staff Personnel Relations
Attachments (3)

cc: President Saxon
Assistant Vice President Blakely
Director Levin-Medlinsky
Legislative Representative Arditti
Special Assistant Zak

NUMBER OF BLACK ADMINISTRATORS IN VICE CHANCELLORIAL POSITIONS,
UNIVERSITY OF CALIFORNIA, 1983

According to a recent survey of the nine campuses, there were three black Vice Chancellors and four other black administrators in Vice Chancellorial classifications within the UC System. Their breakdown by campus follows. Note that the following figures are for black administrators only, and do not include members of other racial and/or ethnic groups.

Los Angeles Campus

1 black male Vice Chancellor

Riverside Campus

1 black male Vice Chancellor

San Diego Campus

1 black male Vice Chancellor
1 black female Assistant Chancellor
2 black male Assistant Vice Chancellors

Santa Barbara Campus

1 black male Assistant Vice Chancellor

University of California
 Percent of New Hires, Promotions, and Separation of Executives/Administrators/Managers
 Total Women and Total Minorities 1979-1981

Table 1

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Promotions Within Class ³	1979-81 Separations	1981 Workforce ²
Berkeley					
Women as percent of total	24.4	31.6	46.2	40.7	27.0
Minority as percent of total	11.1	10.5	7.7	22.2	12.0
San Francisco					
Women as percent of total	44.6	47.4	58.3	46.3	46.2
Minority as percent of total	25.5	26.3	12.5	24.4	26.0
Davis					
Women as percent of total	37.9	69.4	100.0	37.0	43.4
Minority as percent of total	6.1	19.4	100.0	7.4	7.1
Los Angeles					
Women as percent of total	38.1	34.7	58.8	43.8	44.1
Minority as percent of total	11.7	16.3	11.8	10.9	14.3
Riverside					
Women as percent of total	39.2	42.9	55.6	28.6	42.5
Minority as percent of total	8.9	14.3	--	--	11.3
San Diego					
Women as percent of total	33.5	41.9	55.1	34.2	41.0
Minority as percent of total	10.2	16.1	12.2	5.3	11.2
Santa Cruz					
Women as percent of total	16.7	28.6	50.0	22.2	24.7
Minority as percent of total	8.3	23.8	--	--	13.7
Santa Barbara					
Women as percent of total	28.7	8.7	44.4	18.9	33.3
Minority as percent of total	10.9	17.4	--	13.5	13.5
Irvine					
Women as percent of total	29.7	30.6	60.0	36.6	33.1
Minority as percent of total	15.2	11.1	20.0	16.9	12.8
SA & AUS					
Women as percent of total	27.2	25.0	50.0	26.9	29.3
Minority as percent of total	12.6	15.0	11.1	15.4	11.5

University of California
 Percent of New Hires, Promotions, and Separation of Professors
 Total Women and Total Minorities 1979-1981

Table 2

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Separations	1981 Workforce ²
Berkeley				
Women as percent of total	4.1	3.2	4.2	4.5
Minority as percent of total	6.1	16.1	--	6.3
San Francisco				
Women as percent of total	5.9	--	--	8.5
Minority as percent of total	5.4	14.3	--	5.3
Davis				
Women as percent of total	4.1	5.9	--	4.3
Minority as percent of total	9.1	23.5	25.0	8.8
Los Angeles				
Women as percent of total	5.5	11.1	--	6.7
Minority as percent of total	7.3	11.1	3.4	7.6
Riverside				
Women as percent of total	3.7	--	--	5.0
Minority as percent of total	11.0	--	5.0	12.4
San Diego				
Women as percent of total	3.4	8.3	5.9	3.4
Minority as percent of total	9.0	16.7	5.9	8.5
Santa Cruz				
Women as percent of total	7.8	--	--	8.3
Minority as percent of total	5.6	--	11.1	5.3
Santa Barbara				
Women as percent of total	4.3	25.0	7.1	5.6
Minority as percent of total	6.4	25.0	--	9.4
Irvine				
Women as percent of total	3.3	13.3	--	5.9
Minority as percent of total	8.6	13.3	9.5	8.6

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University of California
 Percent of New Hires, Promotions, and Separation of Associate Professors
 Total Women and Total Minorities 1979-1981

Table 3

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Promotions Out of Class ⁴	1979-81 Separations	1981 Workforce ²
Berkeley					
Women as percent of total	16.9	11.1	12.1	50.0	19.0
Minority as percent of total	9.7	22.2	10.3	--	9.7
San Francisco					
Women as percent of total	20.2	50.0	20.8	33.3	23.6
Minority as percent of total	11.9	--	4.2	33.3	13.9
Davis					
Women as percent of total	8.4	16.7	4.5	--	11.7
Minority as percent of total	9.5	8.3	7.6	7.1	11.7
Los Angeles					
Women as percent of total	11.7	44.4	11.2	7.1	17.5
Minority as percent of total	9.9	27.8	9.0	7.1	12.1
Riverside					
Women as percent of total	11.3	--	16.7	25.0	10.6
Minority as percent of total	10.3	--	5.6	--	8.5
San Diego					
Women as percent of total	12.9	33.3	4.5	16.7	16.6
Minority as percent of total	13.5	8.3	13.6	16.7	13.2
Santa Cruz					
Women as percent of total	13.5	33.3	--	--	21.9
Minority as percent of total	17.6	--	9.1	50.0	19.2
Santa Barbara					
Women as percent of total	10.4	25.0	9.8	14.3	10.3
Minority as percent of total	10.4	25.0	24.4	14.3	8.8
Irvine					
Women as percent of total	8.8	25.0	23.5	--	13.2
Minority as percent of total	12.0	25.0	5.9	16.7	16.3

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University of California
 Percent of New Hires, Promotions, and Separation of Assistant Professors
 Total Women and Total Minorities 1979-1981

TABLE 4

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Promotions Out of Class ⁴	1979-81 Separations	1981 Workforce ²
Berkeley					
Women as percent of total	27.9	26.7	32.4	25.0	28.7
Minority as percent of total	16.0	14.0	12.7	25.0	16.7
San Francisco					
Women as percent of total	36.5	23.5	31.3	45.5	29.7
Minority as percent of total	12.9	8.8	18.8	18.2	12.2
Davis					
Women as percent of total	19.4	15.7	13.7	7.7	22.8
Minority as percent of total	13.9	12.9	15.1	15.4	8.8
Los Angeles					
Women as percent of total	28.5	22.5	31.5	21.1	27.2
Minority as percent of total	16.0	10.1	14.6	24.6	16.9
Riverside					
Women as percent of total	18.8	33.3	9.1	14.3	20.8
Minority as percent of total	11.3	18.5	18.2	14.3	11.7
San Diego					
Women as percent of total	18.5	23.4	22.7	15.8	22.8
Minority as percent of total	13.8	11.7	11.4	26.3	11.4
Santa Cruz					
Women as percent of total	39.0	33.3	42.1	33.3	42.6
Minority as percent of total	20.3	26.7	26.3	33.3	16.7
Santa Barbara					
Women as percent of total	22.7	36.8	10.7	30.0	34.4
Minority as percent of total	14.8	15.8	14.3	10.0	18.0
Irvine					
Women as percent of total	25.7	21.7	28.1	29.2	21.5
Minority as percent of total	11.9	10.9	12.5	4.2	11.8

Affirmative Action Planning & Review

University of California
 Percent of New Hires, Promotions, and Separation of Professional/Non-Faculty Employees
 Total Women and Total Minorities 1979-1981

Table 5

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Promotions Within Class ³	1979-81 Separations	1981 Workforce ⁴
Berkeley					
Women as percent of total	44.6	52.6	43.5	43.5	49.4
Minority as percent of total	22.2	20.1	27.9	21.8	22.3
San Francisco					
Women as percent of total	75.2	77.8	71.8	77.2	74.3
Minority as percent of total	24.0	18.0	23.2	20.0	23.6
Davis					
Women as percent of total	60.1	67.8	85.0	70.8	62.4
Minority as percent of total	17.2	12.6	20.0	15.0	17.4
Los Angeles					
Women as percent of total	72.1	73.6	71.9	75.7	70.8
Minority as percent of total	23.0	22.1	20.7	24.5	25.4
Riverside					
Women as percent of total	37.4	45.5	43.1	23.5	40.2
Minority as percent of total	16.2	27.3	13.7	17.6	17.4
San Diego					
Women as percent of total	64.9	72.8	82.0	69.8	67.7
Minority as percent of total	16.8	17.2	18.6	14.8	17.6
Santa Cruz					
Women as percent of total	50.3	44.6	54.5	54.9	50.0
Minority as percent of total	15.4	30.4	13.6	22.5	17.0
Santa Barbara					
Women as percent of total	39.5	39.4	46.0	46.2	40.6
Minority as percent of total	18.2	20.2	17.5	16.8	18.2
Irvine					
Women as percent of total	73.7	73.2	72.7	80.2	75.2
Minority as percent of total	19.6	23.3	12.2	15.9	21.7
SA & AUS					
Women as percent of total	51.4	57.3	64.7	57.4	54.5
Minority as percent of total	20.1	25.6	28.4	20.6	22.3

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University of California
 Percent of New Hires, Promotions, and Separation of Secretarial/Clerical Employees
 Total Women and Total Minorities 1979-1981

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Promotions Within Class ³	1979-81 Separations	1981 Workforce ²
Berkeley					
Women as percent of total	83.9	84.1	86.8	82.5	84.1
Minority as percent of total	35.8	30.3	33.1	29.4	36.8
San Francisco					
Women as percent of total	80.8	76.5	78.9	81.3	78.1
Minority as percent of total	42.5	33.9	38.3	33.7	43.4
Davis					
Women as percent of total	87.7	85.8	86.4	87.4	87.5
Minority as percent of total	23.4	21.8	12.3	17.3	24.6
Los Angeles					
Women as percent of total	84.8	83.3	86.1	83.4	84.6
Minority as percent of total	36.0	39.4	33.3	34.1	40.2
Riverside					
Women as percent of total	90.0	90.0	91.9	89.2	80.7
Minority as percent of total	18.9	21.6	13.7	20.5	22.4
San Diego					
Women as percent of total	88.9	89.8	92.5	89.7	89.3
Minority as percent of total	27.2	24.3	27.8	22.3	28.2
Santa Cruz					
Women as percent of total	87.9	91.5	92.8	89.8	88.3
Minority as percent of total	13.0	10.6	11.2	9.7	12.6
Santa Barbara					
Women as percent of total	88.3	87.7	94.5	88.6	88.0
Minority as percent of total	21.5	22.4	29.5	18.5	25.1
Irvine					
Women as percent of total	92.7	94.6	100.0	93.4	92.9
Minority as percent of total	22.6	19.2	22.4	19.6	21.8
SA & AUS					
Women as percent of total	89.2	85.8	81.5	91.0	87.4
Minority as percent of total	33.5	44.3	39.1	33.0	35.7

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University of California
 Percent of New Hires, Promotions, and Separation of Technical/Para-Professional Employees
 Total Women and Total Minorities 1979-1981

Table 7

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Promotions Within Class ³	1979-81 Separations	1981 Workforce ²
Berkeley					
Women as percent of total	31.5	38.4	31.5	36.1	32.1
Minority as percent of total	29.8	25.0	29.6	24.1	31.6
San Francisco					
Women as percent of total	57.3	54.8	49.7	58.6	54.9
Minority as percent of total	56.0	32.9	50.0	40.2	53.3
Davis					
Women as percent of total	54.0	54.2	25.0	58.3	54.7
Minority as percent of total	26.2	20.6	25.0	20.7	27.6
Los Angeles					
Women as percent of total	55.6	65.3	52.7	58.7	57.6
Minority as percent of total	44.2	36.9	41.9	33.8	48.8
Riverside					
Women as percent of total	40.2	45.8	47.1	50.0	41.4
Minority as percent of total	12.6	15.3	—	11.1	12.5
San Diego					
Women as percent of total	54.4	51.1	62.0	50.6	54.8
Minority as percent of total	25.4	30.0	27.6	26.0	30.0
Santa Cruz					
Women as percent of total	34.4	44.8	31.3	48.3	34.3
Minority as percent of total	10.9	10.3	12.5	34.0	11.9
Santa Barbara					
Women as percent of total	32.4	37.3	32.4	40.7	30.9
Minority as percent of total	8.3	8.0	8.8	6.8	11.8
Irvine					
Women as percent of total	63.2	59.8	65.4	59.5	63.0
Minority as percent of total	30.2	21.3	21.2	24.9	29.1
SA & AUS					
Women as percent of total	87.0	95.3	91.4	94.7	84.7
Minority as percent of total	66.8	68.2	72.9	61.1	66.1

University of California
 Percent of New Hires, Promotions, and Separation of Skilled Crafts Employees
 Total Women and Total Minorities 1979-1981

Table 0

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Promotions Within Class ³	1979-81 Separations	1981 Workforce ²
Berkeley					
Women as percent of total	3.3	11.1	—	2.7	5.3
Minority as percent of total	28.4	25.0	20.0	16.2	33.0
San Francisco					
Women as percent of total	1.0	3.2	10.0	2.4	1.0
Minority as percent of total	23.6	29.0	30.0	22.0	27.3
Davis					
Women as percent of total	1.1	2.3	—	3.2	2.4
Minority as percent of total	15.8	16.3	6.3	6.5	16.0
Los Angeles					
Women as percent of total	.4	—	—	1.4	.3
Minority as percent of total	22.5	25.9	25.0	16.7	25.4
Riverside					
Women as percent of total	1.2	—	—	—	1.2
Minority as percent of total	18.5	—	11.1	—	19.3
San Diego					
Women as percent of total	.9	—	—	—	1.7
Minority as percent of total	24.2	15.9	23.8	14.9	24.7
Santa Cruz					
Women as percent of total	1.9	—	—	—	3.4
Minority as percent of total	7.4	—	—	—	8.6
Santa Barbara					
Women as percent of total	1.3	—	—	—	1.3
Minority as percent of total	36.7	33.3	40.0	9.1	39.0
Irvine					
Women as percent of total	2.3	50.0	—	7.5	3.6
Minority as percent of total	20.6	15.4	—	7.5	25.5
SA & AUS					
Women as percent of total	48.8	—	—	60.0	46.7
Minority as percent of total	27.2	—	—	40.0	27.0

Affirmative Action Planning & Review

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University of California
 Percent of New Hires, Promotions, and Separation of Service Maintenance Employees
 Total Women and Total Minorities 1979-1981

Table 9

Location ¹	1979 Workforce ²	1979-81 Hires	1979-81 Promotions Within Class ³	1979-81 Separations	1981 Workforce ²
Berkeley					
Women as percent of total	28.5	36.2	22.9	28.3	29.8
Minority as percent of total	65.3	62.9	75.7	42.4	66.1
San Francisco					
Women as percent of total	45.2	33.5	37.4	45.1	42.7
Minority as percent of total	84.8	68.8	82.9	65.1	85.6
Davis					
Women as percent of total	36.5	44.0	36.4	32.2	36.7
Minority as percent of total	44.9	41.8	27.3	34.4	45.6
Los Angeles					
Women as percent of total	32.3	28.8	41.8	27.8	30.9
Minority as percent of total	76.8	66.1	72.2	61.8	78.3
Riverside					
Women as percent of total	20.9	38.7	15.0	23.3	31.7
Minority as percent of total	36.5	41.3	35.0	37.2	34.9
San Diego					
Women as percent of total	45.6	40.5	51.0	40.2	43.1
Minority as percent of total	61.6	55.5	67.7	47.6	65.0
Santa Cruz					
Women as percent of total	29.2	36.6	33.3	46.5	30.1
Minority as percent of total	26.3	48.8	8.3	14.0	24.0
Santa Barbara					
Women as percent of total	26.2	22.5	25.9	18.2	26.8
Minority as percent of total	48.4	52.9	40.7	45.5	53.3
Irvine					
Women as percent of total	40.1	37.3	61.8	39.9	43.7
Minority as percent of total	46.4	34.1	55.9	40.3	47.4
SA & AUS					
Women as percent of total	13.6	22.2	--	12.5	12.0
Minority as percent of total	28.4	11.1	--	25.0	25.3

FOOTNOTES

¹The percentages calculated for each location are based on the total number of employees who are in the workforce, hired, promoted, or separated at the location.

²The 1979 and 1981 workforce at each location include all full-time employees in the selected job category.

³The phrase "Promotion Within Class" refers to the number of employees at a location who changed from one position in a job category to another position within the same job category.

⁴The phrase "Promotion Out of Class" refers to the number of employees at a location who changed from a position in one job category to another position in a different job category.

November 29, 1982

TESTIMONY FOR NOVEMBER 30TH HEARING

MICHELE ZAK'S TESTIMONY

The University of California first instituted a formal policy with respect to employees on "Affirmative Action and Nondiscrimination" in November, 1970. In January, 1973, a second policy was issued by then-President Hitch. The 1973 policy reflected two major themes and emphases which have shaped subsequent policy development.

o First was the shift from equal opportunity to a clear emphasis on affirmative action. Beyond mere avoidance of discrimination in its personnel actions, the University committed itself to take positive steps to redress the effects of historical discrimination.

o Second was the compliance-oriented focus of the policy. Though the policy contained a qualification to the effect that affirmative action should be consistent with the University's mission, its basic concern was compliance with external mandates.

Two revisions of the 1973 policy occurred between June and October of 1975. President Saxon issued a revised "Affirmative Action Personnel Program -- Policy and Guidelines" in October, 1975, which serves as current policy.

The most significant new feature of the 1975 policy was its emphasis on development of written Affirmative Action Plans (AAPs) for individual campuses and major Laboratories. This emphasis was only in part a response to Federal requirements. It reflected as well the commitment of a new University Administration to come to grips with the issue of affirmative action. Campus- and Laboratory- developed AAPs were perceived as management tools for identification of specific affirmative action problem areas, development of focused programs and strategies to address such problems, and systematic follow-up and

review of the results of programmatic intervention. The University of California quickly became a leader among American universities in the implementation of AAPs; by 1977 nine separate plans had been developed within the University-wide system.

Although AAPs were at the time a positive step in encouraging a more focused, result-oriented approach to affirmative action, subsequent experience has revealed certain limitations which suggest the need to move beyond this stage in the development of the University's affirmative action strategy. The following problems are most evident:

- o Concern with legal liability. Because AAPs must be submitted to external compliance agencies, campuses and Laboratories are understandably reluctant to reveal major problem areas which could expose them to legal or regulatory action. As a result, AAPs have a decidedly schizophrenic character. On the one hand, in their role as legal documents, AAPs protect the organization from legal sanctions. On the other, in their role as internal planning tools, AAPs are supposed to pinpoint specific problem areas in order to provide a focus for remedial efforts. Although there are variations across campuses and Laboratories in this regard, in most cases the self-protective impulse wins out. If AAPs are ever to become truly effective, some means must be found to eliminate this basic conflict between the functions of external compliance and internal planning.
- o A second major problem associated with AAPs is the diversion of institutional resources from programmatic efforts. Preparation of annual AAPs and other voluminous statistical reports has come to absorb increasing amounts of staff time and resources at the campuses and Laboratories.

While we support the accountability imposed by AAP requirements, the current focus on them increasingly divert institutional resources which could be more usefully employed to support substantive and programmatic efforts.

By 1977, it had become apparent that AAPs and other compliance activities were not sufficient and that stronger programmatic efforts were necessary to achieve the University's policy objectives. To this end, early experiments with the Employee Development Programs were expanded in 1978 with University Opportunity Funds and for the first time with substantial state funding as well. These programs, as confirmed by CPEC's 1982 report, have been successful in improving the University's affirmative action profile. These programs have included:

- o The Management Fellowship Program which matches selected Fellows with high-level University management officials in a mentoring relationship.
- o The Faculty Development Program which provides financial support and release time to women and minority junior faculty in order to pursue scientific and scholarly research and thus improve their chances for tenure. The need to provide release time is viewed as especially important to remove obstacles to tenure posed by the large student advising and committee workloads carried by many women and minority faculty.
- o The Staff Development Program. This is the most diversified of the three components of the Employee Development Program. Included in this area are: career development workshops, scholarships to support employee training and education, staff internships, support for special events such as Disability

Day, Affirmative Action Training for Supervisors, and intercampus collaborations such as the Mid-Management Assessment Center (aimed at identifying and developing the management potential of staff employees).

(Go to overhead projector)

Having reviewed the history and evolution of the University's affirmative action personnel policy and program, we turn to the obvious next question: what actual impact has there been on the demographic composition of the University workforce? If measured in terms of statistical change, there are signs of overall progress as well as evidence that much remains to be done in certain areas.

(Show Chart 1 page 1 of 2)

Percentage gains in the proportion of women and minorities have occurred in almost all job categories. The largest gains have occurred in management and staff classifications. In the "Executive/Administrative/Managerial" category, the proportion of women increased over 9 percent, and the proportion of minorities by 3 percent, from 1977 through 1981. Similarly, the "Professional/Non-Faculty" category shows consistent gains in the percentage of women and minorities over the five-year period.

Show Chart 1 page 2 of 2

There has been negative changes in only two staff categories: women decreased by 0.8 percent in the "Secretarial/Clerical" category, and by 0.4 percent the "Service/Maintenance" category. Minorities increased by approximately 3 percent

in both areas. However, the percentage decrease of women in the "Secretarial/Clerical" category may actually be viewed as a positive result from the standpoint of affirmative action, reflecting inroads in desegregating a traditionally female-dominated occupational category.

In the "Faculty" category the proportion of women and minorities has increased each year since 1977, although overall progress needs to be improved.

(Show Chart 1 page 1 of 2) The faculty category shown in this chart includes all ladder rank faculty.

As the chart indicates, the percentage of women increased from 9.8 percent in 1977 to 11.5 percent in 1981, a percentage increase of 1.7 percent. The percentage of minorities among the ladder rank faculty category increased from 9.2 percent in 1977 to 9.8 percent in 1981, a percentage increase of 0.6 percent.

Two factors limit faster progress in faculty affirmative action.

First is the low availability of women and minority Ph.Ds in many fields, particularly the highly specialized, high-demand disciplines. Women and minority Ph.Ds tend to be concentrated in fields outside the high-demand disciplines. In 1980, for example, women received only 3 percent of all Ph.Ds in engineering but 45 percent of Ph.Ds in education; approximately one-third of all Ph.Ds awarded to minorities were in the field of education alone (National Research Council, Summary Report, 1980: Doctorate Recipients from U.S. Universities, pp. 24-29). The current shift in student preferences toward business and management, the hard sciences, engineering, and the technical fields has created new opportunities for faculty hiring primarily in those areas where women and minority Ph.Ds are in shortest supply.

A second factor is the low rate of turnover among ladder-rank faculty. Only about 4 percent of approximately 7,000 ladder positions at the University of California open up each year, in part a reflection of the very high (over 80 percent) tenure-to-non-tenure ratio within the ladder ranks. In addition, the average age of ladder-rank faculty is relatively low (averaging 46 on some campuses), and there has been little overall growth in the size of the faculty in recent years. All of these factors combine to reduce turnover among ladder-rank faculty, thereby limiting opportunities for new appointments. Thus, even if women and minorities are hired at an annual rate exceeding their national availability, the impact is small, and change in the overall composition is necessarily slow.

Having reviewed the history and results of the University's efforts in employee affirmative action, in my remaining remarks I would like to address future problems and prospects. As many of you may know, in June we presented a report to The Regents on employee affirmative action. That report provided a candid assessment of the University's efforts to date, and set forth a variety of recommendations for improving and strengthening our affirmative action programs. In the time remaining to me, I would like to discuss certain broader issues identified in the June Regents' report, and the steps we are taking to address these issues. In particular, I would like to address the two following issues.

1. Reliance of Affirmative Action Policy on Technical Compliance With Federal Regulations. Federal affirmative action regulations emphasize compliance activities of a purely technical nature and encourage emphasis on process rather than outcome.

2. Need for Improved Coordination of Affirmative Action Efforts.

A comprehensive strategy for affirmative action that recognizes the intricate interrelationships of employment, education, and administrative concerns in a higher education environment is needed.

Federal Compliance Orientation

University policy and practice has been weighted heavily toward the collection and analysis of numerical data for discovery of possible race, sex, or national origin discrimination and toward the establishment of numerical and timebound hiring and promotion goals to redress the effects of such discrimination. While analysis of statistical outcomes is a useful and often essential tool for identifying possible discrimination within an organization, exclusive reliance on this, as on any one method, has significant limitations as a focus for affirmative action. Once statistical analysis of the workforce has occurred, other steps must be taken in order to identify structural factors both inside and outside the organization which have produced the numerical outcomes. For example, personnel decisions in higher education are driven by academic programs, which clearly suggests the need for ways of measuring compliance -- or "good faith efforts" -- that transcend hiring and promotion statistics. Special programs to recruit and train minorities and women in academic or research areas in which they are underrepresented should, for example, furnish a university "credits" in a compliance review, as should a whole raft of student affirmative action efforts that contribute little to the University's immediate recruitment needs, but which constitute a significant contribution to affirmative action as a nationwide policy.

Need for Improved Coordination of Affirmative Action Efforts

Employee, student, and other related affirmative action programs have tended to suffer from a fragmentation of effort. This is particularly true of the relationship between student and faculty affirmative action programs. An illustration of the need for better coordination may be seen in the relationship between faculty and graduate student affirmative action. Under current procedures for setting affirmative action goals and timetables for faculty recruitment, goals are based on the availability of minority and women Ph.Ds within different fields and disciplines. Thus, in fields like education, where there are substantial numbers of minority and women Ph.Ds, employment goals are higher than in fields such as engineering, where minority and women Ph.Ds are relatively scarce. Indeed, there are so few minority and women Ph.Ds in engineering and some sciences that frequently zero goals are set, following current regulations. The irony of this method of setting employment goals is that it results in the least attention being paid to disciplines and fields where it is most needed. Problems such as this underscore the need for greater emphasis on graduate student affirmative action -- increasing the supply of women and minority Ph.Ds from which future faculty appointments can be made.

To correct this situation new approaches are needed to improve the coordination and comprehensiveness of affirmative action programs.

1. Establish "bridges" between student and faculty programs, for example:
expand faculty recruitment efforts at the "head of the pipeline," i.e., early identification and recruitment of promising women and minority graduate students through post-doctoral fellowships, dissertation teaching

fellowships, acting assistant professorships.

2. Target graduate student programs specifically toward departments and disciplines where there is low availability of women and minority Ph.Ds for faculty positions -- graduate student affirmative action should augment faculty affirmative action by increasing availability pools in high-demand disciplines.
3. Emphasize the importance of faculty "role models" -- e.g., in student advising activities -- as a legitimate consideration in faculty promotion and tenure decisions.

These and other suggestions for improving affirmative action at the University of California were included in the 1982 Report to The Regents. The Regents expressed great interest and have requested that we return in January with a report on steps being taken to implement those recommendations.

I mention these developments to emphasize that the University is now undergoing a period of intensive self-examination with respect to the affirmative action issue. The June Regents' report and its aftermath are manifestations of this self-examination. I would hope that this subcommittee can join with us constructively in the same effort, as has the California Postsecondary Education Commission in their latest report, soon to be released. The University and the Legislature need to establish a more cooperative, nonadversarial relationship with respect to affirmative action, in order to develop a mutually agreed-upon agenda for addressing problems and prospects facing affirmative action in the 1980s and beyond.

FACULTY AFFIRMATIVE ACTION

E. J. BLAKELY

I. BARRIERS TO AFFIRMATIVE ACTION WITHIN FACULTY RANKS

A. LONG TIME ISSUES

1. PREPARATION OF PHD'S AMONG MINORITIES AND FEMALES

- LOW PRODUCTION OF FEMALE AND MINORITIES
- CONCENTRATION IN EDUCATION AND SOCIAL SCIENCES
- CONCENTRATION IN NON RESEARCH INSTITUTIONS
- RESEARCH ORIENTATION AND EXPECTATIONS AMONG MINORITIES AND FEMALES

I. PROFESSORIAL LIFE STYLE AND VALUES

- ##### II. HIDDEN COLLEGE OF RESEARCH OPPORTUNITIES, EXPOSURE AND PUBLIC RECOGNITION

B. NEW ISSUES

1. INCREASED COMPETITION FOR MINORITY AND FEMALE SCHOLARS

- BUSINESS COMPETITION

I. NO RESEARCH REQUIRED

II. TENURE NOT ISSUE

III. GREATER SALARY UPWARD OPPORTUNITIES AND FLEXIBILITY IN CAREER PATHS

IV. LIFE STYLE CONSIDERATIONS

2. TURNOVER AND MANDATORY RETIREMENT

- LOW LEVELS OF TURNOVER DUE TO MARKET
- RISING AGE LEVELS
- INFLATION VS. RETIREMENT

3. MINORITIES AND FEMALES IN UNTESTED FIELDS

- FIELDS UNRECOGNIZED IN STANDARD LITERATURE
- DEPARTMENTS WITH LITTLE TRADITION AND FEW SENIOR SCHOLARS

4. MINORITY AND FEMALE TENURE PROBLEMS

- PROBLEM OF STARTING AT THE BOTTOM
- HIRING LATE 1960'S AND 70'S COMING TO A HEAD NOW
- PREPARATION EARLY PERIOD INFERIOR TO CURRENTLY AVAILABLE PEOPLE
- PRESSURES OF STUDENTS

II. STEPS UNIVERSITY HAS TAKEN

- FACULTY DEVELOPMENT EFFORTS
 - RESEARCH AWARDS
 - JOINT PROJECTS - SENIOR AND JUNIOR FACULTY
 - TENURE GUIDANCE
- RECRUITMENT PROCESS - DAVIS
 - REQUIRE AFFIRMATIVE ACTION PLAN BEFORE POSITION IS RECRUITED FOR
 - REQUIRE TRAINING SESSIONS FOR SEARCH COMMITTEE
- ANNUAL AFFIRMATIVE ACTION CONFERENCES
 - FACULTY TARGET OF THESE CONFERENCES - DAVIS, SANTA BARBARA
- CHANCELLOR'S SCHOLAR PROGRAM
 - BERKELEY (SENIOR MINORITY SCHOLARS)
- CAMPUS TARGET OF OPPORTUNITY PROGRAMS
- LBL PROGRAM WITH MINORITY INSTITUTIONS AND INDIVIDUALS TO IMPROVE RESEARCH EXPERTISE

III. CONSTRUCTIVE PROPOSALS

- A. THE UNIVERSITY MUST INITIATE CHANGE
 - EXTERNAL PRESSURE HELP - NOT A SUBSTITUTE
- B. REWARDS FOR AFFIRMATIVE ACTION MUST BE REAL AND PENALTIES CL

- LESS PAPER MORE ACTION

C. RECOGNITION FOR MAJOR AFFIRMATIVE ACTION ACHIEVEMENT BY CAMPUS AND ADMINISTRATIVE LEADERS BY LEGISLATURE (MUST BE GOOD AWARD BASED ON SOUND CRITERIA AND PROVIDE ADDITIONAL FUNDING TO THE INSTITUTION)

- ESTABLISHMENT WITHIN CALIFORNIA POLICY SEMINAR PROGRAMS FOCUSING ON SIGNIFICANT MINORITY ISSUES SUCH AS US/MEX PROJECT

SOME TOPICS

- MINORITY UNEMPLOYMENT

- RESTRUCTURING SCHOLARSHIP AND AID PROGRAMS

- CORPORATE CONTROL IN CALIFORNIA AND MINORITY BOARD MEMBERSHIP

- ASSIST UNIVERSITY IMPROVE TURNOVER BY

- MAINTAINING FLEXIBILITY IN UC RETIREMENT SYSTEM AND IMPROVING FUNDING LEVEL TO PERS PARITY

- OPPOSING UNCAPPING MANDATORY RETIREMENT AGE

- RECOGNIZING THROUGH SPECIAL GOVERNOR'S CITATIONS WITH AWARD \$15,000 TO OUTSTANDING PUBLIC SERVICE CONTRIBUTIONS TO UNIVERSITY FACULTY - COMMUNITY COLLEGE - UC - CSU

- DEVELOPING SPECIAL FUNDING FOR MINORITY AND FEMALE GRADUATE AND POSTGRADUATE AWARDS IN SCIENTIFIC DISCIPLINES, BUSINESS ENGINEERING AND ECONOMICS TO ASSIST IN TRAINING AND PLACING MORE MINORITIES AND FEMALES IN ACADEMIC POSITIONS

- SUPPORTING FLEXIBILITY IN UC SALARY SYSTEM TO ALLOW RECRUITMENT OF HIGH LEVEL MINORITY SCHOLARS

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

Office of the Vice President--
Academic and Staff Personnel Relations

BERKELEY, CALIFORNIA 94720

November 11, 1982

Leo Youngblood
Associate Consultant
Select Committee on Fair Employment Practices
District Office
Room 5027
Oakland, Ca 94607

Dear Leo:

The hearings in Los Angeles went very well, I thought. It was helpful and informative for me to be there. And I appreciated the lift to the airport.

I am forwarding to you the materials you requested regarding the affirmative action program at the University of California. Included are a list of affirmative action officers, and a copy of the University's formal affirmative action program. It is my understanding that you have a copy of our most recent affirmative action statement -- that included in the June, 1982, Report to The Regents on Affirmative Action in Employment.

I'll be happy to try to answer any questions you might have about affirmative action and the University of California, and look forward to receiving a copy of questions for the November 30 hearing when you have formulated them.

Best regards,

A handwritten signature in cursive script, appearing to read "Michele".

Michele Zak
Special Assistant for Affirmative Action
Academic and Staff Personnel Relations

cc: Vice President Kleingartner
Senior Administrative Analyst Rios

AFFIRMATIVE ACTION ADMINISTRATIVE FELLOWS PROGRAM

I. Program Description

In 1978, the Affirmative Action Administrative Fellows Program was initially proposed with the underlying assumption that traditional career ladders had led to certain inequities resulting in unequal availability and, therefore, a shortage of women and minority candidates for executive and administrative positions. This situation contributed to an underrepresentation of women and minorities within the higher levels of the CSU work force.

In order to increase the pool of qualified women and minorities for these higher level positions, the Administrative Fellows Program was developed to ensure that women and minorities are given equal opportunity for placement and advancement within the system. The program, therefore, provides a non-traditional career vehicle which allows individuals an opportunity to gain a sound basis of training and experience to develop knowledge, skills and administrative talents.

II. Program Costs

Since 1978, the Trustees' Budget has supported this Affirmative Action Program. Initially, it provided for 19 Administrative Fellows per year, however, due to systemwide budget reductions, this number was lessened to 12 in 1981/1982. Table I provides a breakdown of the total budgeted allocations per academic year.

Program funds have been utilized to cover Fellows' salaries, campus personnel replacement costs, training, conference and workshop fees, materials, equipment and other related services.

III. Program Participation

Each year, academic and administrative personnel in tenured, permanent or probationary positions are encouraged to apply for fellowships. The program is directed toward individuals who have demonstrated their potentiality for higher level administrative positions. Table II provides sex and ethnic data regarding program applicants and participants. Table III provides a summary of program participation, placements, mentors and types of assignments.

IV. Program Results

The program has proven to be a valuable component of the CSU Affirmative Action Plan and has maintained Board of Trustee support since 1978. It has enabled individuals to increase their administrative potential and enhance their upward mobility and it has provided CSU with positive role models for other employees. In the long run, this program has contributed toward a more diverse work force.

Table IV provides preliminary summary information regarding program participants one year following their fellowship experience.

IV. Program Results (Cont.)

In light of annual evaluations of the program, it is evident that continued progress has been made in meeting individual career objectives as reflected by the number of program participants who have received expanded assignments, reclassifications, promotions or appointments to higher level positions. On the basis of its success, recommendations for the program continuation remain strong.

11/12/82

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AFFIRMATIVE ACTION ADMINISTRATIVE
FELLOWS - 1978/1983 BUDGETED ALLOCATIONS

<u>Program Year</u>	<u>Personnel Services</u>	<u>Operating (Supplies, Services Expenses & Travel)</u>	<u>Total Allocation</u>	<u>No. of Positions</u>
*1978/1979			\$297,441	19
1979/1980	\$430,110	\$19,000	\$449,110	19
1980/1981	\$475,162	\$52,984	\$528,146	19
1981/1982	\$307,538	\$34,419	\$341,957	12
1982/1983	\$307,927	\$36,140	\$344,067	12

*Specific breakdown not available for this year.

November 8, 1982

TABLE II

AFFIRMATIVE ACTION ADMINISTRATIVE FELLOWS PROGRAM
1978-1983 APPLICANTS AND SELECTIONS

	<u>1978-1979</u>	<u>1979-1980</u>	<u>1980-1981</u>	<u>1981-1982</u>	<u>1982-1983</u>	<u>Total of All Years</u>
<u>No. of Program Applicants</u>	54	100	43*	38*	46*	281
<u>No. of Persons Selected</u>	19	19	19	12	12	81
<u>Total Participants</u>	17	19	19	12	10	77
<u>Females</u>	15 (88.2%)	14 (73.7%)	13 (68.4%)	9 (75.0%)	8 (80.0%)	59 (76.6%)
<u>Minority Group Members</u>	14 (82.4%)	11 (57.9%)	10 (52.6%)	6 (50.0%)	8 (80.0%)	49 (63.6%)
<u>Total Persons Women or Minorities</u>	17 (100.0%)	18 (94.7%)	19 (100.0%)	11 (91.7%)	10 (100.0%)	75 (97.4%)
<u>Types of Positions Held at Time of Selection</u>						
Faculty	12 (70.6%)	7 (36.8%)	14 (73.7%)	9 (75.0%)	5 (50.0%)	47 (61.0%)
Academic Related	4 (23.5%)	5 (26.3%)	2 (10.5%)	1 (8.3%)	1 (10.0%)	13 (16.9%)
Administrative	0 (0.0%)	5 (26.3%)	3 (15.8%)	2 (8.3%)	4 (40.0%)	14 (18.2%)
Support Staff	1 (5.9%)	2 (10.5%)	0 (0.6%)	0 (0.0%)	0 (0.0%)	3 (3.9%)

*Nominations by campuses to Chancellor's Office

AFFIRMATIVE ACTION ADMINISTRATIVE FELLOWS PROGRAM
PARTICIPANTS, PLACEMENTS, MENTORS, ASSIGNMENTS 1978 - 1983

	1978-79					1979-80					1980-81					1981-82					1982-83					TOTAL ALL YEARS									
	# FELLOWS FROM CAMPUS	# FELLOWS HOSTED	# MENTORS	# HOME PLACEMENTS	# SPLIT ASSIGNMENTS	# FELLOWS FROM CAMPUS	# FELLOWS HOSTED	# MENTORS	# HOME PLACEMENTS	# SPLIT ASSIGNMENTS	# FELLOWS FROM CAMPUS	# FELLOWS HOSTED	# MENTORS	# HOME PLACEMENTS	# SPLIT ASSIGNMENTS	# FELLOWS FROM CAMPUS	# FELLOWS HOSTED	# MENTORS	# HOME PLACEMENTS	# SPLIT ASSIGNMENTS	# FELLOWS FROM CAMPUS	# FELLOWS HOSTED	# MENTORS	# HOME PLACEMENTS	# SPLIT ASSIGNMENTS	# FELLOWS FROM CAMPUS	# FELLOWS HOSTED	# MENTORS	# HOME PLACEMENTS	# SPLIT ASSIGNMENTS					
BAKERSFIELD						1																									1				
CHICO	1	1	1	1							1						1	2				2	1	1							4	3	4	2	
DOMINGUEZ HILLS	1	2	2	1		1	2	2			1	1	2			1	1	1													4	6	7	1	
FRESNO						1	2	2	1		1	1	2	1		1	1	1				2	1	2							5	5	7	2	
FULLERTON		1	1			2					2	2	2				2	3					2	2							4	7	8		
HAYWARD	2	1	1			1	2	2			1	2	2				1	1		1											4	6	6		
HUMBOLDT	1					1					1	1	1																		3	1	1		
LONG BEACH	2	2	2	1		1	1	1			1	2	4	1		3	1	2													7	6	8	2	
LOS ANGELES	1	1	1				1	1			2	1	1			2	2					1									6	5	5		
NORTHRIDGE	1	2	2			2	1	1			2	2	3									1	1	1							6	6	7		
POMONA	1	1	1				1	1			2	2	2			2	1	1													5	5	5		
SACRAMENTO	2	1	1			2	2	1				1	1			1						1	1								5	5	4		
SAN BERNARDINO		1	1			1						1	1																		1	2	2		
SAN DIEGO	1						2	2			1	1	1	1				1		1		2	2	2	1						4	5	5	2	
SAN FRANCISCO	1	2	2									2	2				1	2					1	1							1	6	7		
SAN JOSE	2	1	1			1	2	2			2					1						1	1	1							7	4	4		
SAN LUIS OBISPO						2	2	2			1																				3	2	2		
SONOMA		1	1				1	1																							2	2			
STANISLAUS	1					1					1																				3				
CHANCELLOR'S OFFICE						2										1	1	1				1									4	1	1		
TOTAL	17	17	17	3		19	19	18	1		19	18	24	3		12	12	17		1		10	10	11	2						77	77	85	9	

TABLE IV.

AFFIRMATIVE ACTION ADMINISTRATIVE FELLOWS PROGRAM
SUMMARY OF RESULTS

	<u>1978/1979</u>	<u>1979/1980</u>	<u>1980/1981</u>	<u>1981/1982</u>	<u>1982/1983</u>	<u>Totals To Date</u>
Total Participants	17	19	19	12	10	77
Appointment to an administrative position in the CSU	3	8	3	*	*	14
Acting or temporary appointment to an administrative position in the CSU	3	2	4	*	*	9
Appointment to an administrative position outside CSU	4	1	0	*	*	5
Promoted/Reclassification	1	0	0	*	*	1
Expanded Assignment	1	1	0	*	*	2
Working on doctorate or getting additional faculty experience	<u>1</u>	<u>3</u>	<u>0</u>	<u>*</u>	<u>*</u>	<u>4</u>
TOTALS	13 (76.4%)	15 (78.9%)	7 (36.8%)	*	*	35 (45.4%)

November 9, 1982

* Information not yet available.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590- 5549

Code: FSA 82-05

Date: January 22, 1982

To: Presidents

From: 
Robert E. Tyndall
Acting Vice Chancellor
Faculty and Staff Affairs

Subject: Administrative Fellows Program for 1982-83

We are pleased to announce the initiation of the 1982-83 Administrative Fellows Program. The Trustees' proposed budget provides support for the Program and although the funding must still go through review by the executive and legislative branches of the State, we believe that the Program will continue to be supported fully or in part in all quarters. Despite the budget uncertainties, it is advisable to provide as much lead time for the receipt and screening of applications as possible. Therefore, the timetable which follows calls for the launching of the Program in March. It is important to note in all announcements of the Program, however, that appointments will be contingent upon funding being provided in the final Budget which will not be signed until June 30, 1982.

Announcement

Attached is an "Announcement of the CSU Administrative Fellows Program" which includes information regarding: the timetable for applicants; description of the program; selection process; application forms; and confidential evaluation forms.

There are 30 complete packets for the large campuses and 15 for the others. Please duplicate more packets as needed.

(Over)

Distribution: w/o attachments

Vice Presidents, Academic Affairs
Vice Presidents, Administration
Personnel Officers
Affirmative Action Officers
Associate Vice Presidents/Deans
Faculty Affairs

Chair, Statewide Academic Senate
Chairs, Campus Academic Senates
Business Managers
Payroll Supervisors
Auxiliary Organizations
Chancellor's Office Staff



The format of the 1982-83 Administrative Fellows Program will be essentially the same as it was in 1981-82, although some of the activities within the Program are changing.

The Administrative Fellows Program continues to be modified as a result of information acquired from mentors and fellows as well as ongoing evaluations of the Program by the staff. A significant result of the comments was the inauguration of an orientation workshop held in June for both mentors and fellows to permit them to become acquainted prior to the fellows going to the host campus and to provide information and advice about the Program to all those participating in it. Another consequence of input from participants has been the establishment of an advisory group consisting of a President, Vice Presidents, a Dean, fellows from two previous programs and members of the Chancellor's staff. Also, the workshop speakers and leaders are now selected so as to provide greater representation of minorities, women and executives within the system. Efforts are being made to coordinate the workshop sessions with activities in which the fellows are involved on the campuses. In an effort to provide continued growth, the campuses are encouraged to provide opportunities to fellows who return to their campus to utilize the knowledge and experience acquired during the Program. In achieving mid-year and final evaluations both mentors and fellows are encouraged to submit written assessments of the Program as a whole as well as evaluations of the progress of the fellows.

Candidates

The Program is directed toward individuals, especially women and minorities who have had administrative experience, or who have demonstrated the potentiality for administration by leadership activities, or other experiences which are nontraditional in academic administration, campus or voluntary activities which, for example, have involved organizing work, accomplishing work through others, decision making, or problem solving.

We have a continued interest in attracting along with those mentioned above, applicants who have had appreciable experience in academic administration and are seeking development for executive positions and who could benefit from the opportunity to work in an environment which involves styles of management, geographical locations, community involvement, academic programs and governance that are different from those on their home campuses. Those who have had significant administrative experience in positions such as Associate Dean, Deans, Business Manager, Director, etc., and are seeking the opportunity for

advancement to Dean, Vice President for Academic Affairs, Vice President for Business or Administrative Affairs, President, etc., and who have potential for executive assignments would fit into this category.

In summary, because there is a need to increase the representation of women and minorities at all levels of administration and management in the CSU, we would like to attract candidates with a variety of types of administrative experience. Especially tailored learning plans and, if necessary, special workshop experiences can be formulated to meet the development needs and the career objectives of the successful candidates.

Publicity

To assure that those who are interested in applying for the Program are aware of its existence and its requirements, we are requesting that you give the Program as much publicity as possible on the campus. We will be asking the fellows and mentors who have participated in the Program to help make it known on campus and to encourage those with potential to apply. We will also keep your Deans of Faculty Affairs and Personnel Officers informed of the Program so that they can serve as campus liaisons for questions or to facilitate the application process. Special emphasis should be given to making the Program known to women and ethnic minorities.

You will know best where to place the responsibility for the administration of the Program, for facilitating the paperwork and for submitting the general statistical data that are required.

Attached is a draft of a one-page announcement of the Program. You may find it helpful in preparing your informational material. (See Attachment #1)

General Guidelines for the Campus

The campus selection process and the selection criteria are outlined in the attached announcement.

Campus selection committees should interview candidates in the process of making recommendations to the Presidents, and should submit with their recommendations to the President, short evaluations on each of the candidates (or fill out a Confidential Evaluation Form). Efforts should be made to include ethnic minorities, women and disabled employees on the campus selection committees.

In evaluating the candidates from the applications, references and interviews, please consider along with all other factors, the ways in which the successful fellows' experiences can be utilized if and when they return to their home campuses following the Fellowship. Although some fellows have moved to other positions or to other campuses after their Fellowships, others return to their home campuses. Since it is desirable that the "post fellowship" experiences (such as special or interim assignments) build on the year of training and development of the fellow (as a benefit for both the fellows and the campuses), this factor should be considered as recommendations are made by the campus committee, the President, and the systemwide committee.

Mentors

Presidents should submit to the FSA Fellow's Program Coordinator, the names of 3 or 4 persons who would be good mentors. The persons recommended should hold positions at the Dean's level or above. The FSA Coordinator is available to answer any questions about the role and responsibilities of the mentors and discuss the purpose of the Administrative Fellows Program. As fellows are selected by the Chancellor's Committee, the Presidents will be asked for further assistance about placement of fellows with mentors on their campuses.

Attachment 2 is a statement on the Selection Process for Mentors and the responsibilities of campus mentors.

Timetables

Following is the timetable for the 1982-83 selection and appointment process:

March 1, 1982	Announcement of the Program will be made by all campuses.
March 29, 1982	Deadline for applications to be filed.
April 16, 1982	Campus selection committees make their recommendations to the respective Presidents.
April 26, 1982	President sends 3 recommendations (ranked 1, 2, 3) to the Chancellor. President submits list of recommended mentors to the Chancellor.

FSA 82-05
January 22, 1982

-5-

May 17, 1982 Administrative Fellows Selection Committee recommends candidates to the Chancellor.

Latter part of May, and early June, 1982 Offers of appointment are made to the fellows after consultation with Presidents of host campuses.

Early June, 1982 Meeting of fellows and mentors.

Information for Reports

The Legislative Analyst's Office has asked us for extensive information about the Program. Please keep records that will answer the following questions and submit them by July 1, 1982.

	Faculty	Acad. Rel. Employee	Admin. Employee	Male		Female	
				White	Minority	White	Minority
1. No. of application packets completed and filed.							
2. No. of candidates recommended by campus selection committee to President.							
3. No. of candidates recommended by Pres. to Chancellor.							

If you have any questions about this Program, please call Jeff Stetson (ATSS 635-5549). Mr. Stetson would be pleased to respond to any phone inquiries from potential applicants also.

RET:JS:ep

Attachments

SUGGESTED DRAFT ANNOUNCEMENT

The Trustee's Budget includes funds for continued support for the CSU Administrative Fellows Program. Although the Trustee's request must still go through review by the legislative and executive branches of the State, there is at this time no reason to think that the Legislature will not support this Program, fully or in part.

It is essential, however, that all applicants understand that appointments will be contingent on funds being provided in the final Budget which will not be signed until June 30, 1982.

Full details of the Program and application materials may be obtained from the President's Office (or whatever office is so designated).

Purpose of the Program

The purpose of the Program is to provide an opportunity for upward mobility especially aimed at ensuring that women and persons from ethnic minority backgrounds are given equal opportunities for career development leading eventually to placement and advancement in administrative, managerial and executive positions in the CSU.

Applicants

Application for the Administrative Fellows Program is open to academic and administrative personnel who have a tenured/permanent or probationary position on their campus and who desire to prepare themselves for a career option in administration or management. Final selection of fellows and operation of the Program will be on a nondiscriminatory basis.

The Administrative Fellows who are selected will normally be assigned to a campus other than their own. Only under very unusual or compelling reasons will fellows be assigned to their home campus. Therefore, applicants should seriously consider their mobility as a factor in making their personal decision to apply for an appointment.

The fellowship is for the Academic Year, 1982-83. Fellows will receive their regular salary, vacation and retirement benefits as if they were in their regular position at their home campus.

Timetable for Applications

-2-

March 1, 1982	Announcement of the Program on the campus. Application forms may be obtained from the President's office.
March 29, 1982	Deadline for applications. Applications must be filed in the office of the President (or the office designated) by 5:00 p.m. March 29, 1982. Confidential Evaluation Forms must also be submitted by March 29, 1982.
Latter part of May, or early June, 1982	Offers of appointment as Administrative Fellows will be made.
Early June, 1982	Meeting of fellows and mentors.

-1-

SELECTION PROCESS FOR MENTORS

The President should recommend 3 or 4 persons holding positions at the Dean's level and above to serve as mentors. Persons to be recommended as mentors should possess good counseling and supervisory skills; be perceived as a good role model; be willing to commit the time involved and be willing to provide the fellows with real experience rather than "observer" experience.

The Presidents should send their recommendations for mentors to the Chancellor at the time they submit the names of the three candidates for the Fellowship Program.

Responsibilities of Campus Mentors

Because the needs, strengths, and weaknesses of each fellow as well as the special character and needs of each campus will vary considerably, guidelines and specific responsibilities for mentors must be broadly articulated. Moreover, we believe that the most rewarding Fellowship experiences will be made possible where mentors and fellows cooperatively work out specific details concerning mentor responsibilities and reduce such details to a "learning plan". This model, based as it is on mutual consent, will provide an effective tool for evaluating Program participants, as well as the overall Program.

There are, however, some minimal universal responsibilities that are applicable to all mentors.

It is expected, for example, that mentors will identify and assign each fellow to a specific set of managerial tasks which will require the gathering of facts about a particular problem or campus concern, analysis of those facts, development of appropriate recommendations for solving the problem or concern and the defense of those recommendations before the principal decision-making bodies of the campus.

Additionally, each mentor must make a commitment to involve the fellow assigned to her/his office in all aspects of the decisional processes of that office.

If desirable, fellows may be assigned on occasion to sub-mentors for specific projects, particularly when work assignments involve detailed and technical procedures and practices, or for orientation and training in other program areas.

Following is a list of other somewhat generalized responsibilities of campus mentors. The mentor must:

1. Make sure that the fellow has an appropriate physical working location in close proximity to the mentor's office.
2. With the fellow, develop and revise as necessary, the Learning Plan.
3. Expedite the fellow's acceptance on and knowledge of the campus by developing and exposing the fellow to a broad-based orientation to the total operation of the campus, including its governance structure.
4. Schedule regular meetings with the fellow (weekly meetings are the minimum).
5. Develop and assign the fellow to carry out a series of short assignments of a diverse nature which will expose her/him to the total human political environment of the campus.
6. Build in both observer and participant roles in structuring the fellowship role with the fellow.
7. Assign the fellow to planning sessions, work groups and decision-making activities throughout the campus community.
8. Structure the fellow's assignments so as to provide for interplay between the solution of specific problems involving real people and actual situations and the underlying theoretical policy issues and implications of these solutions.
9. Provide the fellow with literature such as catalogs, descriptions of special programs, organization charts, management studies and audits, reports, and studies from the Chancellor's Office.
10. Participate with the fellow in developing mid-year and final evaluations of the performance.

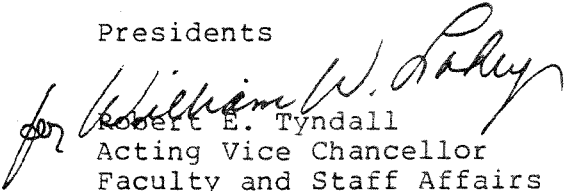
It must be remembered that mentors are the key to a successful Fellowship Program. Accordingly, it will be deemed inappropriate for a fellow to be assigned to mentors who hold positions other than in the offices of Presidents, Vice Presidents, or Deans.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5540

Code: FSA 82-05
Supplement #1

Date: March 12, 1982

To: Presidents

From:  Robert E. Tyndall
Acting Vice Chancellor
Faculty and Staff Affairs

Subject: Administrative Fellows Program - 1982-83

In order to insure that the recruitment and selection process for next year's Administrative Fellows Program maximizes opportunities for qualified candidates, the following clarification regarding eligibility should be made.

As you know, in the past, selection and participation in the Program, while not contingent upon willingness to relocate, has, nonetheless, stressed the desirability of relocation.

Such a policy, rigidly applied, may have an adverse impact on some campuses, as well as on some candidates, who might benefit from a new assignment at a home campus. While it should be understood that relocation to a new campus is still desirable, it should not be viewed as necessary for eligibility. It is assumed, however, that fellows who choose to remain at their respective campus must develop learning plans, which clearly enhance their professional development. Assurances should be made by appropriate campus staff, that such an arrangement will be supported as a new assignment, clearly distinguished from the current responsibilities of the selected candidates.

This communication should not be construed as advocating home-based fellowship experiences. The purpose of this notification is to insure that the Administrative Fellows

(Over)

Distribution:

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FSA
March 12, 1982
Page Two

Program attracts the most competitive and deserving candidates on the basis of their skills, appropriately matched with campus needs.

Any questions regarding this communication should be referred to Mr. Jeff Stetson at ATSS 635-5540 or (213) 590-5540. This memorandum is being telefaxed in order to insure timely dissemination to candidates and committees. Should this communication necessitate extensions of deadlines, please advise Mr. Stetson.

Thank you for your assistance in this matter.

RET:JS:ep



ANNOUNCEMENT OF THE
CSU
ADMINISTRATIVE FELLOWS PROGRAM
ACADEMIC AND ADMINISTRATIVE EMPLOYEES
1982-83

Information and Application Packet for Individuals
Interested in Applying for a Fellowship

Deadlines for the Selection Process:

March 29, 1982, 5:00 p.m.

Closing date for applications including the four confidential evaluations to be filed in the office designated by the President of the campus.

Latter part of May or early June 1982

Notifications to the fellows of their appointment and campus assignment.

Early June 1982

Meeting of mentors and fellows.

July 1, 1982

Final confirmation when the Budget process is completed and the funds approved.

ANNOUNCEMENT OF THE ADMINISTRATIVE FELLOWS PROGRAM

Purpose

The CSU Administrative Fellows Program offers a career development opportunity for future advancement in administration to both academic and administrative personnel. It is designed especially to aid women and minority persons. The successful applicant will be one who has demonstrated leadership and administrative qualities, who has determined to commit himself/herself to an administrative career and who has had at least some opportunity to acquire basic knowledge of management.

The purpose of the program is to provide a unique opportunity for enhancing the administrative talents and qualifications for women, minorities and others to prepare themselves, make progress toward their career objectives in administration and ultimately to compete for and receive appointments to administrative, managerial and executive positions in the CSU. This program provides opportunities for administrative fellows to serve under the mentorship of a dean or vice president in order to broaden their perspective and to experience campus administration from the management level. Some fellows who have had considerable administrative experience, and are interested in a development program as a basis for an executive position, will serve under the mentorship of a campus president. While the program is nondiscriminatory, we must be acutely aware of the under-representation of minorities and women in the administrative and management ranks, not only of the CSU but in institutions of higher education.

It must be understood that the successful completion of a fellowship in no way guarantees appointment to an administrative or executive position in the CSU. Those participating in the campus selection process should recognize that the intent of the program is to increase the pool of qualified women and minorities for administrative career development and possible appointment to upper level administrative, management and executive jobs.

Objectives

The objectives of the program are:

1. To seek out and identify a number of academic and administrative personnel, particularly women and minority candidates, who have shown potential for effective leadership in academic institutions.
2. To assist those persons identified and accepted as fellows to enhance their administrative career development and to further prepare themselves to compete for and receive appointments to executive, administrative, and managerial positions in the CSU.
3. To provide opportunities for the fellows involved in this program to participate in a wide range of decision-making processes, experimental learning activities, actual program management and a series of planned observations toward the end that persons who complete this fellowship will be better equipped to handle the demanding challenges of higher education administration and management in an era of increasing organizational turbulence.

This program will provide a pool of individuals from the faculty and administrative ranks who have had training and experience in CSU policies and practices and in administrative and management skills and who have potential for broader assignments, interim appointments, or as applicants for administrative, management, or executive positions in the CSU. The program also clearly conveys to the national academic community that affirmative action in the CSU is more than the provision of equal opportunity and that the CSU is committed to increasing the representation of women and minorities at all levels of administration and management.

Selection Criteria

1. The candidate must have a permanent/tenured or probationary appointment on his/her own campus.
2. The candidate must have made a reasonably serious commitment to an administrative career.

The demonstration of this should be provided in the candidate's statements on why he/she wants to be an administrator, what he/she understands administration to involve and why he/she seeks a fellowship to move toward this goal. There should be evidence in the statement of the identification of a career path, some knowledge of the skills, abilities and knowledge needed for the various positions in the career plan and an assessment of the individual's perceptions of his/her ability to acquire these talents. Campuses should assist applicants in acquiring this information.

3. The candidate must show some evidence of potentiality for leadership and ability to make decisions.
4. The candidate should have some previous administrative experience either at the middle or upper levels or have demonstrated the potentiality for administration.

Competition for these few appointments is great, and all other factors being equal those applicants with administrative experience will be more likely to emerge as those selected. The program does, however, provide in its review process for consideration and selection of persons without traditional academic administrative experience who can otherwise demonstrate their potential abilities to succeed in an administrative career. Such applicants should take special care to document what they have done on their own to prepare for an administrative career, such as extensive schooling, or leadership services in the community, campus activities, or other appropriate activities.

5. The candidate should be able to relate effectively with students, faculty and staff, including an understanding and appreciation of cultural, ethnic and individual differences.
6. The candidate must possess whatever academic credentials are needed for the jobs to which he/she aspires, or have made reasonable progress toward possession of those credentials.
7. The candidate must be willing to accept a fellowship on a campus other than his/her own.
8. The candidate must be willing to accept a wide variety of assignments during the fellowship.
9. There is no age requirement or limitation.

Selection Process

Each campus President will be requested to establish, after appropriate consultation, an Administrative Fellows Review Committee, AFRC, the purpose of which will be to review the applications and confidential evaluations of all campus applicants and interview all eligible candidates.

After appropriate review, the AFRC shall forward to each campus President, the names and evaluation packets of 5 to 7 persons deemed by the Committee to evidence the greatest potential for both program performance and subsequent service to the CSU in an administrative or executive capacity. The Committee's judgment on this matter shall be based on the interview and the application materials submitted by each applicant along with four confidential evaluations secured by each applicant.

Upon receipt of the Committee's recommendations, the President of each campus shall review the packets and select from that number the names of three persons as recommended candidates for program participation. The President shall rank these in the order of preference.

Each campus President shall forward the names and packets of their recommended applicants to the CSU Chancellor. Campuses should keep all applications on file until 60 days after the selection process has been completed.

The Chancellor shall appoint an Administrative Fellows Selection Committee (AFSC) consisting of no more than 7 and no less than 5 persons* which will review all of the packets submitted by the 19 campuses and make final recommendations to the Chancellor.

The AFSC shall provide to the Chancellor an unranked list of persons deemed by the Committee to evidence the highest potential for program performance and subsequent service to the CSU in an administrative or executive capacity. Like the AFRC, the AFSC shall base its recommendations on information packets forwarded for each applicant. The President of each campus will be consulted about the fellow who is proposed to be assigned to his/her campus.

From among the names provided to him and based on all available information, the Chancellor shall select and appoint the Administrative Fellows who will participate in the program at the campus designated.

The experience of the two years' operation of the program suggests clearly that the goal of having a fellow from each campus was not realistic. The applicant pools varied greatly, the mobility of persons on the outlying campuses was much less than those in the urban areas, the interest of employees in the program itself varied to a great extent. While efforts will be made to appoint a fellow from each campus, no assumptions should be made either by campuses or applicants that this is assured.

Final selection of a fellow is also contingent upon the placement of the fellow, specifically, the availability of a mentor at a campus that can offer the type of learning experience and program sought by the fellow and most advantageous to his/her career goals.

Structuring the Fellowship Through a Learning Plan

A learning plan will be developed by the mentor and the fellow to support the career plan of the fellow. While the learning plan may vary from campus to campus, and fellow to fellow, the following checklist is provided as a guide to the inclusion of substantive areas which are to be reflected in some fashion in all plans.

1. Provision of opportunities for fellows to learn about and participate in administrative decision-making at the highest levels of the campus.
2. Opportunities for learning and participation which focus on the nature of academic leadership, organization theory and behavior, the interrelationship of the several levels of academic administration, decision-making on budgetary matters, RPT policies and procedures, personnel management, employee relations, institutional governance models and practice, curriculum composition and modification, organizational change, campus planning processes, and automated management information systems, and as appropriate, various management and executive styles.

*No more than two persons serving on the Chancellor's Office Staff shall participate on the AFSC.

3. Specific opportunities for observation and some participation in matters related to the attraction of students to the campus, admissions, financial aids, student counseling, student participation in institutional governance, graduate placement activities, foundation and auxiliary organization relationships.
4. Reviews and analyses of policies covering such areas as affirmative action, occupational health and safety, institutional accreditation, departmental administration, community relations, academic master planning, faculty development, community service and faculty workload.

The principal guiding concept to be adhered to in structuring the learning plan is that the experiences of this program, both in theory and practice, must result in extensive contacts between the fellow and all levels of the campus and provide one or more opportunities for the fellow to engage in problem solving and decisional processes which are important both to the fellow and the campus.

APPLICATION PROCESS FOR CANDIDATES IN THE CSU ADMINISTRATIVE FELLOWS PROGRAM

Basis for Selection

Given the non-existence of quantitative predictors of administrative and executive potential or success, no effort will be made to use such tools in the selection processes of this program. Indeed, only qualitative and subjective measures will be utilized in determining who will be recommended for and admitted into the program.

Salary

Each fellow will receive his/her regular salary during the fellowship.

Campus Placements

Efforts will be made to assign fellows to a campus near their home campus, although that may not be possible in all cases. General experience with administrative fellows programs suggests that it is more advantageous if the fellow is not assigned to his/her own campus.

Announcement

The President of each campus will be asked to announce the existence and application procedures for the program in appropriate campus bulletins, newspapers, and departmental notices. Additionally, the statewide Academic Senate, campus senates, employee organizations, and student newspapers will be asked to announce the program and the application procedures to be followed. Information is also available from fellows and mentors who have participated in the Administrative Fellows Program.

Application

Application should be made on the form attached to this material. Four confidential evaluation forms are provided, and these should be sent directly to the office designated by the President. They must be sent in time to meet the deadline of 5:00 p.m., March 29, 1982.

Responsibilities of the Chancellor's Office

The Chancellor's Office will be responsible for the development of operational guidelines for the fellowship program, the final screening and selection of the fellows and the development and implementation of three or four intensive live-in seminars. The seminars will deal with organizational theory and behavior, management, problem-solving techniques, budget development and control, personnel management, conflict resolution, employee relations, decision-making in higher educational institutions and basic information about the operation of the CSU system. Those who are advanced administrators will have specially designed learning plans. The Chancellor's Office shall be responsible for retaining all special consultants involved in the program, developing and administering program evaluation tools, the development of an appropriate bibliography and the ordering of assigned reading materials.

The Chancellor's Office shall further be responsible for compiling individual evaluations of performance for each fellow, providing for fellow evaluation of mentors and developing an overall evaluation of the program for submission to the Legislature, when requested.

Appropriate staff in the Chancellor's Office shall develop and provide for each mentor and fellow a format for the learning and experience plan which shall constitute the basic structure of the fellowship and shall provide consultation to each campus on any and all matters which would lead to the maximization of program effectiveness.



APPLICATION

ADMINISTRATIVE FELLOWS PROGRAM 1982-83 The California State University

Note to Applicants: This program is contingent on funding being provided in the Budget for 1982-83. The State budget process will not be completed until June 30, 1982. Successful applicants will be notified of their selection in May, but final confirmation cannot be obtained until June 30, 1982.

I. PERSONAL

Name _____

Home Address _____

Home Telephone _____

II. PROFESSIONAL

Present Title or Position _____
(Give payroll title as well as any organizational title) (Rank & TSA)

Campus _____

Campus Address _____

City

State

Zip Code

Office Telephone _____ Social Security No. _____
(Public and ATSS Number)

Title of person to whom you report _____

Date appointed to this position _____

Current Status: tenured/permanent _____ probationary _____ temporary _____ fulltime _____ parttime _____

Describe briefly your current responsibilities _____

III. EDUCATION (List highest degree first)

Institution	Major/Field	Degree	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Education Related Honors, Awards, Scholarships: _____

Extracurricular Activities:

Describe any activities you performed while you were a student that involved administrative or management type activities (served on student committees, involved in student governance, etc.).

IV. PROFESSIONAL HISTORY (List and describe briefly the responsibilities of the three positions held prior to your current position.)

A.	Position/Title/Rank (include TSA, speciality, or field of work)	Institution (include address)	Dates	Salary	Status (Tenured, permanent, probationary, temporary, fulltime, parttime)
----	---	----------------------------------	-------	--------	--

B. Administrative Experience other than listed in IVA:

List specific leadership posts, including campus committees, senates, service to professional societies, program coordination, supervision. Describe the nature of any other administrative positions held or activities performed the past three years (paid or volunteer).

C. Civic and Community Activities:

(List the names of community organizations in which you have actively participated. Identify any leadership positions held.)

D. Professional Activities:

(Please attach a list of your publications, presentations, other professional activities, employment related honors and awards.)

V. CAREER OBJECTIVES

- A. Please summarize the administrative and leadership skills and abilities you have acquired from your employment, student, community, professional and other activities.

B. Please respond to the following:

1. My long-term objective is to serve in the following position(s):

2. My short-term objective is to serve in the following position(s) in the next few years:

3. I wish to learn more about the following programs and functions in order to reach my career objectives:

VI. FELLOWSHIP PLACEMENT PREFERENCE

A. I would like to spend my fellowship in the following programs and with the following types of mentors. (Give reasons for your choices.)

B. Please list in priority order your choices for a CSU campus at which you would like to do your fellowship. Please indicate your reasons for the choices. (There is no assurance that you will be placed at the campuses you prefer, although your choices will be accommodated to the extent possible.)

1. _____

2. _____

3. _____

4. _____

VII. REFERENCES

Please identify by name, title and address, the four persons who will provide a confidential evaluation in support of your candidacy. Please include a reference from the person to whom you report (e.g., your Department Chair, Dean or Program Director) or a higher level administrator on your campus who is familiar with your work.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

VIII. ESSAY

Write a short essay (maximum three typewritten doublespaced pages), indicating why you are considering a career in academic administration. This essay is a very important part of the application and should provide the various persons and committees involved in the selection process with insights into the following:

- (1) Your reasons for an interest in an administrative career .
- (2) Your own assessment of your potential for an administrative career. (Strengths, weaknesses, particular abilities)
- (3) Your plan for career development
- (4) Perspectives on the role of administration in the life of the university
- (5) Perspectives on the role of the university administrator
- (6) Ways in which the Administrative Fellows Program will help you achieve your career objectives.

ADMINISTRATIVE FELLOWS PROGRAMS 1982-83
THE CALIFORNIA STATE UNIVERSITY

CONFIDENTIAL EVALUATION

This evaluation will be a significant element in the selection of program participants from among those nominated.

Please send this evaluation form to: *(applicants fill in*)*

*The Office of the President _____

*Campus Name _____

*Address _____

It must be in the President's Office by 5:00 p.m. March 29, 1982.

*

*

Name of Candidate

Name of Evaluator

1. Nature of your relationship with candidate (check appropriate box):

- Academic Dept. Chairperson
 Head of Administrative Dept.
 Dean
 Supervisor
 Professional Colleague
 Personal Friend
 Other (specify) _____

Evaluator Title

Institution

Date

2. How many years have you known the candidate?

3. **General Evaluation**

Please describe the applicant's skills and abilities or potential for academic administrative or executive positions. Please focus attention on the applicant's demonstrated leadership skills, assessing such factors as:

- a. Skills in problem identification and problem solving, such as ability to develop information; analyze and synthesize material; draw conclusions; make recommendations.

- b. Initiative, resourcefulness, adaptability and ability to follow through.
- c. Judgment and ability to make sound decisions.
- d. Ability to present ideas and disseminate and utilize information effectively.
- e. Interpersonal skills – Ability to work cooperatively with others; to listen to others and respect divergent views; to direct the work of others; to persuade others.
- f. Sensitivity to colleagues and those providing campus services, with particular attention to persons from various ethnic minority backgrounds, women, and the disabled.
- g. Ability to organize work, set goals and meet objectives in a timely fashion; tolerance for administrative detail and interruption.

(use additional page, if necessary)

4. Please give your opinion on the following (circle the number):

a. What is the extent of the candidate's knowledge and understanding of the functioning of an academic institution?

Outstanding	1	Comment (optional)
Good	2	
Average	3	
Poor	4	

b. Can the candidate handle effectively and judiciously difficult interpersonal relations with faculty members, students, department chairs, other administrators, other employees, trustees, and the public?

Highly acceptable to most	1	Comment (optional)
Acceptable to many	2	
Unacceptable to many	3	
Unacceptable to most	4	

c. How would you rate the candidate's potential leadership ability relevant to an academic or administrative officer?

Outstanding	1	Comment (optional)
Good	2	
Average	3	
Poor	4	

5. Please rate the candidate's potential for a continuing career in academic life (check the appropriate box):

	Outstanding	Good	Average	Doubtful	Poor
Assistant to an Academic or Administrative Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head of an Administrative Dept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dean of a School/College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chief Academic Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vice President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: This evaluation is part of a preappointment process. The form will only be used for consideration for appointment of the applicant to an administrative fellowship. It will not be used for any other purpose and will not be included in the applicant's personnel file. As preappointment material, the information provided is confidential and applicants will not have access to it (reference FSA 76-93).

Signature of Evaluator

December 28, 1982

RE: RACIAL DISCRIMINATION AT THE UNIVERSITY OF CALIFORNIA

Assemblyman Elihu Harris
Chairman Assembly Select Committee on Fair Employment Practices
State Legislature
Sacramento, California

The legislature has been providing tax monies to the University for more than ten years to support affirmative action. I suggest that the committee now carry out an end-use audit. For the money provided, what positive physical results have been achieved by UC? Separately, what additional results have been obtained with general budgetary funds not specifically earmarked for affirmative action? This audit will help you distinguish between what UC says and what they do in affirmative action. Based on a long term association I feel that tax monies given for affirmative action have been used to block affirmative action, and that racial discrimination has been tolerated if not encouraged at the highest levels of the University in spite of an acknowledgement of the problem.

An indication of the attitude of the President's office can be seen by what has happened to those individuals found to be discriminating versus those employees who spoke out against racial discrimination. In the Cooperative Extension Service the Task Force on Racial Discrimination in the Cooperative Extension Service found racial discrimination in virtually every aspect of Extension life and criticized administrators Kendrick, Seibert, and Schoonover. Since that time all have been promoted despite a second University Task Force which found massive administrative incompetence from the same individuals.

When black, oriental and hispanic Cooperative Extension employees complained about racial discrimination they were either fired or sand-bagged and promotions blocked and duties removed. Ironically, one of the "Seibert Six" is now secretary of the California Republican party. When the Systemwide personnel director Baskerville made a conscious effort to increase minorities in Systemwide she was abruptly fired. When Farm Advisor Yeary helped the Farmworkers Union he was told that he would never get another raise again. He hasn't.

Your committee should just look at the numbers. In the Cooperative Extension Service look at the number of minority employees in decision-making positions. The director, associate director and assistant state directors remain all white. Look at the number of minorities who are

specialists, who are farm advisors, and don't be deceived by claims of 1/64th American Indian just discovered when it could do some good.

Walter Strong was Assistant Vice President for Affirmative Action. When the Regents demanded a Task Force to investigate charges of racial discrimination in the Cooperative Extension Service President Saxon appointed him chairman. The Committee held hearings in four areas of the state and interviewed some 75 witnesses. You should request a copy of their report. They made findings of racial discrimination not only in hiring, but in promotions, committee assignments, and virtually every aspect of Extension life. The committee should also ask for the records which this committee considered and relied upon in making its report because Vice President Strong advised me that the original report had been softened against his wishes before being issued. Mr. Strong also personally told me that all records had been boxed and stored in order that other groups could reevaluate the program in the future. I have repeatedly requested these records under the California Public Records Act, but the University tells me that either the records never existed or they cannot locate them now. Perhaps the committee would have better luck.

It should be noted that Mr. Strong's employment relationship with the University was abruptly terminated about two weeks after he made findings of racial discrimination. The administration claimed that they had been going to fire him for some time, but just hadn't got around to it. Extension Director Seibert, who was accused of discrimination by his minority employees, correctly pointed out that while Strong made the findings against him--that Strong was no longer there and he was. In fact Seibert, despite the findings of three committees and federal audits and the written appeals to Saxon by his own staff, was then promoted by President Saxon to Assistant Vice President.

Vice President Archibald Kleingartner then studied the management practices that permitted if not encouraged racial discrimination found by the Strong Task Force. He found extremely poor management practices on the part of Seibert and other Extension administrators and that these practices also had a discriminatory effect. Minority employees wondered if he was found to be a poor manager and also one who practiced racial discrimination, why he should be promoted unless this was a characteristic valued by the President's office.

The original version of the Kleingartner report recommended that Seibert and Kendrick be removed from administrative duties. Unfortunately the report was then doctored before being given to the Regents. I suggest that you request the original version in the form that it went out for review and also the materials considered and relied upon by Kleingartner's staff in developing this position paper. Again I have requested these records from the University but have been told that they either never existed or cannot now be located. But how can a 6 month evaluation be carried out without writing anything down?

Raymond Huerta is an experienced Title VII lawyer. He served as Acting Assistant Vice President for Affirmative Action after Strong's abrupt departure. He was given the responsibility to evaluate the charges of the "Seibert Six," six minority employees who claimed discrimination on the part of Seibert. You should ask for the written reports of each of these cases because they give you a first-hand idea of the tactics used by Seibert and countenanced by Kendrick in carrying out discrimination.

Tony Martinez succeeded Huerta as Acting Vice President for Affirmative Action. This Spring he issued a report to the Regents stating in essence that very little progress had been made in Affirmative Action. He was then abruptly taken out of office for failure to be a "team player." Employees say that he wrote a much stronger report and one of the reasons he is no longer there is that he refused to soften it at Kleingartner's request. One of the methods of co-opting minority employees is to fire them without cause and then contract with them for a period of time on the basis that they will keep their mouths shut. You should check the personnel files of both Strong and Martinez.

At the operational level you should examine the case of Cooperative Extension Service Affirmative Action Officer Eugene Stevenson who has been co-opted. The principal remedy suggested by the Strong committee to treat racial discrimination in Cooperative Extension Service was to appoint an Affirmative Action officer who would be independent of, and review actions taken by Seibert. Vice President Kleingartner touted this approach to the Regents and issued press releases concerning the qualities of Mr. Stevenson. In addition, by shifting all blame to the new affirmative action officer, life for the Extension administrators could go on as before.

But Mr. Stevenson quickly found that what the administration said and what they wanted done were quite distinct. In the attached letter of August 28, 1981 Seibert asked the Affirmative Action Officer to violate University policy by approving a county director position without opening it up to Affirmative Action. In his attached reply of September 2, 1981 Stevenson not only agrees, but tells him how to avoid Affirmative Action in future appointments. The same accommodating attitude was expressed in Stevenson's letter to Seibert of October 28, 1981. Your committee should ask Stevenson if he actually wrote these letters or if they were prepared by the administration for his signature. But it is significant that even after the matter hit the paper (attached March 16, 1982) neither Saxon, Kleingartner nor Kendrick issued reprimands to either Seibert or Stevenson or took any type of corrective actions. Employees say that administration held the letter until Stevenson was getting out of line, then saw to it that it was leaked to the Daily Californian to discredit Stevenson in the eyes of his clientele, minority employees. Although the Regents have not been advised, Kendrick then acted to take away some of the Affirmative Action Officers most important duties (see attached letter from Kendrick of October 8, 1982).

December 28, 1982

In effect Stevenson has been reduced to a house black who appears to be doing a job but whose responsibilities have been gutted.

I suggest to you that these matters go to attitudes of the administrators which must be dealt with by your group if they are to have a lasting effect. Please note the attached monthly report for previous Extension Affirmative Action Officer Singleton (December 1977) suggesting that attitudes towards discrimination were also a major problem in his mind.

In my previous letter I dealt with the problem of minorities who file grievances with Cooperative Extension. In the attached letter of December 15, 1979 a black employee brings up another problem--that of coercion of minority employees specifically because they have filed a grievance against the Administrators. Here he filed a grievance of racial discrimination against his county director and with F&PH. The county director's boss (regional supervisor Ann Burroughs) told him to withdraw his complaint immediately or face instant termination with no letters of recommendation. Despite this crude coercion there is no record that Burroughs was ever reprimanded for her widely known action. He withdrew his complaint. This would lead to the inevitable suggestion that the administration approved of this type of activity. Burroughs was then promoted.

Your committee has an important legal, moral, and fiscal responsibility. The University should deal with these matters internally, but they have refused to do so despite repeated notice, and the Regents' attempt to deal with the problems have been unsuccessful. It's now up to the legislature. Up to this point you have been supporting racial discrimination by supplying the means.

Sincerely yours,



Robert B. Bradfield

RBB:smw

cc: President Saxon

August 28, 1981

5. The County Director position in San Benito County is much like a Department Chair where appointments are done on an internal basis when an FTE does not exist.
6. Recruiting in this sense would be an unneeded allocation of resources and budget inasmuch as the likely candidate to emerge anyway would be Alex Gibson. Further, an open recruitment is not likely to be successful given our experience in the past.
7. Mr. Gibson is fully qualified to take on the responsibilities described in the County Director/Livestock Youth Advisor position that would go on in the County.

Your concurrence of this action is requested and would be greatly appreciated. If you do not concur with this action, I would appreciate in writing a detailed and specific course of action which would be acceptable to you.

Sincerely,

Jerome B. Siebert
Assistant Vice President
and Director

Attachments

cc: J. B. Kendrick, Jr.
N. J. McLaughlin

Office of the Vice President--
Agriculture & University Services

September 2, 1981

ASSISTANT VICE PRESIDENT SIEBERT

Dear Jerry:

I am in receipt of your two memorandums dated August 28, 1981. One memorandum is related to the Roy Rauschkolb position/vacancy as Regional Director and the job description for same and the other memorandum is related to the San Benito County Director position/vacancy. First, I am in complete concurrence for recruiting nationally for a position of the Regional Director's magnitude. Your job description expresses quite well why it is wise to go nationally. I should like to suggest that the Search Committee record with your office all documented evidence of making any and all contact with 1980 Land Grant Colleges and the Tuskegee Institute. Also, maintain a listing of the position with at least two minority newspapers, particularly in the Bay/Sacramento areas, as well as The Chronicle of Higher Education. I should further suggest a record of telephone calls of those offices that make telephone contact with potential applicants as well as Search Committee members' offices that make calls and contacts for same. Indeed, I concur with the Search Committee membership. I also think that it is important to maintain a record of the ethnic mix and male/female membership of the Search Committee. Documented evidence is the way to avoid criticism. As you know, I am particularly consciously aware of the newspapers' views and the public's views in the Sacramento/Yolo County areas. This awareness is to protect us and, hopefully, avoid the negativism of the past. Therefore, I should like to recommend for your consideration the usage of terms requesting a person with "diverse/complex/irrigational/agricultural experiences" rather than the term "California experience" preferred.

- With regard to your second memorandum--The San Benito County Director vacancy. This is a rather serious extenuating circumstance, and it is not likely we would receive applications based on the experiences of a year ago. I am suggesting that all documented efforts relating to the experiences of failure to fill the position over a long period of time remain on file and made available in the event that questions/comments develop.

For future planning, I believe we will be on safe ground to openly recruit for County Directors' positions, unless circumstances are as difficult as the San Benito case.

September 2, 1981

As I mentioned to you, I am pleased that we have not had disgruntled persons seizing opportunities to give us a hard time. When it does occur, I want us to be protected. I believe that a part of our problems will indicate that kind of negative behavior. Another alternative action to consider is to assign a person on a temporary basis, go through the recruiting process, have the temporary person apply, and appoint on the basis of the temporary person coming out as the only candidate.

If I can provide any further assistance, please feel free to call on me.

Sincerely,

Eugene D. Stevenson
Affirmative Action Officer

EDS/Inv

✓cc: N. J. McLaughlin

10/26/81



Office of the Vice President--
Agriculture & University Services

BERKELEY, CALIFORNIA 94720

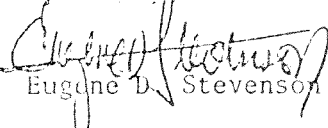
October 26, 1981

ASSISTANT VICE PRESIDENT SIEBERT

Dear Jerry:

I concur with the transfer because of the extenuating circumstances surrounding this particular case. Although the 1980 policy states our right to approve the transfer. I believe we should have a letter from Mr. Valades requesting the transfer. I believe this documented agreement and/or formal request would protect us from any complaints later.

Sincerely,


Eugene D. Stevenson

cc: Nancy McLaughlin

INTERNAL CORRESPONDENCE

CALIFORNIAN

TUESDAY, MARCH 16, 1982

BERKELEY

Co-op Extension aide told UC how to dodge affirmative action

By EVAN LEE
STAFF WRITER
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THE DAILY CALIFORNIAN

The University of California Cooperative Extension's affirmative action officer suggested to university administrators on at least one occasion how to circumvent the affirmative action process in hiring. *The Daily Californian* has learned.

In a Sept. 2, 1981 memorandum from Affirmative Action Officer

Eugene Stevenson to Cooperative Extension Director Jerome Siebert, Stevenson suggests that administrators can bypass the affirmative action recruiting process by giving persons they eventually want to hire jobs on a temporary basis.

"Another alternative action to consider is to assign a person on a temporary basis, go through the recruiting process, have the temporary person apply, and appoint on the basis of the temporary per-

son coming out as the only candidate," the memo states.

The memo refers specifically to hiring a director for the university's cooperative extension office in San Benito County. Stevenson indicates in the memo that the university did not recruit openly when it filled the San Benito position.

"For future planning, I believe we will be on safe ground to openly recruit for County Directors' positions, unless circumstances are as difficult as the San Benito case," it states.

"I mentioned to you (that) I am pleased that we have not had disgruntled persons seizing opportunities to give us a hard time," Stevenson continued. "When it does occur, I want us to be protected."

The cooperative extension is the multi-million dollar arm of the university that aids farmers and other agricultural concerns in California. The University of California is required to provide such services because it is a land-grant university.

In an interview last Friday, Stevenson denied the authenticity of the memo.

"I'm sure it is (falsified)," he said. "We should not forget that we have qualified minorities and women who should be given opportunities to apply for positions. I stand by that."

Stevenson said he thinks someone in the university administration is trying to stop progress in affirmative action by framing him.

"It's a concerted effort on the part of some people... to say that affirmative action is not a con-

SEE PAGE 10

FROM FRONT PAGE

structive way of remedying inequities in the past.

"Secretaries are sometimes honest, sometimes dishonest," he said. "I don't have the energy to see whether people are being vindictive."

The associate director of cooperative extension, Nancy McLaughlin, was listed on the memo as a recipient of a carbon copy. She said yesterday that the memo was "vaguely familiar," but she denied that it represented a suggestion on how to circumvent the affirmative action process.

"(Stevenson) has not — in my direct meetings — suggested any way in which we could circumvent affirmative action policies or requirements," she said. Asked what she thought the "alternative action" represented, McLaughlin replied, "It's — an alternative, that's all."

Margo Williams, Stevenson's former secretary, confirmed the authenticity of the memo, which *The Daily Californian* obtained last week.

"It is absolutely authentic," Williams said, adding that she knew of other interoffice memoranda that pointed out other instances of circumventing affirmative action in cooperative extension.

Williams, who was fired March 5, said she was dismissed because she knew too much about the way in which the office operated. The university maintains that she was fired for incompetence.

The California State Employees Association, which is representing Williams, has filed a grievance against the university.

Though the memo's language regarding the affirmative action process seems clear, a top university administration official who requested anonymity said yesterday that Stevenson's "suggestion" could be interpreted two ways — either as an attempt to

derail affirmative action, or as an attempt to speed it up.

The official said that depending on whether the person assigned to the temporary position was a minority or a non-minority, such circumvention or elimination of the recruiting process could help or hinder affirmative action.

Alex Gibson, the person whom the university hired to fill the San Benito County directorship, is a white male.

"The extreme interpretation is that the affirmative action officer in cooperative extension is giving the university ideas about how to circumvent the affirmative action process," the official said.

Asked how seriously the university would regard such conduct if it were true, the official said it would be "troublesome — absolutely intolerable."

Stevenson's memo is particularly significant in light of last Wednesday's report that the university's vice president for academic and staff personnel relations, Archie Kleingartner, had told UC Vice President William Fretter in a memo last year that "there is not, so far as I can make out, an overall university strategy and commitment" to affirmative action.

It was Kleingartner who chaired the university committee in 1980 that reviewed the policies, procedures and actions involving personnel practices in cooperative extension.

Kleingartner's committee concluded that the extension was "an organization that has real evidence of affirmative action deficiencies," and he recommended — among other things — that the extension hire a full-time affirmative action officer.

Stevenson was hired to the position shortly thereafter.

The 1980 investigation into the cooperative extension was prompted by numerous charges of racial discrimination.

OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

Office of the Vice President--
Agriculture & University Services

BERKELEY, CALIFORNIA 94720

J.B. SIEBERT

October 8, 1982

EXECUTIVE MANAGEMENT GROUP

On September 17, 1982 we discussed the division of responsibilities in the affirmative action area for Agriculture and University Services. At that time we agreed on the allocation of responsibilities as shown on the attached statement. Henceforth, therefore the attachment should be used as a guide in determining where the responsibilities lies on various affirmative action matters. I would appreciate your cooperation in following this clarification.

Sincerely,


J. B. Kendrick, Jr.

Attachment

INTERNAL CORRESPONDENCE

Affirmative Action Responsibilities
Agriculture & University Services

	<u>EDS</u>	<u>NJM</u>	<u>DSS</u>
Provide Assistance and Consultation regarding federal regulations and UC policies.	X		
Assist management in setting goals and suggest strategies for reducing goals.	X		
✓ Advise supervisors on hiring goals and provide supervisor; and search committees position-by-position candidate information and suggested recruitment strategies to aid in reaching goals.		X	
✓ Review appointments for compliance with affirmative action.		X	
Certify academic appointments for compliance with affirmative action.	X		
Approve staff personnel appointment procedure and conduct a post audit to assure compliance.	X		
Conduct compliance reviews.*	X		
✓ Conduct training programs on affirmative action.		X	
✓ Liaison with Federal, State and University agencies or offices on affirmative action and civil rights matters.	X		X
Liaison with agencies on handling civil rights compliants.	X		
✓ Administer EEO Counselor Program.		X	
Coordinate activities of the Affirmative Action Advisory Committee.	X		
Provide staff assistance to AAA Committee.	X		
✓ Provide counseling to minorities and women on career opportunities and civil rights matters.		X	

* Also a responsibility of Regional Directors

WES (Revised)
10/4/82

	<u>EDS</u>	<u>NJM</u>	<u>DSS</u>
Provide expertise on affirmative action and civil rights laws, regulations and UC Policy.	X		
Write affirmative plan and annual updates.	X		
Revise plans in response to changing laws and regulations.	X		
✓ Prepare affirmative action portion of the Cooperative Extension annual Plan of Work.	X		X*
✓ Prepare narrative reports as needed.	X		X**
✓ Monitor Search Committee and entire employment process for academic personnel.		X	
Special outreach recruitment effort for minorities and women.	X	X	
✓ Information program on opportunities for women and minorities in the field of Agriculture.		X	
✓ Develop training programs for women and minorities.		X	
Calculate workforce eligibility pools for each job group.	X		
Prepare utilization analysis and adverse impact analysis.	X		
Prepare annual statistical reports on personnel actions.	X		
Prepare statistical reports as needed.	X		

* Coordinates the AA portion into the overall plan. AAO takes the lead in preparing the portion.

** Coordinates reports as needed. AAO provides AA portions.

WES (Revised)
10/4/82

UC lacks plan for affirmative action

By EVAN LEE
STAFF WRITER

University of California systemwide officials believe their affirmative action efforts have yielded disappointing results because the university has neither an overall strategy toward nor a commitment to solving the problem. *The Daily Californian* has learned.

Archie Kleingartner, the administration's vice president for academic and staff personnel relations, explained the problems with affirmative action at UC in an "internal correspondence" memorandum to UC Vice President William Fretter dated July 16, 1981.

The memo was obtained by the *Daily Californian* yesterday. In it, Kleingartner suggests to Fretter that affirmative action be one of the topics discussed at a series of conferences between systemwide officials and campus chancellors.

Kleingartner is in charge of all the university's faculty and staff affirmative action programs.

"I recommend that we seriously confront one of the most vexing and profoundly important issues confronting the university, namely, affirmative action in all its dimensions," Kleingartner wrote.

Kleingartner stated that university officials needed to discuss bolstering affirmative action efforts for students, faculty, and staff employees. Kleingartner noted that the university especially needed to increase the number of women and minorities in senior management positions.

"I think we are still dabbling at the edges of this problem," he continued. "There is not, so far as I can make out, an overall university strategy and commitment."

Reached yesterday, Kleingartner cautioned that his remarks in the memo about a lack of commitment and strategy "could really be misunderstood."

"When the problem is a massive one... the appreciation of the problem isn't nearly as great I'd like," he said. "There's not

as an effective strategy as I would like. I think the institutional commitment is there, but not every manager who hires is as committed as he ought to be."

Kleingartner added that he did not mean his written remarks as a "broadside attack" on current efforts at affirmative action.

"The university has done some awfully good things, but the magnitude of the problem is so great," he said.

Kleingartner's memo concludes by saying that if the systemwide administration could develop a "forceful plan" for affirmative action, then the university would probably ask the state legislature for more money.

Some legislators are wary of university requests for more affirmative action funding. Assemblymember Elihu Harris, D-Oakland, has said that he wants to see the university do more with the money it already has.

For the 1981-82 fiscal year, the legislature provided the university with about \$4 million for student affirmative action and \$775,000 for faculty and staff affirmative action.

University News Officer Sarah Molla said the university actually spends "a great deal more than" those specific figures indicate, but in ways that are unmeasurable.

THE DAILY CALIFORNIAN WEDNESDAY, MARCH 10, 1982

Closed-door meeting with Speich, a consultant to the and Means subcommittee ing with the university's bu and Hal Geiogue, a legisla employee charged with anal ing the governor's budget prosal.

"What I'm really going to do give them the information I have arrived at, and I'm going to let the elected officials do what they are supposed to do," Baskerville said before the meeting yesterday.

While her meeting with Vasconcellos was simply designed to present her evidence, she said her goal is to convince the committee to suggest redirecting funds from the university's administration to educational departments.

Baskerville said she may meet with other legislators interested in her claims, including Sen. William Campbell, R-Whittier and Assemblymember Gary Han D-Santa Barbara, head of the educational subcommittee.

Vasconcellos was unavailable for comment yesterday, but Speich agreed the meeting was purely informational, not a strategy session to implement Baskerville's proposal.

Baskerville also said yesterday her \$7 million damage claim against the university, stemming from her unemployment, will be heard in part by the State Public Employees Relations Board.

Baskerville claims the university fired her after six years of service for publicizing her charges of mismanagement and poor affirmative action program. The university, however, maintains Baskerville intended to resign as early as the beginning of last year.

Vasconcellos told of waste in university administration

By HENRY SCHULMAN
SACRAMENTO CORRESPONDENT

SACRAMENTO — Former UC Personnel Director Carole Baskerville met yesterday with Assembly Ways and Means Committee Chair John Vasconcellos, D-San Jose, to present him with purported evidence of massive fiscal waste and mismanagement in the university administration.

Baskerville, who left the university last October, said the systemwide administration's \$14 million budget could be trimmed by \$4 million by combining duties and eliminating some positions.

Specifically, she suggests reassigning employees from Academic Vice President William Frazer's office to the Educational Policy unit, a freeze in hiring, and eliminating 13 management, professional and clerical workers.

She also wants an annual audit of the university's administration. A similar audit request to the state finance department was rejected last month on grounds that the university is out of the office's jurisdiction.

Vasconcellos' committee will present a suggested state budget to the full Assembly later in the year.

SEE PAGE 9

QUARTERLY REPORT

Hezekiah H. Singleton

December 9, 1977

This month I received a copy of a Farm Advisor's quarterly report which expressed in no uncertain terms what he wasn't going to do relative to Civil Rights and Affirmative Action. Affirmative Action guidelines have been in effect since 1972 (more than five years).

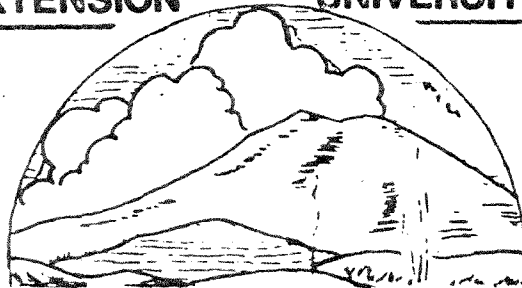
I do not know what prompted this Farm Advisor's remarks but it appeared as if he had just become aware of Civil Rights requirements and that goes a long way toward indicating where Cooperative Extension is in terms of basic compliance. It seems as if an employee will experience far greater difficulty administratively for not turning in timely CEMIS reports than for not adhering to some basic laws. Apparently every Cooperative Extension office in California received this defiant report. If this action is not dealt with in a firm manner, administration will be saying that its employees do not have to meet those Civil Rights requirements that they do not agree with.

Civil Rights and Affirmative Action issues have been debated endlessly. It is a pity that many Cooperative Extension staff are not nearly as concerned about actual racial and sex discrimination as they are about the mythical concept of reverse discrimination. No amount of intellectual discussion can alter the fact that discrimination on the basis of race and sex has, and continues to take place.

I am not distressed by the views of individuals. I am very concerned when individuals are allowed to put their personal views into effect in violation of law and policy. I wonder when Cooperative Extension will cease ignoring the problems of racial and sex discrimination. The views expressed in the report mentioned above are not unique to the individual who made them. There is open defiance of policy and law. What happens now.

cc: Warren E. Schoonover

P.O. Box 351
960 East Street
Pittsburg, California
94565
(415) 439-4398



P.O. Box 611
10533 San Pablo Avenue
El Cerrito, California
94530
(415) 524-7502

CONTRA COSTA COUNTY

December 15, 1979

J. B. Kendrick, Jr.
Director of Cooperative Extension
University of California, Berkeley
317C University Hall
Berkeley, California 94720

Dear Director Kendrick,

I am a minority employee who have served eight years in the Expanded Food and Nutrition Education Program as a 4-H Youth Advisor in Contra Costa County. Last Friday December 7 at 12:00 P.M., Director Burroughs and I met to discuss a complaint of racial discrimination against J. J. Coony. After the meeting was over, Director Burroughs made a statement to me as we walked to my car. The statement was, "It's not good to burn your bridges behind you". My reply was, "first I have to be satisfied, if not, then I may have to leave". Her reply was, "yah but you don't want to burn bridges behind you, you'll need letters of recommendation for new employment etc..... In essence, she implied if I continued my grievance, (burning my bridges behind me) I would not get recommendation letters from the University of California. I filed a complaint with Equal Employment Opportunity Commission (EEOC) Monday, December 10, because I will not tolerate the intended harassment.

Sincerely,

Kenneth Rowland
4-H Youth Advisor
Contra Costa County

cc: Vice President A. Kleingartner
Associate State 4-H Youth Leader Z. Singleton
Affirmative Action Director R. Huerta

Nutrition: Science, Policy AND Law

120 Village Square, Suite 122

Orinda, CA 94563

415-254-7877

DEC 28 1982

Robert B. Bradfield J.D., Ph.D., M.N.S., F.R.S.M., F.A.A.S., F.I.C.P., F.R.S.T.M., Dipl. Amer. Bd. of Nutrition
President

December 21, 1982

Mr. Leo Youngblood, Consultant
California Legislature Assembly Select
Committee on Fair Employment Practices
1127 - 11th Street
Sacramento, California 95814

Dear Mr. Youngblood:

This letter is concerned with your committee's review of discrimination in the University of California system.

A major area of discrimination in the University is within the University system of justice--the grievance procedures.

When Vice President for Affirmative Action Walter Strong reported to the Regents concerning racial discrimination in the Cooperative Extension Service program, (within the systemwide administration) he made a point that six minority individuals should not be handled through the UC grievance process, but rather by a special Master. This lack of confidence in the UC system was based upon the findings of the hearing, that the University's management manipulated the hearing process to the disadvantage of minorities. When the cases of the Seibert Six (the six minority employees) were heard by a special Master five of the six persons prevailed and were awarded damages. The sixth is now at trial.

I recommend that you ask the University for a copy of the report of the Task Force on Racial Discrimination in the Cooperative Extension Service because this group interviewed some 75 employees and held public hearings in four places in the state before making findings not only of racial discrimination in hiring, which had been alleged to them, but also racial discrimination in committee assignments, promotions, and virtually every aspect of Extension life.

You should request not only the report, but the materials considered and relied upon by this committee. On the one hand Vice President Strong told me that all of the materials had been boxed and preserved for later historical or legal purposes. On the other hand when I have requested

December 21, 1982

- × these materials under the California Public Records Act Vice Presidents Kleingartner and Kendrick deny the existence of the file.

You should also request a copy of Vice President Kleingartner's extensive review of the management of the Cooperative Extension Service and also ask for the materials considered and relied upon by his staff in the preparation of the report. I suggest that you ask for the original report rather than the doctored report which was later presented to the Regents. While Vice President Kleingartner tended to excuse the discriminatory behavior on the basis that it was poor management he did confirm abuses of the grievance process. But since then neither he nor the Extension Service has done anything to improve the process despite notice from Systemwide Personnel Director Baskerville.

This year several unions and I asked the Systemwide Personnel Director and the Vice President for Personnel to meet and discuss the problems of grievance procedures with particular regard to access by minorities. In spite of the fact that it would appear to be one of their related duties both of these UC officials refused to even meet with us concerning these problems.

My attached letter of June 28, 1982 to the Regents discusses these problems. The University's reply of October 26, 1982 is attached as is my reply to them of December 5, 1982. The point that should be made is that the University is aware of these problems but refuses to do anything about it.

A current example of how the University deals with its employees is that of Edward Yeary, a member of a class protected by law from discrimination. The management of Cooperative Extension has behaved so grossly in this case that the Public Employee Relations Board has accepted it for hearing. The use of the Office of General Counsel to scare off a minority witness is particularly reprehensible. I attach for your review his amended complaints to the State. It is a catalogue of how the University breaks its own rules in order to deny justice to its employees.

Sincerely yours,



Robert B. Bradfield

RBB:smw

Enclosures

Dear Members of the Board of Regents:

The problem of unfair labor practices in UC grievance procedures has reached crisis proportions. The similarities between now and the racial discrimination situation several years ago are inescapable. Then, as now, the administration denied all charges of misconduct on its part and refused to deal with the problem in any way. You then encouraged the administration to form a task force to investigate a professor's charges of racial discrimination. The task force on racial discrimination in Cooperative Extension Service confirmed the charges which had been denied by the administrators who were charged with the discrimination. A second task force also confirmed the findings-as did the United States Government Accounting Office.

The lesson to be learned is that the administrators are reluctant to examine their own conduct and excesses occur when administrators are accountable only to themselves for their conduct.

The problem with dispute-resolution goes back to the same period and grows out from it. You may remember that the task force pointed out the problems of poor dispute resolution in the Cooperative Extension Service in 1979 and even recommended that the cases of six minority employees (The Siebert Six) be heard apart from the usual Extension grievance procedures by a designated master. When Vice President Kleingartner reviewed the management and personnel policies of the Cooperative Extension Service, he also called particular attention to the very poor system for resolving disputes. He also spoke to you about this situation on February 15, 1980.

But in spite of these findings by two top level committees, essentially nothing has happened to improve the system. Basically there are two sets of problems, the rules themselves and how the game

is played. Several examples may be helpful to understand the problem. In the case of academic employees, the rules are that management appoints the hearing officer and the employee has no voice in the decision. When Mr. Stevenson filed a grievance against Mr. Siebert, Mr. Siebert, instead of stepping aside, appointed two of his close friends, including an office-mate, to hear the complaints made against him. These gentlemen refused to allow Stevenson or his counsel to even view records being introduced into evidence against him. Perhaps the clearest example of the need for revision in University procedures is that of the recently concluded case of Helen Marquez. This doughty Hispanic grandmother was one of the Siebert Six. As you remember, Vice President Kleingartner was given responsibility to resolve these six cases. He assigned this duty to Assistant Vice President Huerta, a lawyer experienced in Title VII matters. Mr. Huerta spent a number of months carefully investigating each case. In the case of Mrs. Marquez, he made a report, including attachments, of over 50 pages in length. He made a finding of racial discrimination (later confirmed by a separate hearing officer) and made a number of positive recommendations to deal with the problems. When Vice President Kleingartner reported to you on the resolution of the problems of the Siebert Six on February 15, 1980, many of you had the impression that he was following the recommendations of his staff. Actually, he had rejected the findings of Mr. Huerta and instead substituted the views of Mr. Siebert -- who was the person being investigated. When Mrs. Marquez grieved Mr. Kleingartner's recommendation, she requested a copy of Mr. Huerta's report about her, under the California Public Records Act and the Information Practices Acts. The University's representative denied that the document even existed. Mr. Siebert also denied it under oath. When Vice President Kleingartner was asked separately for a copy of the report under the same statutes, he

claimed attorney-client privilege, although nothing related to the matter is being litigated. After the hearing had been completed, the University produced the documents and now Mrs. Marquez has had to file yet another grievance based on the findings of the report.

Last month, the attorney for former personnel director Baskerville wrote to you about his concerns about the Office of General Counsel tampering with his witnesses in a hearing. In a pending Cooperative Extension case, a minority employee, who was scheduled to be the lead witness against the administration, was contacted the day before the hearing by Chief Administrator Schoonover and advised that the Office of General Counsel offered their legal opinion that it was best for him not to appear at the hearing. He didn't.

These examples happen to be from the Cooperative Extension Service, but they are not peculiar to it. I hope they will be sufficient to convince you that we very much need to develop new codes of procedures together with personal accountability for administrators and sanctions to stop abuse of the process.

What is needed now is for the Regents to encourage the President to appoint a task force to listen to management, employees and employee organizations in order to define the nature and magnitude of the problem. With this guidance, a new system of procedures must be developed which will achieve the goal of fairly and honestly dealing with employee problems.

The alternatives are clear -- to develop a satisfactory process worthy of our great University, or pass on the continually escalating cost of unresolved disputes to students and taxpayers and accept reduced work production due to a widespread discontent and resentment of management tactics. At a time when UC should be thinking about saving

money, they should not be throwing it down the drain to avoid embarrassing certain administrators who are continuing to act improperly.

As you will see from the attached, the Personnel Director has already rejected a suggestion to meet on this matter.

Sincerely yours,



Robert B. Bradfield
36 El Toyonal
Orinda, CA 94563

cc: CSEA
AFT
AFSCME
Congressman DeLores
Assemblyman Vasconcellos
Senator Roberti

June 28, 1982

36 El Toyonal
Orinda, California 94565
(415) 254-8361

April 12, 1982

Ms. Gayle Cieszkiewicz
Director of Personnel-Statewide
University of California
University Hall
Berkeley, California 94720

Dear Ms. Cieszkiewicz:

A highly relevant letter from your predecessor recently surfaced. It is important because it reveals that at the highest levels management has been aware of the problems UC employees face when they attempt to deal with an employment problem within the UC system. Yet nothing has been done to correct the situation, despite repeated complaints from employee organizations. This affects minorities and women to a greater extent because they are lower-salaried and hence less able to afford the cost of legal representation, arbitration fees and transcripts. In addition, these groups can least afford to challenge the system and risk their career opportunities.

In a letter dated July 31, 1981, former Statewide Director of Personnel, Carole Baskerville, wrote to Vice President for Personnel Kleingartner as follows:

"I am also proposing two topics for discussion at the next committee meeting. The first topic involves the access women and minorities have to remedies within the University and the typical barriers placed in front of individuals when they seek redress. The commonest ones are, as you know, withholding information, reprisals, and delays. The committee needs to address how these barriers can be broken down so the protections become real for women and minorities.

The second issue involves administrative negligence in the implementation of affirmative action. Based on my experience here in systemwide administration, I am concerned that the University's affirmative action plans as written are not being implemented effectively. If that is the case, then the issue of non-feasance must be raised. The University is far more vulnerable if it says it will vigorously introduce affirmative action and then fails to follow its own plan, than if it simply remains silent. I believe that the discrepancy between University rhetoric and actual results strains the credibility of individuals in leadership roles in affirmative action. The committee needs to address this issue."

I call upon you, in your position as Statewide Director of Personnel, to organize within the next three months a working conference to establish constructive procedures for the fair handling of employee grievances in a manner that is consistent

Ms. Gayle Cieszkiewicz
April 12, 1982
Page 2

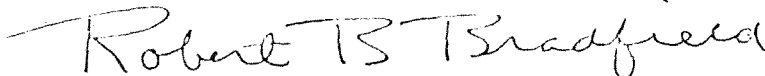
with stated University policies.

The process currently being used lends itself to abuse and manipulation because of varying roles played by your Employee Relations staff. In the counseling role, unsophisticated employees confide in your Employee Relations staff, or information is elicited from them, without the employee knowing that this same person may well use this confidential information against them in a subsequent role -- that of representing management in a grievance hearing. Likewise, your Employee Relations staff manages and directs the grievance process--and complaints are legion that a "win-at-any-cost" attitude has led to manipulation of the process including the denial of the existence of relevant documents, refusal to produce needed records, and the scheduling of hearings when employees' witnesses are known to be out-of-State, etc. Some of these problems were dealt with in the recent decision in the Helen Marquez case. As you will remember, she was one of the "Siebert Six" whose cases the Strong report suggested needed individual attention. I recommend that you read the 40-page decision by an attorney from the Institute of Labor Relations, but also call to your attention on pages 37 and 38

"It must be noted that the University, after ordering the (Huerta) investigation be conducted, chose not to follow the recommendations to remedy the discrimination found. The substance of the report's findings, and the failure of the University to follow the recommendations, certainly brings into doubt the good faith of the University's efforts to respond to the Union's request for a copy of the report for use in the present proceeding."

I believe we should look upon this as an opportunity, not simply for management, but for all involved in the dispute resolution process. In addition to the Union, you should also invite those individuals who serve as hearing officers, and request the participation of the Institute of Labor Relations, the American Arbitration Association, the Law School and several of the Regents who have had extensive experience in these areas.

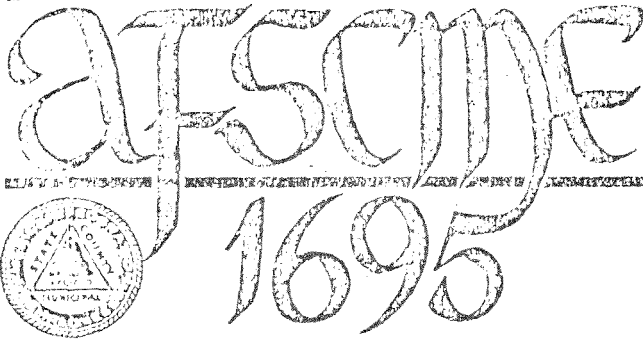
Sincerely yours,



Robert B. Bradfield

RBB/do

cc: S. Salmon
T. Mannix
D. Saxon
Board of Regents
CSEA, AFT, AFSCME
Campus Personnel Officers
Daily Californian
Congressman R.V. Dellums
Assemblyman Wille Brown
Assemblyman John Vasconcellos
Senator David Roberti



2490 Channing Way
Suite 207
Berkeley, California
94704
(415) 549-3440

April 23, 1982

Ms. Gayle Cieszkiewicz
Director of Personnel--Statewide
University of California
University Hall
Berkeley, California 94720

Dear Ms. Cieszkiewicz:

On April 12, 1982, Mr. Robert B. Bradfield wrote you a letter concerning failures in the functioning of the grievance procedure that exists for staff employees at the University of California. In that letter, he called upon you to "organize within the next three months a working conference to establish constructive procedures for the fair handling of employee grievances in a manner that is consistent with stated University policies." AFSCME 1695, AFL-CIO, would like to make it clear to you that we are in full agreement that such a conference, involving all parties who are involved in UC grievance handling, would be desirable as a possible means of improving what we agree is a bad situation. We urge you to convene such a conference.

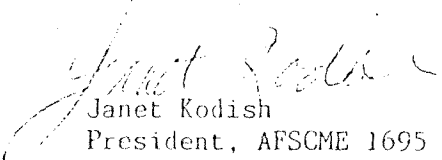
Mr. Bradfield cites both memos emanating from highly placed members of the University administration, and the experiences of grievance cases with which he is familiar, to support the assertion that there are grave problems with the current functioning of the University's grievance procedure. We were surprised to learn that University Hall was, at least during the period in which Carole Baskerville held the post that you currently fill, aware of what we know all too well--that the University's grievance procedure creates barriers to obtaining justice which have a particularly pernicious impact upon minorities and women, and beyond that, that the University did not seem interested in implementing its Affirmative Action policies in a systematic manner. A conference of the sort that Mr. Bradfield is proposing might enable the University administration to achieve a deeper awareness of the sorts of problems that Baskerville sketches in her memo, quoted by Bradfield. It would provide a mechanism whereby the University might commence a good faith effort to remedy past abuses.

Our own experience of the grievance procedure is entirely consistent with the descriptions of problems that Mr. Bradfield delineates. In its "gate-keeper" capacity, the University screens grievances, often denying grievances that employees feel are legitimate. In particular, Berkeley campus has unilaterally started rejecting all affirmative action grievances, a change which we believe to be arbitrary and discriminatory. We are currently awaiting a response from Vice-President Kleingartner concerning our request for a meeting with him concerning this very issue. The University Personnel Office, in brief, is in a position to control access to the grievance procedure that employees have, although once a grievance is allowed they assume an adversary role. The latter role is indeed taken quite seriously by Personnel reps, who often exhibit the "win at any cost"

attitude which Bradfield depicts. No "Miranda rights" are read to employees, who may naively confide in Personnel reps, only to discover that they have significantly undermined their ability to protect their interests through unwise confidential admissions. Bradfield's charge that Personnel reps have used bad faith tactics such as "manipulation of the process including denial of the existence of relevant documents, and refusal to produce needed records" are unfortunately true. Bradfield himself refers to the Helen Marquez case, a very recent and flagrant example of such abuses. In this case, the most critical documents in the case were withheld from the grievant until after the grievance hearing, although the Union produced evidence that the documents had been shown to Federal investigators only a few months before. In the past, we have also called attention to abuses such as inaccurate and misleading hearing officer lists, University violations of its own guidelines concerning timeliness, and the University's refusal to allow grievance trainees to attend hearings, all of which have contributed to the current situation, in which the deck is all too clearly stacked against the employee. In the past several years, University abuses of its grievance procedure, and University usurpations against accepted practice, have caused our Union to file both lawsuits and Unfair Labor Practice charges against the University.

We urge you to give swift and full consideration to the reasonable and timely suggestion that Mr. Bradfield has made. We believe this to be an opportunity for the University to turn itself around on this most important issue. We are willing to help work on the organization of such a conference.

Sincerely


Janet Kodish
President, AFSCME 1695
AFL-CIO

cc: S. Salmon
T. Mannix
D. Saxon
UC Regents
AFT, CSEA
C. Fried
Campus Personnel Office
Daily Californian
D. Groulx
Congressman Ronald V. Dellums
Assemblyman Willie Brown
Assemblyman John Vasconcellos
Assemblyman Tom Bates
Senator David Roberti
✓ R. Bradfield

CALIFORNIA STATE EMPLOYEES' ASSOCIATION

CHAPTER 41

2039 Shattuck Avenue, Suite 207, Berkeley, CA 94704 (415) 548-9770

May 3, 1982

Ms. Gayle Cieszkiewicz
 Director of Personnel-Systemwide
 University of California
 University Hall
 Berkeley, California 94720

Dear Ms. Cieszkiewicz:

We are writing this letter to support the position of Mr. Robert B. Bradfield, presented to you in his letter of April 12, 1982. In that letter he pointed out a number of problems, problems which we in the Union have also observed, which employees face in dealing with the UC system.

Mr. Bradfield quotes from the letter which Ms. Carole Baskerville, former Systemwide Director of Personnel sent to Vice President Kleingartner, in which she requested discussion of the fact that women and minorities have difficulties in obtaining remedies within the UC system, and that, instead, these employees are met with denial of information, delays, and reprisals. We would like to add, however, that although we are well aware that these negative actions on the part of the UC system most keenly effect women and minorities, that they impose hardships on all other employees as well. Furthermore, it has been our observation that there is "administrative negligence in the implementation of affirmative action," a failure which directly contradicts the stated and ethically mandated policy of attempting to obtain equal status for women and minorities in the UC system.

Consequently, we support Mr. Bradfield's call for a working conference within the next three months to establish constructive procedures for the fair handling of employee grievances. Like Mr. Bradfield, we believe that having the same supposedly neutral personnel representatives interview and seek information from employees, and then use this information against them in hearings, to be outrageous. Furthermore, we in the union are well aware of the "win at any cost" philosophy which is followed by UC Personnel, and hope that this and the above problems can be resolved through a conference designed to properly resolve such problems.

Sincerely,



Ernest Haberkern, Chief Steward

- cc: S. Salmon
- T. Mannix
- D. Saxon
- Board of Regents
- AFT, AFSCME
- Campus Personnel Officers
- Daily Californian
- Congressman R. V. Dellums
- Assemblyman Wille Brown
- Assemblyman John Vasconcellos

House of Representatives

RONALD V. DELLUMS
8TH DISTRICT, CALIFORNIA

CHAIRPERSON, COMMITTEE ON THE
DISTRICT OF COLUMBIA

CHAIRPERSON, SUBCOMMITTEE ON FISCAL
AFFAIRS AND HEALTH

ARMED SERVICES COMMITTEE

May 5, 1982

Dr. David S. Saxon, President
Systemwide Administration
714 University Hall
Berkeley, CA 94720

Dear Dr. Saxon:

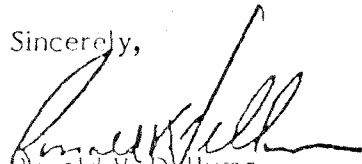
My office has been shared a copy of an April 12, 1982 letter to you from Dr. Robert Bradfield, which discusses various employee relations' problems within the University system. More recently, my office has been involved in meetings with Berkeley campus officials regarding similar problems, and we definitely see a need for some very assertive action on the part of the Systemwide Administration to regain the confidence of the University community in the fairness and equitability of a number of employee grievance rules and procedures.

Dr. Bradfield has urged that a working conference be organized to establish what he terms constructive procedures for the fair handling of employee grievances in a manner that is consistent with University policies. What we saw in our recent meetings has been the administration of policies that were, at least apparently, inconsistent with University policy, or in direct conflict with these policies, particularly where affirmative action grievances were concerned. In other areas, such as in remedies provided for established violations, and in the manner in which grievances were submitted to arbitrators with questionable personnel action involvement in establishing the substance and parameters of these hearings, it appeared there were very serious problems of compliance with Systemwide policy.

For these reasons we feel Mr. Bradfield's proposal of a working conference or meeting has great merit, and we would take this opportunity to urge you to look favorably upon this idea. I have asked my District Administrator, Mr. Donald R. Hopkins, to be sensitive to a response from your office on this issue.

Many thanks.

Sincerely,


Ronald V. Dellums
Member of Congress

RVD:ak

WASHINGTON OFFICE
 2174 RAYBURN BUILDING
WASHINGTON, D.C. 20540
(202) 225-2661

BERKELEY OFFICE
ADMINISTRATIVE ASSISTANT

ROBERT BRADFIELD
SPECIAL COUNSEL

OSTON OFFICE
 201 13th STREET, FLOOR
OAKLAND, CALIFORNIA
(415) 763-0370

3157 MT. DIABLO ROAD
LACAYETTE, CALIFORNIA
(415) 283-8125

2450 CHANGING WAY, PO
BERKELEY, CALIFORNIA
(415) 548-7267

DONALD R. HOPKINS
DISTRICT ADMINISTRATOR

Personnel Services

May 5, 1982

Robert B. Bradfield
35 El Toyonal
Orinda, CA 94563

Dear Mr. Bradfield:

I have received your thoughtful letter of April 12, 1982, in which you outlined the problems which you perceive employees have historically faced when trying to resolve work-related problems in the University of California system.

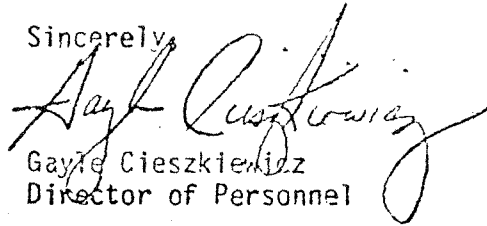
I appreciate your bringing these historic concerns to my attention. Of course, as Director of Personnel for Systemwide Administration I can only respond to personnel-related issues regarding Systemwide Administration: I cannot respond to concerns which employees on other campuses, in the laboratories, or in Agriculture and University Services may have. Additionally, you should be aware that Systemwide Administration, as a part of its continuing support of affirmative action, has created an Affirmative Action unit which is separate from the Personnel Department. The unit is taking a positive and aggressive affirmative action stance, which will benefit all parties concerned.

In response to your concerns regarding the methods by which the Personnel Department historically implemented the policies and procedures of the University of California, it is my opinion that past problems did exist, and I am moving to correct these problems. I do not believe that the policies and procedures of the University are discriminatory: the methods by which the Personnel Department formerly carried out its responsibilities--including, but not limited to Employee Relations--can, however, be improved.

It is the intent of this Personnel department to protect the interests of the University and its employees through the proper interpretation and implementation of its policies and procedures. To meet this end, I am considering a re-structuring of the department although a final decision has not yet been made. Additionally, there is no question that all employees should be advised of the manner by which the Personnel Department carries out its responsibilities. When the organizational structure of the department is determined, I can assure you that employees will be properly notified. In light of the above, I do not believe the conference you mention is necessary.

I view the future of the Personnel Department as a positive opportunity in which past successes can be enhanced, and past deficiencies corrected. Thank you for expressing your concerns and for offering your recommendations. I will consider both as I move to improve quality of Systemwide Administration's Personnel Department.

Sincerely,



Gayle Cieszkiewicz
Director of Personnel

cc: President Saxon
Special Assistant Salmon
Director Mannix
Congressman R.V. Dellums
Assemblyman Willie Brown
Assemblyman John Vasconcellos
Senator David Roberti

UNIVERSITY OF CALIFORNIA SYSTEMWIDE ADMINISTRATION

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Office of the Vice President--
Academic and Staff Personnel Relations

BERKELEY, CALIFORNIA 94720

October 26, 1982

Mr. Robert B. Bradfield
36 El Toyonal
Orinda, CA 94563

Dear Mr. Bradfield:

We have been looking into the issues raised in your June 28 letter, and we should have a response for you soon.

Thank you for your patience.

Sincerely,

Austin J. Lisa
Coordinator of Employee
Relations

cc: Regent Wada
President Saxon
Secretary to The Regents Smotony
Vice President Kleingartner
Vice President Kendrick
Director Levin-Medlinsky

*Spec. Asst. to Employee Relations
Director of Policy Development*

44756

36 El Toyonal
Orinda, California 94563
December 5, 1982

Mr. Austin J. Lisa
Coordinator of Employee Relations--Systemwide
Systemwide Department of Personnel
University Hall
University of California
Berkeley, California 94720.

Dear Tony:

Thank you for your note of October 26 replying to my letter to the Regents of June 28 concerning the recommendation for a task force on employee grievance procedures. The fact that it has taken four months to fashion a two-line response suggests that employee rights and their related affirmative action aspects continue to have low priorities within the current administration.

The University is blessed with an unusually talented Board of Regents. The Administration should seek out their advice and counsel. To benefit from it, the Administration must be honest and open with the Board, something which has been lacking in the past. In order to share with them the concerns mentioned in my June 28 letter and still not bury them in paper, I recommend that you send them the two-page appeal to President Saxon of both Sterling Stevenson and Gertie Thomas and the replies, Vice President Huerta's review (without attachments) of the Lupe Barajas and Helen Marquez cases, the appeal Marquez made to Kleingartner requesting his report about her, and the reply fashioned by the Office of General Counsel.

You people should come clean with the Regents now on the Kleingartner report and send them the original report rather than the doctored version sent to them previously. They should now know the truth about the recommendations to dismiss high-ranking Extension administrators who were later given promotions--because the current problems involve the same people doing the same things that Vice President Strong and Kleingartner complained about in their reports and it is unlikely to improve until personnel changes are made. By furnishing the original documents you remove concerns about coloration. If the documents have been destroyed, please let me know and I will get copies for you.

This brief collection of original documents will show clearly the problem of arbitrary and capricious actions taken by Extension administrators,

particularly Mr. Seibert, manipulation of the process and failure of the appeals system. It is not accidental that all of the cases mentioned above were minority employees. Two quick examples will put the appeal process problem in the Extension Service in perspective. When Sterling Stevenson appealed to President Saxon it was answered by Blakely. Part of Blakely's salary came from Extension where he had an administrative position and reported to Mr. Seibert. He was also Seibert's frequent tennis partner. This past week Farm Advisor Yeary appealed a conflict of interest of Extension Administrator Schoonover because Schoonover had been permitted to select the hearing committee when the complaint was about Schoonover's conduct. Yeary's appeal to Kendrick concerning Schoonover was answered by Schoonover himself. The lesson to be learned here is that an appeal should be a separate and independent process, not a continuation of the manipulation of the grievance process by accused individuals acting in their own narrow self-interests rather than the interests of the University in the fair treatment of its employees.

It comes about because of a lack of accountability and encourages administrators to ignore regulations and hearing officer recommendations.

But in addition to fundamental fairness there are at least two other factors which have to be considered: The credibility of the President's office and the cost, both short-term and long-term, of continuing discrimination.

Putting aside the merits of the recent censorship case, when the President promoted the person accused of the censorship by both staff and faculty, then fired the person who raised the issue, and only after that announced that there would be an investigation, who is going to believe that it would be honest? When it was later learned that the favorable committee decision was given despite the fact that the committee never even had a meeting or heard testimony or reviewed documents or had any contact with the staff and faculty claiming censorship, it made it even worse--a coverup on top of censorship. In the same way the Baskerville case is now going to trial. Credibility was strained here when the President's office claims that his personnel director resigned. She denies it and there is no record that she did. This case will be time-consuming, expensive and embarrassing to the President's office, yet no effort was ever made to sit down and try to resolve the situation.

Credibility was strained when Vice President Kendrick told the Regents that a careful investigation had been made of each and every charge of racial discrimination against the Cooperative Extension Service and that there was no truth in any one of these charges. After Seibert's promotion was made on this basis, the Administration conceded that there never had been an investigation. Credibility was strained when the Administration claimed the USDA findings of an investigation of the Cooperative Extension Service in advance of the issuance of their report. The Administration advised the Regents that the USDA had found that the charges of racial discrimination were without merit. Subsequently, the US Department of Agriculture denied specifically that they had made such findings and their reply was sent to the Regents.

Credibility was strained when Kleingartner's doctored report stated that although they agreed with the findings of Vice President Strong's task force on racial discrimination that there was clearly discrimination Kleingartner stated that the events which had a discriminatory effect were not racism but merely extremely poor management. He did not state why he came to this conclusion even after Extension minority employees had written to the President and to the Regents describing Extension Administrators' behaviors as "racist." Credibility was further strained because even if Kleingartner's explanation that the discrimination occurred because Seibert was a poor administrator, why then promote him to assistant vice president? There is a loss of credibility when unctuous policy statements are made but the University's actions are the opposite. Credibility was strained when the President told the Regents that he had evaluated Seibert's behavior over a six-month period before slipping him in as vice president. But records subsequently received reveal both Seibert and Kendrick stating in different meetings five months earlier that basically an arrangement had been made for Seibert to be promoted when things had cooled down.

Short-term cost is the actual cost in terms of time of the large number of individuals in these procedures. Long-term cost is the cost ~~and~~ terms of legislative review of expenditures at a time when money is short. There is a real question whether the taxpayers' money should be used for the personal gain or defense of vindictive or incompetent administrators. I estimate that well over \$100,000 has been spent by the administration in the time of Extension Administrators and the Office of General Counsel on matters related to the Yeary case and it hasn't yet been heard. I estimate that well over \$1,000,000 has been spent to support Extension Director Seibert's arbitrary management style in the matters related to Marquez, Stevenson, Thomas, Barajas, Meeker, Linn, Yeary, Burroughs, Reedy, Rowland, Archuleta, Chin, Reynolds, and Cox. The legislature may well say if the University can spend this amount of time and money abusing its employees, maybe it doesn't need as much overall budget.

Two justifications are offered concerning the above cases. 1) That these cases represent past history complicated by unusually vindictive administrative behavior and are no longer applicable since the rules have been changed since then and the bad actors fired. 2) That the examples given are all minority employees in Cooperative Extension to whom a lesser duty of care is owed because they don't qualify for the jobs they have in the first place.

But in answer to the first, my request for records suggest that Kleingartner has made no significant changes in the grievance procedures since he wrote about their inadequacies in 1978. Further the people responsible for the bad acts are not only still there but have been promoted. The one person fired (Personnel Director Engelund) was the only Extension Administrator actively trying to improve grievance procedures and affirmative action. Even though the second excuse doesn't make much sense to me, it took Congressman Dellums and a union lawsuit to force the Berkeley campus to accept affirmative action grievances some months ago.

Frequently a complex situation is best understood if the events can be telescoped into a single case in which all of the basic ingredients are present. Perhaps the best way to show that the grievance system is in dire need of change is to examine the current case of Cooperative Extension Service Farm Advisor Edward Yeary. This case can serve as a textbook on how management manipulates the grievance process. It includes the oldies but goodies--administrators--accused of misconduct, appointing their friends as hearing officers, denying employees access to necessary records, repeated violations of University regulations, tampering with and scaring off of witnesses who are employees, private dealings with hearing officers, etc. Rather than go through these things in detail I recommend that you send to those people receiving copies of this letter the complaint made by Mr. Yeary to the Public Employee Relations Board together with the three amendments (without attachments). Perhaps the saddest thing about the Yeary case is that now, 16 months after he filed his initial grievance, the University still refuses to meet and confer with either him or his representative. I would like to suggest to you that a large part of the problem of grievances is to listen and to understand the other person's point of view even if you don't agree with it. Scrupulous attention must be paid to not allowing management to take advantage of their position to refuse to supply needed records.

Lastly, another reason for a task force review is that Kleingartner's office has long known about these problems but done nothing about them. In a letter dated July 31, 1981 then statewide Director of Personnel Carol Baskerville wrote to Vice President for Personnel Kleingartner as follows:

"I am also proposing two topics for discussion at the next committee meeting. The first topic involves the access women and minorities have to remedies within the University and the typical barriers placed in front of individuals when they seek redress. The commonest ones are, as you know, withholding information, reprimands, and delays. The committee needs to address how these barriers can be broken down so the protections become real for women and minorities.

The second issue involves administrative negligence in the implementation of affirmative action. Based on my experience here in systemwide administration, I am concerned that the University's affirmative action plans as written are not being implemented effectively. If that is the case, then the issue of non-feasance must be raised. The University is far more vulnerable if it says it will vigorously introduce affirmative action and then fails to follow its own plan, then if it simply remains silent. I believe that the discrepancy between University rhetoric and actual results strains the credibility of individuals in leadership roles in affirmative action. The committee needs to address this issue."

December 5, 1982

There needs to be a stimulus now from the Regents to encourage the administration to change from a policy of winning no matter how dirty the cost-to one of dealing fairly and justly with grievants, regardless of their color.

As you know, I have had extensive experience in dispute resolution in the State Department prior to coming to the University and if you feel that I can make a contribution please let me know.

Sincerely yours,

Bob Bradfield

Robert B. Bradfield

RBB:smw

cc. Regents Henning, Burke, Brown, Martiny, Wada, Shambaum
Tony, please send to the people who received
a copy of your letter to me. Thanks.

Prof. Robert B. Bradfield
36 El Toyonal
Orinda, California 94563

Telephone: (415) 254-8361

Academic Counsel

PUBLIC EMPLOYMENT RELATIONS BOARD
STATE OF CALIFORNIA

Edward A. Yeary,)
Complainant)
)
vs.)
)
Regents, University of)
California,)
Respondent)
_____)

AMENDED UNFAIR PRACTICE CHARGE

SF - CE - 121 - H

1) The Complainant is an employee of the University of California (UC). He is a member in good standing of Chapter 137 of the California State Employees Association (CSEA) and was at the time of the discriminatory acts. The University knew of the Complainant's affiliation because he told them on a number of occasions that he wished to get the advice of his labor organization. He is a non-supervisory employee protected by the Higher Education Employer-Employee Relations Act (HEERA).

2) He is represented by retired Professor Robert B. Bradfield who was an active member of Chapter 41 CSEA and jointly works in concert with and with the authorization of CSEA to act on its behalf regarding the issues and representation of Mr. Yeary.

3) UC has taken actions against Mr. Yeary which impose a considerable hardship. He has repeatedly been unfairly denied

promotion shortly before retirement, and his retirement income will be adversely affected. Even though the University's rules and regulations serve as law within the University, the University has refused to carry out the required annual personnel evaluations since 1974. They improperly changed his supervision without his knowledge to an individual located several hundred miles away who only saw him several times a year and never visited his program. Since then Mr. Yeary was improperly evaluated as a Campus Research Specialist, when in fact he has never occupied that position and instead has continually been a County Farm Advisor, an entirely different type of work. As a result he was criticized for not carrying out a type of work which is not generally carried out by farm advisors nor was a part of his job description, nor had he ever been advised to carry it out. Had the UC carried out the required personnel evaluations, they would have discovered these errors. Had they taken the time to discuss these matters with Mr. Yeary, as he repeatedly requested, he could have informed them of these errors.

His former supervisor now concedes that he was not evaluated according to his position description, nor according to the type of position which he occupies, and the supervisor concedes that he did not even have a copy of Mr. Yeary's job description. The Complainant alleges that the University's Agricultural Extension Service took the series of bizarre and unique discriminatory actions against him shortly after he had answered requests and provided technical services to the Farm Workers' Union in Fresno County.

4) Mr. Yeary's work history provides no reason for discipline. He has given his entire professional life to the Agricultural Extension Service, having worked now in excess of 35 years. He has never received a reprimand, and his personnel evaluations have been exemplary. His last two personnel evaluations, 1973 and 1974, are attached and incorporated by reference as though fully set forth herein (Exhibit 1). (For reasons of economy, future use in this charge of the word "Exhibit" in parenthesis and followed by a number, refers to an exhibit which is incorporated by reference as though fully set forth herein.)

When Mr. Yeary joined the Agricultural Extension Service (now Cooperative Extension Service) in 1947, he was assigned initially to Riverside, Santa Clara and Modoc counties as an itinerant Farm Advisor. Following this probationary period he was appointed 4H Youth Advisor in Fresno County and served in that capacity for 3 years. Then, remaining in the same county, he served as a dairy Farm Advisor for 3 years. His program became so popular among his peer group (farm advisors) that he was repeatedly asked to present his programs in other counties. The reality of the situation was recognized in 1955 administratively when he was appointed the first "Area Dairy Farm Advisor."

After three highly successful years, Yeary requested and received permission to headquarter in Fresno County while he developed a new, creative program. One of the principal problems of California farmers is obtaining credit for seed, fertilizer and equipment. Yeary

correctly reasoned that a large part of the problem was that bankers did not understand the risk and benefits of agricultural operations well enough to make proper banking decisions. He developed a course for bankers to provide them with the information necessary to make proper lending decisions. The California Banking Association recommended his program, and it gradually became the longest running program in Cooperative Extension History. It is now in its 22nd year, and is the only extension program that is completely paid for by an outside group. In 1961 Yeary was the first farm advisor in Extension history to be appointed a statewide farm advisor -- an indication of the demand for his services from his peer group farm advisors. Achieving national recognition, he was the first UC farm advisor or specialist to be awarded the prestigious "Award for Excellence in Extension" in 1961 from the Western Agricultural Economics Association (Exhibit 2). The United States Department of Agriculture asked Yeary to be the senior author of a chapter in its annual book presented to the Congress. Mr. Yeary was the first farm advisor to be so honored. When the USDA in combination with the ten western states decided to establish a 6-week summer training program at the University of Oregon in farm management, Mr. Yeary was the only farm advisor in all of these states to be selected for the faculty. He has carried out these duties for nearly ten years.

Even though Administrator Siebert has refused to promote him based on improper criteria, it should be noted that the Peer Review Committee of the Cooperative Extension Service

unanimously recommended him for promotion, and the Personnel Committee of the Extension Assembly also recommended him for promotion.

In a sworn declaration dated November 6, 1981, Assistant State Director Lee Benson, who supervised a good deal of Mr. Yeary's work for the past 20 years, describes Mr. Yeary's contributions to the program, and by so doing refutes the claims made by Siebert and Rowe (Exhibit 3). Professor Manning Becker, Director of the Western States Training Program in Farm Management, describes Mr. Yeary's contributions not only to that program, but the application of the information from that program to the California Extension program in a sworn declaration dated November 9, 1981, (Exhibit 4). Monterey County Director J. William Huffman, in a sworn statement dated March 15, 1982, describes the County acceptance of Mr. Yeary's programs and refutes the statement by Siebert (Exhibit 5).

In a sworn declaration dated February 3, 1982, Complainant's fellow employee Horel discusses other complaints of discrimination and abuse of administrative discretion concerning Supervisor Rowe during the same time period which resulted in Mr. Rowe's being removed from administrative responsibilities (Exhibit 6). In a sworn declaration dated March 20, 1982, Marie Ferree, a member of the Ad Hoc Peer Review Committee states that the Committee evaluated Complainant's work output in relation to his particular assignment and duties and unanimously made a strong and unqualified recommendation that he be promoted to Step 6 (Exhibit 7).

5) On September 29, 1981, Complainant filed a discrimination charge with the Fair Employment and Housing Commission (FEHC #81-82-M8-072ae). When Complainant asked the University for a copy of their answer, he was told repeatedly that they had never filed an answer. During March 1982 he learned informally that UC had in fact answered on November 30, 1981 (Exhibit 8). On October 27, 1981 Affirmative Action Officer Stevenson wrote to the State "I have also contacted Mr. Yeary and his new supervisor, Mr. Bill Woods to see if we can resolve this problem" (Exhibit 9). In fact, Mr. Stevenson has never met or discussed this or any other matter with the Complainant. The University answer was deceitful and defective in a variety of ways. For example, they were asked to include the criteria for promotion in effect at the time of the events described in the complaint, but what they included was developed at a later date (January 1981) and is marked as such on the copy. In response to requests for records made under the California Public Records Act and Information Practices Act, the University subsequently conceded that there were no records of this criteria being used at that time, nor were there any records of transmission of any criteria from the Central Office to the County Offices where Complainant would have been evaluated. Complainant alleges that intentional false statements included in the University's answer and the misrepresentation of critical documents violates his rights under 3567 because it adversely affects his ability to reply, rebut and correct inaccuracies and, also, effectively denied his

rights to representation because he was ignorant of these happenings until very recently. He also alleges that these activities violate 3571 because they interfere with and discriminate against his right to grieve. During February Complainant wrote to the Affirmative Action Officer requesting a copy of the answer to the State and related correspondence (Exhibit 10). Mr. Stevenson replied on March 2, 1982 denying his request under the Information Practices Act without commenting upon his request under the California Public Records Act (Exhibit 11). In answer to further requests made to the Cooperative Extension Service administration concerning the standards in effect at that time, the criteria for Steps 5 and 6, which were approved by the Personnel Committee, accepted by Counsel action and accepted by administrative action in 1976 appear to be the only criteria in effect until January 1981 (Exhibit 12). Under these criteria the Complainant should have been promoted as is consistent with the declarations previously included. Complainant then wrote to the State on March 25, 1982 with his newer knowledge (Exhibit 12a).

6) Complainant filed a grievance with the University concerning abuse of discretion and discrimination under the University's Rules and Regulations on October 9, 1981 (Exhibit 13). Although the University's Regulations, which serve as law within the University, require that management answer a grievance within fifteen (15) days (Exhibit 14-H2), Mr. Siebert violated the Regulation because he did not reply until December 1, 1981 (Exhibit 15). Further Regulations

require that the hearing take place within sixty (60) days of the date of filing, or December 9, 1981. The grievance was not held, and requests for records made under the Information Practices Act and California Public Records Act indicate that there are no records at all to indicate that the University did anything preparing for a hearing within the proper time frame, despite repeated requests from the Complainant. Complainant's demand for default judgments based on these violations received no replies. When the University is able to violate its own rules with impunity, it adversely affects the Complainant's right to have a fair grievance, and it discriminates against the employee for having filed a grievance. In addition, it interferes with his right to representation because he cannot be represented if no hearing is held.

7) Although the University has specific Rules and Regulations concerning both the provision of records for employees filing grievances and general disclosure of the University's actions involving State funds, and the University falls under purview of the Information Practices Act and the California Public Records Act, the University has consistently denied Complainant's efforts under these statutes to obtain his personnel file, the basis for the University's actions against him, and other related documents. This situation is discussed in Complainant's letter to the Administration of January 4, 1982 (Exhibit 16).

8) On January 28, 1982, Director of Administrative Services

Schoonover telephoned the Complainant while he was working in Santa Maria and insisted that he accept at that moment a change in the hearing officer from law Professor Buxbaum to management Professor Kennedy. Complainant requested time to consult with his union and representative, but this request was denied by Schoonover. Neither would Schoonover provide a reason for the removal of Buxbaum. When Complainant refused to approve the change without the opportunity for consultation, Schoonover then went ahead with the appointment anyway.

Kendrick wrote to Kennedy on February 1, 1982 appointing him and prejudiced the matter by falsely referring to the grievance as one dealing with salary (Exhibit 17). Subsequently, CSEA advised the Complainant that Kennedy's record as a hearing officer was decidedly pro-management. Complainant alleges that this transaction adversely affected his right to representation because by requesting him to waive consultation and advice, and the subsequent approval without Complainant's agreement, it constituted not only a denial of due process, but also tended to affect the outcome of the hearing.

9) When Complainant was asked by Administration during February 1982 when he could hold the hearing, Complainant advised them that he was scheduled for all but the last week in March, but that that date was satisfactory. With this knowledge Schoonover then set the grievance for the first week in March, obligating Complainant to unnecessarily go through a request for an extension. In his letter

of February 12, 1982, Schoonover wrote "I suggested the first week in March to meet our time frame. If you desire a delay beyond that date, you will have to request an extension of time from Vice President Kendrick. Such a request will have to be justified by extremely strong reasons as Vice President Kendrick does not wish to have grievance procedures unduly delayed. As the matter now stands we shall plan to proceed with the hearing in the week of March 1, 1982. By failing to obtain an extension and not proceeding as scheduled you will automatically withdraw your appeal."

Complainant's right to have a grievance and his rights to representation were adversely affected -- firstly by the establishment of a hearing date after the University already knew that Complainant could not meet that particular date and, secondly, by giving themselves the opportunity not to approve an extension and, thirdly, by inventing out of whole cloth a right to automatically withdraw an appeal, which appears nowhere in the University's regulations. The correspondence concerning this transaction is attached as Exhibit 18.

10) The hearing was then scheduled for March 24, 1982. On March 22, Complainant's representative met with Ms. McConnell who represented the University. As previously agreed, lists of witnesses and documentary were exchanged. Complainant's request to the University to set up a meeting with the hearing officer to delineate the rules of procedure and evidence to be used in the hearing was refused, and the University's representative advised Complainant's

representative not to contact the hearing officer out of her presence. The following day the University contacted the hearing officer without the knowledge of Complainant or his representative and obtained a continuance. The University knew that Marie Ferree was to be a witness because her name was listed. They also knew that the following week she would be going out of State for nine months on sabbatic leave, because they had approved her request and arranged for coverage of her activities during this time. By taking a continuance, the University deprived Complainant of his principal witness, who was the only witness who could tell the hearing officer about the decision of the Peer Review Committee, because the University had refused to supply any documents or information concerning this Committee's activities. The University then rescheduled the hearing for April 5, 1982, knowing that Ms. Ferree was then safely out-of-State, but without any regard for the schedules of either Complainant or his representative. When Complainant advised that his schedule for travel had already been posted with the University two weeks previously, and it was clear that he would be out of town on April 5th, the University's representative threatened that the hearing would be held regardless of the attendance of the Complainant or his representative. Complainant alleges that the manipulation of the grievance process to deny him his principal witness and to attempt to hold a grievance at a time in which he could not attend effectively deny him his right to a grievance and, in addition, interfere with his right to

representation when his principal witness cannot attend. Exhibit 19 contains the correspondence between the University and Complainant concerning the matters described in this paragraph.

11) In a letter of April 12, 1982, (Exhibit 20), Ms. McConnell improperly established new requirements for the University's disclosure of documents. She characterized Complainant's requests for documents as "irrelevant" and "having no bearing on the Complaint" and went on to say "in order for me to respond to your most recent request, it will be necessary for you to demonstrate the relevance of the documents you are seeking to the case hand." Complainant's reply of May 19, 1982 concerning the improper stance of the opposing party making judgments as to relevance rather than the Hearing Officer is attached as a part of the same exhibit. This transaction affected Complainant's right to representation because his representative cannot adequately prepare the case without necessary documents.

12) On April 5, 1982, Complainant filed a grievance concerning Employee Relations Specialist McConnell's activities, amended this on April 18, 1982 and filed a second amendment April 29, 1982 (Exhibit 21). The University violated the time requirements by not replying until June 18, 1982, and that reply in itself was defective. The University further violated its own regulations by not holding the grievance within sixty (60) days and, to the Complainant's knowledge, no efforts have been made as of September 1982 to hold this grievance which deals with the actions of University administrators and the grievance process. The University's refusal to schedule is the same thing as a refusal to hear the grievance. It also affects Complainant's right to representation because he cannot be represented if there is no hearing. Further, in his letter of June 18 to Complainant, Director of Administrative Services Schoonover

discourages Complainant from going further. "Under the circumstances we would question the basis for continuing the appeal." Section 371.1 of the Administrative Handbook provides "appeals under this policy by an appointee shall not be discouraged by any means, either direct or indirect, by any person employed by the University." Mr. Schoonover's letter violates this policy (Exhibit 22). This action also affects his right to representation because it discourages him from going forward and having representation.

13) In his letter to Complainant of April 27, 1982, Director of Administrative Services Schoonover threatens that if the Complainant's representative (not Complainant) does not carry out certain acts, then Complainant's right to a grievance would be withdrawn. This letter and the reply of May 6, 1982 are included as Exhibit 23. Complainant alleges that administrative actions of this type both deprive him of the right to a fair grievance and interfere with his right to representation if the University may unilaterally cancel his grievance because of the supposed actions of his representative.

14) When Complainant sought the advice of the State-Wide Personnel Director, she improperly replied on May 4, 1982 that she would not respond to any future correspondence from him. This both violates her job responsibilities and also interferes with Complainant's right to a grievance hearing and his right to representation because it adversely affects the quality of the representation (Exhibit 24).

15) During March of 1982, Complainant's then direct supervisor, Mr. William Wood, asked him to withdraw his complaint to the State government concerning discrimination, to withdraw his

request for a hearing under University rules, and submit the matter administratively, meaning that he should simply write a letter to Vice President Kendrick stating his objections without the opportunity for the testimony of witnesses. This action was not only a violation of Section 371.1 mentioned above, but it also affects his rights to representation because he would have none if he simply restricted his activities to the requested one of writing a letter.

16) The University then agreed to drop Professor Kennedy as a hearing officer and agreed to Complainant's suggestion to use the Berkeley campus "Approved List of Hearing Officers." Accordingly, a strike-off was carried out and Professor Vetter of the Labor School was selected as the hearing officer. Shortly afterward, however, the Complainant's union pointed out that the University's approved list of hearing officers, as of April 1982, included 17 names, and the list of hearing officers provided to the Complainant's representative by Cooperative Extension contained only 11 names, and the more liberal hearing officers had been removed from the list without the Complainant's knowledge or approval (Exhibit 25). The University then defended the tampering with the Chancellor's list by stating that the Division of Agricultural Sciences had established a separate list of hearing officers which was derived from the Berkeley campus list, but not identical to it. However, CSEA telephone interviews with the individual hearing officers listed indicated that they had never been contacted at all and never agreed to serve separately for the Division of Agricultural Sciences. When asked to supply records concerning the policy and process of establishing a separate system from the rest of

University, the Cooperative Extension Service conceded that in fact they did not have a separate process. This deceit very much affected the choice of hearing officer and served to interfere with the Complainant's right to representation by limiting hearing officers who otherwise would have been selected.

17) The University grievance was then rescheduled for May 27, 1982 with Professor Vetter to be the hearing officer. The day before the hearing, Complainant's principal witness, Dr. Desmond Jolly, called to tell Complainant's representative that Director of Administrative Services Schoonover had advised him that the Office of General Counsel felt that it was not in the interests of the University to have him testify. Because Dr. Jolly is a minority employee who has been subjected to racial discrimination, he advised Complainant's representative that he felt his employment would be affected if he testified when he had already been informed by the Director of Administrative Services not to, and that he considered it an order not to appear. Complainant's representative asked Dr. Jolly for a statement which could be included in the transcript of the proceedings. Dr. Jolly authorized the following statement:

"When the University's lawyer tells me not to testify, I consider it an order and I will not testify. I fear retaliation."

The tampering with Complainant's principal witness by the Chief Administrative Officer of the Cooperative Extension Service raises grave questions as to the inherent fairness of the process, and

Complainant alleges that it violates his right to a fair hearing and also affects his right to representation because without this witness, certain relevant matters could not be brought out. Dr. Jolly was also a member of the three-man committee which recommended the Complainant, and was necessary to substitute for Marie Ferree because the University obtained a continuance earlier until she was safely out of State for nine months. These matters are dealt with on pages 7 through 10 of the transcript of the preliminary motions of the hearing which will be dealt with separately.

18) The day before the scheduled hearing, Complainant's representative went to University Hall to meet with Hearing Officer Vetter and the University's representative McConnell. However, when he arrived he was advised that Professor Vetter had been replaced by a new hearing officer, although no reason was given for the departure of Professor Vetter. Later in the day he learned that Director of Administrative Services Schoonover and the new hearing officer had worked in the same office for a number of years, and this potential conflict of interest had not been disclosed. Further, he learned that Personnel Representative McConnell had been replaced by the Office of General Counsel. Neither Complainant nor his representative had been advised of these last-minute changes and objected on the basis of surprise (Exhibit 26). These matters are summarized in the letter from Complainant's representative to management on June 7, 1982 (Exhibit 27).

On June 29, 1982, Professor Delworth Gardner made a

sworn declaration which brought out that improper procedures had been used with the Complainant since 1976. Although the University's rules and regulations (Section 345) require personnel evaluations on an annual basis, the Complainant has not been provided with a personnel evaluation since 1974. While Section 341 of the Administrative Handbook, dealing with position descriptions, (Exhibit 28) states that position descriptions form the basis for periodic performance and promotion reviews, Professor Gardner acknowledges that he did not use or even have the position description during the period 1976 to 1980 when he was the direct supervisor of the Complainant. Professor Gardner concedes that he never had an appointment in the Cooperative Extension Service although he was asked to evaluate certain individuals in the Economics Unit. He acknowledges that he evaluated Complainant on the basis of his being a campus specialist, although the Complainant was at no time a specialist. He concedes that Complainant has paid the penalty for the mistakes of others. He recognizes Complainant's extraordinary abilities as a farm advisor and his standing with his peer group of farm advisors, which refute the statements made by Siebert and Rowe.

He goes on to state (page 9)

"If Mr. Yearly had been properly evaluated in his capacity as a farm advisor and according to his position description, I believe that he should have been promoted to Step 6 without question in the first review I carried out -- in 1976. Had I been better informed of his farm advisor status I would have fully supported the concept because his work merited it. But that isn't

what happened. Instead he was evaluated as a specialist in the Economics Unit." He concludes "Nevertheless he continues to be evaluated as a specialist rather than as a farm advisor and has not been promoted in 7 years, an entirely unfair situation. If he continues to be judged as a specialist member of the Economics Unit, I doubt if he can ever be promoted, nor do I believe that any farm advisor can be promoted if he is judged as a specialist."

19) Mr. Rowe violated University procedures by not discussing negative aspects of his review with Complainant in order to provide him with an opportunity to reply. Complainant alleges that this failure affected his rights to a fair hearing and also his rights to representation because he did not know of Mr. Rowe's mistakes, and his representative could have corrected them on the spot had he known about them.

20) Complainant proposes a remedy that he be placed in Step 6 in the Cooperative Extension Service as of July 1976, in accordance with his direct supervisor's recommendation; that he be paid the difference between Step 6 and Step 5 from that date until the present; and that he be provided with the cost of representation.

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Prof. Robert B. Bradfield
36 El Toyonal
Orinda, California 94563

Telephone: (415) 254-8361

Academic Counsel

PUBLIC EMPLOYMENT RELATIONS BOARD
STATE OF CALIFORNIA

Edward A. Yeary,)
Complainant)
vs.)
Regents, University of)
California)
Respondent)

SECOND AMENDED UNFAIR PRACTICE CHARGE
SF-CE-121-H

1) This is the second amended complaint. It deals with matters which have occurred since filing the amended complaint.

2) In order to correct improper administrative procedures Complainant filed a grievance on October 9, 1981. By filing he gave notice of UC's continuing obligation to correct the wrongs he had suffered. Their failure to correct after notice of wrong doing was in retaliation for having filed a grievance against them--challenging the actions taken by them against him.

3) The retaliatory acts were catalogued and described in chronological fashion in the first amended complaint which is attached and incorporated by reference as though fully set forth herein.

4) The University was antagonistic towards Complainant because of his choice of representative, and this adversely affected disposition of the hearing.

a) Former Assistant State Director Burroughs informed the Complainant during the spring of 1982 that even though his representative was highly qualified, his selection had so irritated the administration that there was no longer a possibility of settlement because the administration, given the history of the relationship, did not want to appear to give in to Professor Bradfield and the affect was that the hearing had now expanded from Yeary alone to include punishment for having selected Bradfield.

b) A number of employees stated that management would never give in to Bradfield and that Complainant was stupid to invoke their wrath by his choice of representative.

c) During September 1982 Complainant met with John Thompson, investigator for the Fair Employment and Housing Commission. Thompson advised that in the course of his investigation of Yeary's complaint of age discrimination that a number of high-ranking administrators had made it a point to disclose their strong dislike for Yeary's representative and the position that Complainant had put them in by obliging them to deal with his representative. Thompson stated that in his opinion a good deal of what was going on was anti-representative and that Complainant's case suffered by his selection of a representative. In a telephone conversation with Complainant's representative on October 1, 1982, Thompson stated that several administrators had said to him "Bradfield has been a thorn in their sides for some time in the affirmative action area" and that his serving as a representative for the Complainant "adversely affected his situation." He went on to state "the sentiment about you (the representative) expressed to me by several

extension administrators caused me to believe that Yeary's case was being adversely affected by the administration's reaction to you as his representative."

d) During September 1982 Complainant met with Doctor Desmond Jolley, who was to appear as a witness for him before Administrative Director Schoonover called him and advised him not to testify against his employer. Doctor Jolley asked Complainant if he had given up yet, and went on to state that the Complainant's real mistake was in the selection of Professor Bradfield as his representative because it had really made them mad.

e) During the spring of 1982 Complainant's supervisor Bill Wood commented to the Complainant that he would be better off to drop the discrimination charges and proceed administratively by letter. (I.e., to drop the requested hearing and representation and proceed by the alternative route of writing a complaint letter to management for their decision.)

f) When Complainant's representative met with Director of Administrative Services Schoonover during March of 1982, he asked for meet and confer sessions with Extension Director Siebert. Schoonover informed him that Siebert did not wish to meet with him any time. When the representative pointed out that it was in relation to Mr. Yeary's case, Schoonover stated that that didn't change matters. Complainant's representative then asked for a meet and confer session with Vice President Kendrick. Schoonover replied that Kendrick did not like to get involved in personnel matters generally and in particular, did not wish to meet with the Complainant's representative at any time.

Complainant's representative requested a meet and confer session with Extension Director of Personnel McLaughlin who also refused to meet with him. He then requested a meet and confer with Vice President for Personnel Kleingartner and Systemwide Personnel Director Ciescowitz, both of whom also refused to meet with him.

g) At the preliminary hearing in May 1982, Complainant's representative argued that the substitution only one day before the hearing of a hearing officer with an apparent conflict of interest with the administrator whose actions were being questioned, and the substitution of the office of general counsel for the personnel office representative, created a constitutional right to counsel and moved for a continuance until Complainant could evaluate and take into account the new circumstances and make a decision on that basis. The hearing officer did not rule on the motion. The University then proposed a contractual rather than a constitutional remedy, specifically that the Complainant's representative should step down and leave the case and new counsel be obtained (see page 43 through 48 of transcript of hearing of May 27, 1982 - Exhibit 29).

5) When Complainant learned the day before the hearing that Mr. Schoonover had substituted a new hearing officer, he checked with CSEA and learned that Schoonover and Hearing Officer Gross had worked together in the same office in CEB for a number of years. Complainant asked hearing officer to step down on the basis of an apparent conflict of interest which had not been disclosed by either Gross or Schoonover. The hearing officer refused to do so. At the hearing the following day Complainant asked for a continuance on the basis of surprise and on the

basis of a conflict of interest. Hearing officer did not rule on either motion. In a more recent PERB hearing (Ratzlaff vs. Regents) Complainant learned from his labor organization that the conflict was not only past but also present. Mr. Schoonover is currently vice chairman of the Board of Governors of the Continuing Education of the Bar (CEB). Mr. Gross is the assistant director of the CEB. Neither Mr. Schoonover nor Mr. Gross had disclosed this relationship even when the matter of a previous relationship between them had been challenged. Further, between the time the grievance was filed and the hearing officer substituted, Mr. Schoonover voted on a salary decision for Hearing Officer Gross which involved changing his status from the attorney series to management salary levels. Neither Schoonover nor Gross disclosed this action. Further, in his role of Assistant Director of CEB, Gross met from time to time with the Board of Governors concerning his work responsibilities. This relationship was not disclosed by either Gross or Schoonover. As a result of this relationship Hearing Officer Gross acted in a biased manner to the detriment of the Complainant as will be discussed below.

6) At the May hearing the hearing officer initially ruled that he would not hear the portion of the grievances dealing with employment discrimination, as the University had requested him to do informally the previous day, but limited the hearing to age discrimination (page 3 and 4 - Exhibit 29). (The Complainant's charges concerning Mr. Schoonover were in regard to employment discrimination and not age discrimination.)

7) At the hearing Complainant made eight motions. The hearing officer did not rule on any of them. This uncertainty adversely affected Complainant's right to representation. The combination of restricting

the scope of the hearing and refusal to rule on motions adversely affected Complainant's right to representation because the aspects of abuse of discretion and process could no longer be raised.

8) At the May hearing a tentative date of September 15, 1982 was established subject to the approval of new counsel for Complainant. Complainant filed an appeal with Systemwide Vice President for Personnel Kleingartner on May 27 concerning a variety of matters (Exhibit 30). Although Vice President Kleingartner usually replies promptly to these appeals, in this case no reply has yet been received. During early September Complainant met for four days with extension administrators and talked to them frequently. At no time was the tentative scheduled date of September 15, 1982 even mentioned by any administrator and Complainant assumed that the tentative date was postponed until the University could locate the documents which they had promised to supply and to rule on his pending appeal. On September 2, 1982 Complainant appealed the matter of the conflict of interest of the hearing officer directly to Schoonover requesting that the hearing be continued until a substitute hearing officer could be located. He also advised that he had not been able to obtain substitute counsel and discussed the reason for the delays. Mr. Schoonover did not reply.

9) On September 9 Office of General Counsel wrote that they would be present at the hearing room acknowledging that they had seen his letter in which he outlined that he did not have counsel (Exhibit 31). On September 13, 1982 Complainant wrote to the hearing officer directly asking him to voluntarily withdraw as hearing officer on the basis of a conflict of interest and simultaneously advising him that he did not have counsel (Exhibit 32). Mr. Gross did not reply.

10) On September 14, 1982 Complainant appealed to Vice President Kendrick to continue until a change in hearing officer could be affected and until he had legal representation (Exhibit 33). Mr. Kendrick did not reply.

11) With knowledge that Complainant was without counsel, had challenged his participation on both procedural and conflict of interest levels, that four appeals were pending, that nine motions had not yet been ruled upon, Hearing Officer Gross nevertheless went ahead with the tentatively scheduled hearing and held the hearing with Office of General Counsel but without the Complainant or his representative. He stated in his report that:

"Both parties were afforded a full and fair hearing with opportunity to present all material and relevant evidence and to examine and cross-examine witnesses."
(Page 1, Exhibit 34)

In fact, no witnesses testified and the issues were never addressed, as he concedes (page 2, Exhibit 34), yet he nevertheless found, without any evidence, that Mr. Yeary's request for a continuance was made in bad faith without address^{ing} or even mentioning the appeal concerning the conflict of interest on his part. He also found that the Complainant had violated the spirit of a section of the handbook even though neither the University nor Complainant had brought up the matter and he had not been asked to rule on it. Further, it had no relation to his duties. He also concocted a "duty" to appear and at the tentatively set hearing which was under appeal and found that Complainant had violated that "duty." He failed to address the problem that the September 15th date had not been authorized by Vice President Kendrick.

12) Complainant promptly telephoned Vice President Kendrick

and asked him to delay his decision until he could present his views which had not yet been heard by the University. Nevertheless Kendrick issued a letter accepting the findings of the hearing officer without even returning his call (Exhibit 35). On the one hand, Complainant was urged to drop his present representative and obtain new counsel, and then was punished when he was unable to obtain new counsel in time for the hearing.

13) Complainant was thus deprived of an opportunity to correct the improper administrative procedures and his efforts to correct them met with retaliation, both for having filed the grievance and challenging the actions of the administrators and also for the selection of his representative.

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Orinda, California 94563

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STATE OF CALIFORNIA

Edward A. Yeary,)
Complainant)
vs.)
Regents, University of)
California)
Respondent)

THIRD AMENDED UNFAIR PRACTICE CHARGE
SF-CE-121-H

1) This is the third amended complaint. It deals with matters which have occurred since filing the second amended complaint.

2) This complaint incorporates by reference as those fully set forth herein the original complaint, the first amended complaint and the second amended complaint together with all attachments.

3) In order to correct improper administrative procedures dealing with the University's handling of his October 1981 grievance, Complainant filed a second grievance dated May 5, 1982. By filing a second grievance he again gave the University notice of their continuing obligation to correct the wrongs he had described in his first grievance. It also gave notice of University misconduct in connection with the processing of the first grievance. In relation to the second grievance (May 5, 1982) UC denied charging party his right to grieve and be represented and his representative's right to represent him as follows:

a) On October 12, 1982 Kendrick selected a hearing committee (Exhibit 36). He chose the hearing committee in an arbitrary fashion

without the participation of the Complainant even though they had express notice by way of letter that he wished to participate in the selection.

b) In his letter (Exhibit 36) Kendrick arbitrarily and capriciously failed to disclose that his office had already grossly violated both of UC's regulations related to the timing of hearings (time for management to answer, time for management to hold a hearing) making this hearing subject to default. Complainant could not advise the committee of the failure because he did not know that a committee was being selected.

c) University regulations (140-80-a) and due process require that when an appeal concerns the actions of an administrator that the selection for hearing officer or committee should be made independently to avoid bias in selection. University regulations state that on this occasion the President should select the hearing officer. Kendrick violated this procedure by permitting Schoonover to participate in the selection of the committee even though Schoonover's conduct is the focus of the appeal. Kendrick had notice of the existing regulation and also knew of the potential conflict because of a number of memoranda and previous pleadings dealing specifically with Schoonover's conduct. When Schoonover remains in control of the process when he is the subject of the complaint it permits him to act in an arbitrary and capricious fashion to protect his own narrow personal interests rather than serve the rights of the grievant and the University's policy. It creates an unnecessary conflict of interest and potential for abuse which interferes with Complainant's right to a fair hearing and with his right to adequate representation.

d) Kendrick/Schoonover then acted in a manner to deny due process to Complainant and in violation of UC regulations. They chose as a member of the hearing committee an administrator (Lawson) who formerly worked in the same office with them as Associate State Director of the state-wide Cooperative Extension Service. In the entire staff of over 1,000 individuals in the Cooperative Extension Service, Mr. Lawson is the only person in the highest rank, step 7. This indicates his close relationship to the administration's interests. The Complainant was not in a position to contest the appointment of Lawson because he didn't know about it.

e) Further, Kendrick had notice from correspondence to and from his office dated March 22, April 28 and May 6, 1982 (Exhibit 37) that Director Lawson's own conduct was to be discussed. By appointing as hearing officer, a person whose administrative conduct was to be the subject of discussion, Kendrick acted in violation of University policy, denied due process, and seriously affected employee's right to a fair hearing and his right to adequate representation-when the hearing officer would be in a position to judge his own conduct.

f) Complainant has not been provided information as to other members of the hearing committee and reserves the right to amend should conflicting facts be found.

4) Since the filing of the second Amended Complaint UC engaged in further misconduct in regard to the first grievance (October 1981). On or about October 15, 1982 (Exhibit 38), Complainant received a copy of the transcript of what is referred to as a hearing held on

September 15, 1982. Complainant has already stated that the selection of Mr. Gross as hearing officer was improper because:

a) Mr. Gross was not properly on the Berkeley Chancellor's list of approved hearing officers at the time of selection because the rules require that the Chancellor appoint each hearing officer and Mr. Gross had not been appointed by the Chancellor.

b) The list of hearing officers presented to Complainant's representative for strike-off was fraudulent because Kendrick or his officers had without notice removed the names of liberal hearing officers from the panel and created a biased list of hearing officers.

c) That the hearing officer selected, Professor Vetter, was improperly and arbitrarily dropped by management without notice to Complainant.

d) That Complainant did not learn of the surprise substitution of Gross until the afternoon before the hearing.

e) That neither hearing officer Gross nor Director of Administrative Services Schoonover disclosed a previous working relationship as a potential conflict of interest and, even when asked, did not reveal a current working relationship.

5) Neither the transcript nor the hearing officer's recommendation reveal that the hearing had not been authorized by Kendrick, hence was invalid under UC regulations.

6) At no time did hearing officer Gross disclose on the record that Complainant had appealed to him and asked him to step down on the basis of a conflict of interest.

7) Hearing officer Gross did not discuss on the record that Complainant also appealed to Vice President Kendrick, objecting to Gross as hearing officer and requesting that he be given time to obtain legal counsel.

8) Mr. Gross dismissed the grievance with prejudice. There is no such provision in the University's regulations. UC regulations contain an appeal process to review a hearing officer's decision.

9) The hearing officer is charged under 140-80-(c) (6) with the responsibility to review evidence and make a determination whether or not the action appealed was arbitrary or unreasonable. The hearing officer did not make such findings. Because he did not make a finding the Complainant's right to effectively appeal is undermined.

10) UC rules (140-80-(c) (6)) provides that the hearing officer should make findings of fact based on substantial evidence. The transcript reveals that he did not make findings of fact.

11) The UC regulations require that the hearing officer's recommendations be in accordance with UC policies and regulations. The recommendations here are not because it is a decision based upon supposition and material not in evidence.

12) The May 15, 1982 hearing dealt only with preliminary motions. Any evidence introduced was in relation to procedural preliminary motions. The substantive issues were never addressed by either party. No documentary or testimonial evidence was introduced upon which the hearing officer could base his decision.

13) At the September 15, 1982 hearing Mr. Yeary was not in attendance nor was he represented because he was waiting for a decision on his appeals to Kendrick concerning the hearing officer's conflict of

interest. In a gross violation of due process, the hearing went on without him. At the outset the hearing officer volunteered the following prejudicial statement:

"I will state categorically, for the record that, having reviewed the transcript and having reviewed the letters from Mr. Yeary the day before the hearing, I believe the request for a continuance on the basis of obtaining counsel was made in bad faith and was made for the purpose of delay. I am prepared, at this point to hear the University's case but I will leave the matter open in terms of ruling. In my report to the vice president, I will either rule on the evidence that I hear or possibly rule that the appeal is withdrawn because of a failure to meet the time requirements of rule 371.2h (Exhibit 39)."

14) It should be noted that there was no evidence and no testimony whatsoever concerning either "bad faith" or "purpose of delay." These charges are unfounded. UC violated its own regulations by not holding the grievance before December 9, 1981. There is no record that they made any attempt to do so. UC finally scheduled the hearing for March 24, but the day before they continued it unilaterally and without notice to the detriment of Complainant whose principal witness was then lost to sabbatic leave travel. The hearing was rescheduled for May 15, 1982. At that time Complainant presented a number of preliminary motions including one of disqualification for the hearing officer. But the hearing officer did not comment or rule upon any of Complainant's motions. Instead he accepted a UC motion for a continuance on the condition that Complainant discharge his representative. A tentative date of September 15, 1982 was set subject to approval of substitute counsel. Complainant was not able to obtain substitute counsel and expected Kendrick to rule on his appeals concerning dismissing the hearing officer for conflict of interest before rescheduling.

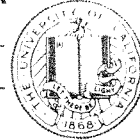
15) The successful motion for a continuance on the basis of obtaining counsel was made by UC, not Complainant. Charges of bad faith should have been levelled at UC, not Complainant.

16) The hearing officer goes on to state that he might possibly rule that the appeal was withdrawn because of the failure to meet the time requirements of rule 371.2h. But the time requirements in that section were violated by the University, not the Complainant.

17) In addition the hearing officer has no authority to "withdraw" an appeal despite his assertion quoted above. Rule 371.2h gives management that authority and management did not exercise it.

18) The hearing officer was not asked to make a determination of bad faith, motive, or the application of rule 371.2h. The injection of these voluntary elements into the transcript is indicative of the prejudice of the hearing officer.

19) The UC conduct described above was undertaken in retaliation for Complainant having filed grievances in October 1981 and May 1982 and in response to his having sought and obtained representation in pursuit of these grievances. Further this misconduct interfered with his representative's right to effectively represent him.



MIGUEL CEBALLOS
ASSOCIATE DIRECTOR
UC STUDENT LOBBY
NOVEMBER 30, 1982

STATEMENT ON UC EMPLOYEE AFFIRMATIVE ACTION
FOR THE
ASSEMBLY SELECT COMMITTEE ON FAIR EMPLOYMENT PRACTICES

MR. CHAIRMAN AND COMMITTEE MEMBERS, THANK YOU FOR ALLOWING ME THIS OPPORTUNITY TO ADDRESS THIS COMMITTEE ON THE ISSUE OF UC EMPLOYEE AFFIRMATIVE ACTION. AS AN ASSOCIATE DIRECTOR OF THE UC STUDENT LOBBY, I AM REPRESENTING 136,000 STUDENTS OF THE UNIVERSITY OF CALIFORNIA. WE WILL OFFER A STUDENT PERSPECTIVE ON THE ISSUE OF UC EMPLOYEE AFFIRMATIVE ACTION, WHICH INCLUDES STAFF, ADMINISTRATIVE, AND FACULTY LEVELS.

A LOOK AT UC EMPLOYMENT FIGURES IN THE ATTACHED TABLE ILLUSTRATES THE SEVERITY OF THE PROBLEM: IN 1981 AT EXECUTIVE/ADMINISTRATIVE/MANAGERIAL LEVELS, THERE WERE 37.8% WOMEN AND 13.1% MINORITIES, AT FACULTY LEVELS, 19.9% WOMEN AND 12.1% MINORITIES, AT FULL PROFESSOR LEVELS, 5.5% WOMEN AND 7.8% MINORITIES. STUDENTS ARE GREATLY CONCERNED WITH THESE FIGURES.

THOUGH STUDENT AND EMPLOYEE AFFIRMATIVE ACTION MAY SEEM VASTLY DIFFERENT, THEY ARE IN FACT DEPENDENT AND INTERTWINED. MY REMARKS WILL BE LIMITED TO THREE AREAS IN THE RECRUITMENT OF MINORITY AND WOMEN EMPLOYEES WHICH ILLUSTRATE THIS RELATIONSHIP.

FIRSTLY, MINORITY AND WOMEN STUDENTS, IN PARTICULAR GRADUATE STUDENTS, SERVE AS A POOL FOR FUTURE UNIVERSITY EMPLOYEES. THE ATTACHED TABLE ILLUSTRATES THE LOW ELIGIBILITY POOL. THESE FIGURES INCLUDE: THE PERCENTAGES OF 1979/80 DEGREES CONFERRED WHICH WERE MINORITY STUDENTS EQUALED FOR B.A.'S 19.6%, FOR M.A.'S 15.4%, FOR PH.D.'S 11.5. THE RESPECTIVE PERCENTAGES FOR WOMEN STUDENTS EQUALED 47.9%, 39.5% AND 26.3%. OF THE PH.D.S 5.9% WERE ASIAN, 2.9% WERE CHICANO AND LATINO, 2.5% WERE BLACK, 0.2% WERE NATIVE AMERICAN, AND 0.0% WERE PILIPINO. THE M.A. AND PH.D. FIGURES ARE THE MOST CRITICAL FOR EMPLOYEE AFFIRMATIVE ACTION IN THE ADMINISTRATIVE AND FACULTY AREAS. THESE FIGURES ILLUSTRATE THE IMPACT OF STUDENT AFFIRMATIVE ACTION ON EMPLOYEE AFFIRMATIVE ACTION.

SECONDLY IS THE MINORITY AND WOMEN POPULATION IN THE UNIVERSITY SERVING AS AN INTICEMENT FOR MORE MINORITIES AND WOMEN TO ENTER THE UNIVERSITY. ON THE ONE HAND, LARGE MINORITY AND WOMEN STUDENT POPULATIONS ATTRACT MINORITY AND WOMEN FACULTY TO THE UNIVERSITY BY PROVIDING THEM THE OPPORTUNITY TO WORK WITH STUDENTS FROM SIMILAR BACKGROUNDS. MANY OF THESE FACULTY MEMBERS SEEK SUCH CAMPUSES IN ORDER TO BE ABLE TO HELP MINORITY AND WOMEN STUDENTS SUCCEED IN THEIR FIELD OF STUDY. ON THE OTHER HAND, MINORITY AND WOMEN EMPLOYEES ALSO SERVE TO ENCOURAGE, NOT ONLY MINORITY AND WOMEN STUDENTS TO THE UNIVERSITY, BUT ALSO OTHER MINORITY AND WOMEN EMPLOYEES. THIS PROVIDES A PEER GROUP OF SIMILAR ACADEMIC INTERESTS FOR BOTH EMPLOYEES AND STUDENTS. THIS IS PARTICULARLY NECESSARY IN GRADUATE STUDY WHEN STUDENTS DEPEND ON CLOSE FACULTY ADVISING.

THE THIRD AREA IS THE ROLE MODEL. THE PRESENCE OF MINORITY AND WOMEN EMPLOYEES SERVE TO PROVIDE STUDENTS AT ALL LEVELS WITH A ROLE MODEL IN THE FIELD OF EDUCATION. MANY CAREERS, AND PARTICULARLY THOSE AFFILIATED WITH EDUCATION, ARE NOT CHOSEN UNTIL AFTER STUDENTS ENTER POSTSECONDARY SCHOOL. MINORITY AND WOMEN EMPLOYEES HAVE A PRIME OPPORTUNITY FOR INFLUENCING THE SELECTION OF A CAREER BY STUDENTS. IN EFFECT, EMPLOYEES, AND FACULTY IN PARTICULAR, ARE FIELD RECRUITERS FOR THEIR PROFESSION.

STUDENTS RECOMMEND THE FOLLOWING METHODS FOR ADDRESSING THE ISSUE OF EMPLOYEE AFFIRMATIVE ACTION:

1. PROGRAMMATIC

TO ADDRESS THE RECRUITMENT OF GRADUATE STUDENTS INTO STAFF, ADMINISTRATIVE, AND FACULTY EMPLOYMENT, THREE PROGRAMS INCLUDE: 1) A MENTORSHIP PROGRAM--WHICH WILL IDENTIFY AND MATCH GRADUATE STUDENTS TO FACULTY SPONSORS IN SIMILAR FIELDS, (THIS IS CITED AS A PRIMARY NEED FOR GRADUATE HISPANIC RETENTION IN A STUDY DONE BY THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION ON "HISPANIC PARTICIPATION IN HIGHER EDUCATION...") THIS IS A CALIFORNIA STUDY WHICH INCLUDED THE UCLA AND UC DAVIS CAMPUSES.), 2) A GRADUATE TEACHING PROGRAM--WHICH WOULD HIRE GRADUATE STUDENTS AS PART-TIME TEACHERS WHILE COMPLETING GRADUATE STUDY. AN EXAMPLE OF AN EXISTING PROGRAM IS THE ALL-BUT-DISSERTATION PROGRAM IN THE CHICANO STUDIES PROGRAM AT UC SANTA BARBARA. THE PROGRAM HIRES CHICANAS WHO ARE WORKING ON THEIR DISSERTATIONS TO TEACH TWO COURSES IN THEIR FIELD. THE PROGRAM HAS SUCCESSFULLY ASSISTED PARTICIPANTS IN COMPLETING THEIR DISSERTATIONS THROUGH FINANCIAL AND ACADEMIC SUPPORT, 3) INTERNSHIP AND FELLOWSHIP PROGRAMS--EXPANDED TO ALLOW MINORITY AND WOMEN STUDENTS EXPERIENCE IN ADMINIS-

TRATIVE FIELDS.

II. COORDINATION

THE UC STUDENT BODY PRESIDENT'S COUNCIL HAS RECOMMENDED TO THE UC REGENTS THAT UC AFFIRMATIVE ACTION COORDINATION BE IMPROVED BY:
1) FORMING A BLUE RIBBON COMMITTEE WHICH WILL REVIEW ALL UC AFFIRMATIVE ACTION, INCLUDING STAFF PERSONEL, ACADEMIC PERSONEL, STUDENTS, AND UNIVERSITY PROCUREMENTS, AND BY 2) FORMING A REGENT'S OFFICE WHICH WILL COORDINATE ALL UC AFFIRMATIVE ACTION.

III. POLICY

AFFIRMATIVE ACTION MUST BE A PRIORITY IN THE DISTRIBUTION OF ALL RESOURCES AT EVERY LEVEL OF THE UNIVERSITY, FROM THE REGENTS AND THE PRESIDENT'S OFFICE TO THE UNIT ADMINISTRATORS AND DEPARTMENTS CHAIRPERSONS.

FINALLY, IT MUST BE STRESSED THAT THE EFFECTIVENESS AND ULTIMATE SUCCESS OF UNIVERSITY EMPLOYEE AFFIRMATIVE ACTION CAN ONLY BE REALIZED BY THIS FINAL RECOMMENDATION. THE INTEGRATION AND COORDINATION OF STUDENT AFFIRMATIVE ACTION AND EMPLOYEE AFFIRMATIVE ACTION IS IMPORTANT BUT CANNOT REPLACE THE UNIVERSITY'S PRIMARY RESPONSIBILITY IN THAT AREA: TO DEVELOP AND IMPLIMENT AN EFFECTIVE EMPLOYEE AFFIRMATIVE ACTION PLAN. WITH THE PRESENT FISCAL CRISIS, IMPROVEMENT OF MINORITY AND WOMEN EMPLOYMENT AT UC CAN ONLY OCCUR IF THE UNIVERSITY PLACES A PRIORITY ON EMPLOYEE AFFIRMATIVE ACTION.

Percentages of UC Systemwide Employee and Student Populations

	Total Minority	Total Female	Total Asian	Black	Chicanos and Latinos	Native Americans	Pilipino
STUDENT							
Undergrad and Graduate, 1981	23.5	43.6	11.8	3.9	5.8	0.5	1.5
Graduate, 1981	19.1	38.2	8.3	3.7	5.8	0.6	0.5
B.A.'s, confirmed, 1979/80	19.6	47.9	10.5	3.0	4.8	0.5	0.8
M.A.'s, 1979/80	15.4	39.5	6.6	3.0	4.6	0.7	0.5
Ph.D's, 1979/80	11.5	26.3	5.9	2.5	2.9	0.2	0.0
EMPLOYEES							
Exec/Admin/Mngrl 1981	13.1	37.8	1.7	2.85	1.75	0.25	-
Total Faculty, 1981	12.1	19.9	3.6	0.95	1.35	0.15	-
Full Professor, 1981	7.8	5.5	2.45	0.55	0.85	0.1	-

(Source: University of California)



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A LOOK AT UC EMPLOYMENT FIGURES IN THE ATTACHED TABLE ILLUSTRATES THE SEVERITY OF THE PROBLEM: IN 1981 AT EXECUTIVE/ADMINISTRATIVE/MANAGERIAL LEVELS, THERE WERE 37.8% WOMEN AND 13.1% MINORITIES, AT FACULTY LEVELS, 19.9% WOMEN AND 12.1% MINORITIES, AT FULL PROFESSOR LEVELS, 5.5% WOMEN AND 7.8% MINORITIES. STUDENTS ARE GREATLY CONCERNED WITH THESE FIGURES.

THOUGH STUDENT AND EMPLOYEE AFFIRMATIVE ACTION MAY SEEM VASTLY DIFFERENT, THEY ARE IN FACT DEPENDENT AND INTERTWINED. MY REMARKS WILL BE LIMITED TO THREE AREAS IN THE RECRUITMENT OF MINORITY AND WOMEN EMPLOYEES WHICH ILLUSTRATE THIS RELATIONSHIP.

FIRSTLY, MINORITY AND WOMEN STUDENTS, IN PARTICULAR GRADUATE STUDENTS, SERVE AS A POOL FOR FUTURE UNIVERSITY EMPLOYEES. THE ATTACHED TABLE ILLUSTRATES THE LOW ELIGIBILITY POOL. THESE FIGURES INCLUDE: THE PERCENTAGES OF 1979/80 DEGREES CONFERRED WHICH WERE MINORITY STUDENTS EQUALED FOR B.A.'S 19.6%, FOR M.A.'S 15.4%, FOR PH.D.'S 11.5. THE RESPECTIVE PERCENTAGES FOR WOMEN STUDENTS EQUALED 47.9%, 39.5% AND 26.3%. OF THE PH.D.S 5.9% WERE ASIAN, 2.9% WERE CHICANO AND LATINO, 2.5% WERE BLACK, 0.2% WERE NATIVE AMERICAN, AND 0.0% WERE PILIPINO. THE M.A. AND PH.D. FIGURES ARE THE MOST CRITICAL FOR EMPLOYEE AFFIRMATIVE ACTION IN THE ADMINISTRATIVE AND FACULTY AREAS. THESE FIGURES ILLUSTRATE THE IMPACT OF STUDENT AFFIRMATIVE ACTION ON EMPLOYEE AFFIRMATIVE ACTION.

SECONDLY IS THE MINORITY AND WOMEN POPULATION IN THE UNIVERSITY SERVING AS AN INTICEMENT FOR MORE MINORITIES AND WOMEN TO ENTER THE UNIVERSITY. ON THE ONE HAND, LARGE MINORITY AND WOMEN STUDENT POPULATIONS ATTRACT MINORITY AND WOMEN FACULTY TO THE UNIVERSITY BY PROVIDING THEM THE OPPORTUNITY TO WORK WITH STUDENTS FROM SIMILAR BACKGROUNDS. MANY OF THESE FACULTY MEMBERS SEEK SUCH CAMPUSES IN ORDER TO BE ABLE TO HELP MINORITY AND WOMEN STUDENTS SUCCEED IN THEIR FIELD OF STUDY. ON THE OTHER HAND, MINORITY AND WOMEN EMPLOYEES ALSO SERVE TO ENCOURAGE, NOT ONLY MINORITY AND WOMEN STUDENTS TO THE UNIVERSITY, BUT ALSO OTHER MINORITY AND WOMEN EMPLOYEES. THIS PROVIDES A PEER GROUP OF SIMILAR ACADEMIC INTERESTS FOR BOTH EMPLOYEES AND STUDENTS. THIS IS PARTICULARLY NECESSARY IN GRADUATE STUDY WHEN STUDENTS DEPEND ON CLOSE FACULTY ADVISING.

THE THIRD AREA IS THE ROLE MODEL. THE PRESENCE OF MINORITY AND WOMEN EMPLOYEES SERVE TO PROVIDE STUDENTS AT ALL LEVELS WITH A ROLE MODEL IN THE FIELD OF EDUCATION. MANY CAREERS, AND PARTICULARLY THOSE AFFILIATED WITH EDUCATION, ARE NOT CHOSEN UNTIL AFTER STUDENTS ENTER POSTSECONDARY SCHOOL. MINORITY AND WOMEN EMPLOYEES HAVE A PRIME OPPORTUNITY FOR INFLUENCING THE SELECTION OF A CAREER BY STUDENTS. IN EFFECT, EMPLOYEES, AND FACULTY IN PARTICULAR, ARE FIELD RECRUITERS FOR THEIR PROFESSION.

STUDENTS RECOMMEND THE FOLLOWING METHODS FOR ADDRESSING THE ISSUE OF EMPLOYEE AFFIRMATIVE ACTION:

I. PROGRAMMATIC

TO ADDRESS THE RECRUITMENT OF GRADUATE STUDENTS INTO STAFF, ADMINISTRATIVE, AND FACULTY EMPLOYMENT, THREE PROGRAMS INCLUDE: 1) A MENTORSHIP PROGRAM--WHICH WILL IDENTIFY AND MATCH GRADUATE STUDENTS TO FACULTY SPONSORS IN SIMILAR FIELDS, (THIS IS CITED AS A PRIMARY NEED FOR GRADUATE HISPANIC RETENTION IN A STUDY DONE BY THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION ON "HISPANIC PARTICIPATION IN HIGHER EDUCATION..." THIS IS A CALIFORNIA STUDY WHICH INCLUDED THE UCLA AND UC DAVIS CAMPUSES.), 2) A GRADUATE TEACHING PROGRAM--WHICH WOULD HIRE GRADUATE STUDENTS AS PART-TIME TEACHERS WHILE COMPLETING GRADUATE STUDY. AN EXAMPLE OF AN EXISTING PROGRAM IS THE ALL-BUT-DISSERTATION PROGRAM IN THE CHICANO STUDIES PROGRAM AT UC SANTA BARBARA. THE PROGRAM HIRES CHICANAS WHO ARE WORKING ON THEIR DISSERTATIONS TO TEACH TWO COURSES IN THEIR FIELD. THE PROGRAM HAS SUCCESSFULLY ASSISTED PARTICIPANTS IN COMPLETING THEIR DISSERTATIONS THROUGH FINANCIAL AND ACADEMIC SUPPORT, 3) INTERNSHIP AND FELLOWSHIP PROGRAMS--EXPANDED TO ALLOW MINORITY AND WOMEN STUDENTS EXPERIENCE IN ADMINIS-

TRATIVE FIELDS.

II. COORDINATION

THE UC STUDENT BODY PRESIDENT'S COUNCIL HAS RECOMMENDED TO THE UC REGENTS THAT UC AFFIRMATIVE ACTION COORDINATION BE IMPROVED BY: 1) FORMING A BLUE RIBBON COMMITTEE WHICH WILL REVIEW ALL UC AFFIRMATIVE ACTION, INCLUDING STAFF PERSONEL, ACADEMIC PERSONEL, STUDENTS, AND UNIVERSITY PROCUREMENTS, AND BY 2) FORMING A REGENT'S OFFICE WHICH WILL COORDINATE ALL UC AFFIRMATIVE ACTION.

III. POLICY

AFFIRMATIVE ACTION MUST BE A PRIORITY IN THE DISTRIBUTION OF ALL RESOURCES AT EVERY LEVEL OF THE UNIVERSITY, FROM THE REGENTS AND THE PRESIDENT'S OFFICE TO THE UNIT ADMINISTRATORS AND DEPARTMENTS CHAIRPERSONS.

FINALLY, IT MUST BE STRESSED THAT THE EFFECTIVENESS AND ULTIMATE SUCCESS OF UNIVERSITY EMPLOYEE AFFIRMATIVE ACTION CAN ONLY BE REALIZED BY THIS FINAL RECOMMENDATION. THE INTEGRATION AND COORDINATION OF STUDENT AFFIRMATIVE ACTION AND EMPLOYEE AFFIRMATIVE ACTION IS IMPORTANT BUT CANNOT REPLACE THE UNIVERSITY'S PRIMARY RESPONSIBILITY IN THAT AREA: TO DEVELOP AND IMPLIMENT AN EFFECTIVE EMPLOYEE AFFIRMATIVE ACTION PLAN. WITH THE PRESENT FISCAL CRISIS, IMPROVEMENT OF MINORITY AND WOMEN EMPLOYMENT AT UC CAN ONLY OCCUR IF THE UNIVERSITY PLACES A PRIORITY ON EMPLOYEE AFFIRMATIVE ACTION.

Percentages of UC Systemwide Employee and Student Populations

	Total Minority	Total Female	Total Asian	Black	Chicanos and Latinos	Native Americans	Pitipino
STUDENT							
Undergrad and Graduate, 1981	23.5	43.6	11.8	3.9	5.8	0.5	1.5
Graduate, 1981	19.1	38.2	8.3	3.7	5.8	0.6	0.5
B.A.'s, confirmed, 1979/80	19.6	47.9	10.5	3.0	4.8	0.5	0.8
M.A.'s, 1979/80	15.4	39.5	6.6	3.0	4.6	0.7	0.5
Ph.D's, 1979/80	11.5	26.3	5.9	2.5	2.9	0.2	0.0
EMPLOYEES							
Exec/Admin/Mngrl 1981	13.1	37.8	1.7	2.85	1.75	0.25	-
Total Faculty, 1981	12.1	19.9	3.6	0.95	1.35	0.15	-
Full Professor, 1981	7.8	5.5	2.45	0.55	0.85	0.1	-

(Source: University of California)

My name is Stephanie Allan. I am a field representative for the United Professors of California and am speaking for UPC today. ~~UPC is the~~ UPC is an affiliate of the American Federation of Teachers and the AFL-CIO and ~~has represented CSU academics since 1959.~~ has represented CSU academics since 1959. Currently our membership is nearly 6,000. We are ~~the largest and most active~~ the largest and most active single organization representing CSU academics today. As such we have had extensive experience in dealing with the lack of affirmative action in the CSU system and in working with the Legislature and the CSU Board of Trustees to improve the situation.

~~By~~ answering the questions which the Committee asked we address ourselves to, I'd like to make a few general remarks about the problem. The CSU Administration and the Trustees must take primary responsibility for the dismal state of affirmative action hiring, retention and promotion in the academic ranks. The lack of any firm, consistent and systemwide policy in these areas has resulted in the current lack of women and minority faculty and academics. In a state where our future student body population is rapidly becoming a majority Asian, Chicano, Black, Latino, and other ethnic groups, it is unconscionable to have a faculty and professional services system dominated by whites, most of whom are male. Additionally, the failure to have any measurable or consistent commitment to affirmative action for faculty and other professionals is reflected in the failure to have an active, aggressive policy of recruitment of women and ethnic minority students. Programs to get them into the CSU and help them complete their educations are either underfunded or under attack. Departments which provide educational incentives to such students are often held up to a double standard by administrative review committees. And those faculty and academic professionals who are the strongest advocates of such students and programs frequently face opposition and criticism from the administration and occasionally their own peers. There is an atmosphere on the CSU campuses, perhaps reflective

of our society as a whole, that affirmative action is an expense we can do without; an unnecessary luxury; something which may have been relevant in the 60's, but ^{not} in today's hard times and serious preparation for getting a job, something of considerably lesser importance. In fact, there is a sense ^{that there} is hostility ^{toward} ~~amongst~~ women and and academic professionals ethnic minority faculty, a feeling that they have become targets of pent-up frustrations. And these attitudes are shared by their students.

The Legislature and the Governor's office must share in the responsibility for this problem as well. The consistent underfunding of the CSU system has only exacerbated these problems and given an excuse in some cases to either ignore affirmative action or weaken programs for faculty, other academics and students. While we are aware of the state's fiscal crisis, we do not intend to see it resolved by destroying the last great free public ^{K-12} education system in this country. The CSU serves over 300,000 students and is the system of access for a majority of Californians. We are the institute which provides most California youngsters with their opportunity to receive a quality four-year education. UPC and its membership have fought for this system since our inception because we believe passionately in the right of all people to an education which is the basis for any democracy.

If there is not enough money to run this system properly, including hiring, paying ^{State} and running the kinds of programs which our current and future student populations need, then it is the responsibility of the Legislature and the Trustees to find those monies. UPC has been willing to share that burden and to that extent actively worked to qualify the split-roll tax initiative. The raising of new tax revenues is now critical for California. And the old answers of taxing those least able to pay have been firmly rejected by the voters. While the so-called "sin" taxes may provide some badly needed revenues, what is really necessary is fundamental tax reform and redistribution of the tax burden. ^{The} Corporate ^e and business ^{share of taxes has} ~~have~~ been steadily declining ~~in California~~ while individuals have been paying increasingly larger shares of the taxes. We urge the Legislature to reverse this trend so that our schools do not continue

to be political footballs with the ~~resulting~~ ^{resulting} steady deterioration of the quality of education offered this state's citizens. The cost of such practices will be extremely high, not only to the students involved, but to the corporations and businesses who want to hire qualified graduates and a society which badly needs trained professionals. In such an environment, it becomes an act of courage to fight for affirmative action when in many cases we are also fighting for the survival of our CSU system as a whole. ~~UPC like~~ ~~both~~ both because we see no conflict ~~in~~ the two issues. ~~but~~ On both counts, the administration of the CSU has seriously failed its employees and its students, and ultimately the public trust given to it. ~~not to allow this continue and to~~ We urge the Legislature ~~to~~ fulfill its responsibility in these areas, a responsibility which we will actively support and aid.

Now I would like to briefly address the issues raised by the Committee's invitation. I will be mentioning some specific cases in my remarks and have attached detailed statements about them to my testimony. I will give the committee copies of all the material when I have completed my statement and answered any questions I can.

In the area of recruitment, the major problem we have is no systemwide standard or program of recruitment. Each campus is allowed to essentially go its own way. While we firmly believe that campuses and departments have to have the major say in what kind of faculty and academic professionals they want to build their programs, it cannot be in a vacuum. There must be systemwide guidelines, especially in an area as sensitive as affirmative action.

Affirmative action officers at the campuses, while often conscientious and competent individuals, have no power to enforce any affirmative action policies. Their role is more that of statistician or record keeper. And the statistics collected are of questionable value, not because of the collector, but we believe because of what they are asked to collect. For example, UPC has asked the Chancellor's office several times to measure the impact on affirmative action of potential budget cuts. The answer has always been that it was impossible because the administration doesn't have the data. That leads us to the conclusion the data being collected is not useful or is misleading.

Several organizations like the NAACP, the Black Faculty & Staff Assn. and LULAC have submitted names of qualified academics to the administration to be considered for recruitment so there could be no claim there aren't qualified people available. To date, these candidates have been ignored.

The idea of using current women or minority faculty and students in recruitment would be appropriate if there was an active recruitment policy going on for such candidates. There is none. Too often, when a tenured slot is opened up in a department, there is joking about posting a "national notice" to comply with affirmative action requirements when in fact it is open knowledge the successful applicant is already known. Or, in the academic support ranks, among those who provide the professional services to students, women and minorities are concentrated in the lower-level ranks. Last year UPC supported legislation to require the system to offer positions to those within the system first on the grounds that experienced people, especially affirmative action candidates, would then have serious opportunities to move into the upper ranks. The CSU administration

opposed and helped kill the bill. What possible rationale could there be for such a ~~position~~ ^{position} if there were any commitment to affirmative action.

I have already addressed the budget limitations effect on affirmative action and we see the problem getting significantly worse over the next two years.

In hiring and promotions, we can see clearly that there is no real ~~commitment~~ ~~affirmative~~ affirmative action program. The Chancellor's Office, through its able affirmative action officer, Jeffrey Stetson, has collected some interesting statistics. The most recent report which UPC has seen is the March 1982 one to the Trustees. Entitled "employment utilization of ethnic minorities and women throughout CSU from 1975 to 1981."

In all the areas measured, with which we are familiar, faculty overall, and tenured faculty, tenured-track faculty (probationary)/ lecturers ~~and~~ the numbers of minorities, with the exception of women, has decreased. However, even these statistics are somewhat incomplete, at best, ~~and~~

While we have statistics on what percentage of Lecturers -- those on temporary appointments with no recall rights or job security or regular salary increases or promotion opportunities -- are women, Blacks or Hispanics, we have no statistics which show what percentage of the faculty overall are Lecturers.

My point is this: we believe the majority of the women and minorities in this system among faculty are either Lecturers or concentrated in the Assistant Professor ranks. ~~What is needed is a~~ What is needed is a breakdown by position, and salary for the faculty as a whole so the numbers can be appropriately compared. What the March 1982 data do not tell us is precisely who's where, what are their chances of advancing and how much do they get paid. It's a frustrating example of the kind of statistics this administration keeps. And it makes it impossible to truly measure affirmative action. We do not know, for example, who's being hired each year, in terms of affirmative action guidelines or how many of them are hired in these temporary positions, which now comprise over 40% of the faculty.

And in the academic support ranks, the "professional non-faculty," it's even

worse. The report admits there are no reliable figures because of ~~the~~ ~~lack~~ what is delicately called "inconsistent definitions of classifications." Based on the 1980 CSU Affirmative Action report, UPC did its own breakdown of the Student Services classifications, but only by men and women. We did not have the information from that report to do on any other basis.

I've attached a copy of that breakdown. But let me give you two examples from it. In the two classifications of Evaluation Technician I (salary range then of \$1179-1415 per month) and Student Affairs Assistant I (salary range \$1250-\$1502 per month) women outnumbered men by 174 to 11 and 104 to 54, respectively. But in the classifications of Student Affairs Officer IV (salary range of \$1975-\$2382) and Student Affairs Officer V (Salary range of \$2497-3017), men outnumbered women 97 to 47 and 137 to 16, respectively. This was a relatively simple breakdown, based on the existing information available to us, but until UPC did the chart there was no way to accurately measure if women were concentrated in those lower level positions. We suspect if you took the same figures and broke them down by ethnic minoritie status, you find an equally unbalanced situation.

It was in light of this information/^{that} we pushed for legislation to force the system to recruit, hire and promote from within -- to break this logjam and open up the better paying, more responsible positions to the women and minorities already working for the CSU. It appears this problem will have to be dealt with at the bargaining table, but we urge the Legislature to investigate it and convince the administration to help solve it.

According to even the incomplete figures, though, from the Chancellor, if the current trend is not halted in the next decade, after taking into account attrition, resignations and "non-appointments," the number of ethnic minorities in professional ranks will be insignificant -- this at a time when the potential student population is moving in hte opposite direction.

~~the system, however, are some very gross abuses and UPC has seen many of them through our representation of grieved faculty and academic professionals. When women and minority actually make it into the tenured ranks, they face an uneven, uphill battle to stay and advance. Two examples, which can be duplicated on every campus in this system.~~

~~the system~~

Within the system, however, are some very gross abuses and UPC has seen many of them through our representation of grieved faculty and academic professionals. When women and minority actually make it into the tenured ranks, they face an uneven, uphill battle to stay and advance. Two examples, which can be duplicated on every campus in this system.

These two cases come from Hayward, but they are not unique. Firstly, we discovered that women faculty in the Nursing Department has been hired in at lower pay levels than their male peers in other departments. And then they were being tenured in at those lower ranks despite their qualifications and experience which ranked with male colleagues across the campus. When they protested, they were told that since they hadn't objected originally, there was nothing to be done about it. However, these faculty were not satisfied with this clearly discriminatory, second-class status and, with UPC's help, filed a grievance. The settlement of their case resulted in an accelerated salary advance ~~to~~ to bring them in line with their peers., which then made them eligible for promotions, in technical terms.

(A parallel case at San Luis Obispo is currently under investigation by the Dept. of Labor which made a finding in 1981 that Cal Poly did indeed discriminate against in hiring, promotions, and compensation three women faculty and had retaliated against them for complaining. The DOL further found "that the University's policies and practices create an environment which is not conducive to the employment and advancement of female members of the faculty.)

In a second, again at Hayward, a Black faculty member was denied a promotion on grounds his coursework, which included classes on racism, did not measure up to the professional standards of the department. In the subsequent grievance,

substantial evidence was brought out, revealing distinct racial bias against the faculty member for "his unorthodox style" of teaching and choice of materials and presentation. Ultimately, the faculty member was promoted to full professor and granted back pay in recognition of the wrongs committed. But it took an extensive, determined battle not only by the individual, but also by our union, including involving help from the Legislature to correct the problem.

At San Jose State University, UPC was approached by a Black woman, hired as a reading specialist. She was a published recognized poet who had just had her first novel printed to enthusiastic reviews. She had been denied a reclassification to a better paying position on vague grounds she wasn't qualified. As we began to process the grievance, she received a "writer-in-residence" grant from Stanford and the offer of a year's fellowship at another university. Yet, she was not "qualified" for San Jose State University.

Also at San Jose, UPC was forced to turn to the Legislature again to prevent the campus administration from "reorganizing" the Educational Opportunity Program out of existence. This program serves minority students and is critical to both recruiting them and enabling such students to successfully complete their education. The administration arbitrarily decided on this "reorganization" plan with no consultation with the professionals involved, let alone the students or the community which the University serves. It took legislative intervention to prevent the reorganization, but the fight there is not over.

Academic professionals in such programs systemwide often feel they are under the gun and receive less than equal consideration for promotion and advancement. At San Francisco State University, academic professionals there sought the help not only of UPC, but also of the Asian Law Caucus to correct several discriminatory situations, involving both sex and racial discriminations.

One of the few successes UPC has had in achieving a systemwide approach to aiding affirmative action was again ^{with the} legislative ~~action~~ in 1977 when we lobbied ^{for} the Affirmative Action Faculty Development Fund. We had found that some 60% of the women and minority faculty who went up for tenure were unable to be granted it because they had not finished their Ph.D.s/ The CSU requires a Ph.D. in order to receive tenure. Given the low salaries and heavy teaching load required of our faculty, many women and minorities were financially unable to reduce their teaching load in order to complete their doctoral work. So they were revolving through the system.

The Affirmative Action Faculty Development fund provided monies so they could get paid release time in order to complete their thesis work and more successfully complete their studies. Recently, we were able to extend the availability of these monies to Lecturers where most women and minorities are concentrated. But in each case, it was UPC, working with the Legislature, which took action, not the CSU administration.

As a final example of the problem ethnic and women faculty face in hiring and promotion, I want to call your attention to a process which threatens the very programs which have employed the ^{highest percentage} ~~substantial number~~ of these teachers. At San Jose State University, the School of Social Sciences, with the full agreement of the campus administration, is currently threatening the very existence of Afro-American Studies on the grounds it does not generate enough degrees to justify its existence. If such a standard is applied, those few Ethnic Studies and Women's Studies Departments which do provide degree programs will be gone quickly. While it may sound reasonable on its surface, I would remind you that many departments in the Humanities and Social Sciences have sharply declining numbers of graduates. Students are moving into programs they think will guarantee employment in these difficult economic times. The Chancellor's Office has a policy, though, that some departments are untouchable, no matter how few people graduate from them -- areas such as history and philosophy. The rationale is that these areas are vital to

the integrity of the University. However, Women's Studies, Ethnic Studies are not. By what reasoning and by whose standards?

While I could continue with a listing of many other case histories, I know that too many would only deaden your senses to the problem. What I am trying to demonstrate is that for many faculty and academic professionals, promotion and advancement is a doubly difficult process, measured by subjective standards often influenced by bias and prejudice, either subtle or overt. The reason this exists is that there are simply no enforceable affirmative action policies in the CSU system. When there is an attitude of neglect at best, and in the case of some administrators, right up to the Chancellor's Office, of hostility in others, it creates an environment in which widespread abuse takes place. We have witnessed that abuse over the years as we've represented those academics who were determined to fight back. We have no idea how many simply gave up or got out. The loss to the CSU is incalculable.

We find it difficult to identify or evaluate procedures to protect women and minorities during layoffs. The administration has repeatedly told us they do not have data to indicate what the impact of layoffs would be on these classes. That statement in and of itself gives the clue to the commitment of the CSU to affirmative action protections.

Our system is now so understaffed and overworked that layoffs, from any rational point of view, are simply out of the question. Faculty in our system currently carry a 15 unit teaching load. That is they must teach 12 units and carry 3 units of advising, committee work and so forth. Their colleagues in the University of California, for example, carry 6 and 9 unit loads. According to the administration, we have fewer faculty teaching more students than in 1971.

UPC has worked for legislation which allowed senior faculty to retire early and thus open up more tenured slots, allowing those younger faculty, especially women and minorities, to have the opportunity to become permanent additions to the staff. However, we have no accurate record of who replaced those who retired and in many cases, we discovered that instead of opening up a tenured position after a retirement, the administration divided up ^{that position} and hired 3-4 temporary Lecturers to cover those courses. This undermined the intent and sabotaged affirmative action in many areas. But we think the idea is a valid one and would like to pursue it both through the Legislature and through collective bargaining.

While we look forward to bargaining as a means of protecting and advancing the interests of the people we represent and thus of the system in which they work, we recognize its limitations in the area of affirmative action.

Bargaining cannot, for example, order the CSU administration to keep accurate, timely and useful data on affirmative action compliance. No affirmative action policy can work unless we can check the results and measure the problem.

Nor can bargaining intrude into some of the academic areas I've mentioned such as reorganizing programs out of existence or setting unfair double standards. And we cannot bargain an appropriate tax structure to guarantee adequate funding to run this system.

However, bargaining can address some issues and we intend to do so. Among these are an end to arbitrary retention, promotion and tenure practices. A reduction in the abuse of temporary Lecturers is high on our agenda. A reduction in the onerous teaching load so that faculty have more time for students, research and advanced degree work. Increased sabbatical opportunities so younger faculty, especially those in affirmative action categories, can do the work necessary to advance in the system. In the academic support unit, we intend to remove the virtual caste system which has relegated women and minorities to the lower paying ranks, dead-ending them in those jobs. We want an appropriate and equitable system of resolving grievances which includes peer review and arbitration. These means provide us with a way to take on the abuses which have fallen most heavily

on the women and minorities in these areas. And the collective bargaining system can and will specifically prohibit discrimination based on race and sex. We think that a strong contract with an effective organization to enforce it will go a long way towards solving some of the affirmative action problems in this system.

But we cannot do it alone. Legislative action is needed also in the areas that bargaining cannot address. The fight for affirmative action is not a moral issue alone, although it is certainly that. Over our 23 years of representing academics in this system we have found that frequently critical issues of academic freedom are tested around women and minorities. Surely the right to have an academic discipline which concentrates on women or Black people cannot be separated from the right of a professor to teach his courses without administrative or government intervention. When the salaries of a group of women faculty are held down for no other reason than that they are women, it has the effect of depressing salaries for all other faculty. When the administration can hold a group of academic professionals in lower-paying dead-end jobs and coincidentally have those employees be predominantly women and minorities, it undermines the effectiveness of the entire program. And finally, when over 40% of the faculty are in temporary positions with no rights to pay increases, promotion opportunities or regular employment, you can imagine what it does to the stability and quality of our educational program, let alone what it does to the individuals involved. Again, we think it is no coincidence that a majority of the women and minorities in the system are concentrated in these temporary positions. So, from UPC's point of view, improving affirmative action in the CSU system will fundamentally better the lot of all professionals and not the least, the lives of our students and the education they receive. Thank you for your patience and attention as well as the opportunity to speak.



DEC 28 1982

San Francisco State University

1600 HOLLOWAY AVENUE • SAN FRANCISCO, CALIFORNIA 94132

Educational Opportunity Program
Phone: (415) 469-1646

December 21, 1982

California Legislature
Assembly Select Committee on
Fair Employment Practices
Attn: Elichu M. Harris, Chairman
Leo Youngblood, Associate Consultant
Teresa Hughes
1127 11th Street
Sacramento, CA 95814

Dear Committee Persons:

On November 30, 1982, Stephanie Allan, Field Representative for United Professors of California, spoke to the Assembly Select Committee on Fair Employment Practices and the Assembly Committee on Judiciary regarding legal issues in Affirmative Action for California post-secondary institution. In response to your request for documentary information on the topic, I am submitting the enclosed materials on behalf of the United Professors of California and the Educational Opportunity Program at San Francisco State University. I am currently a staff person in our E.O.P., a member of the Contract Negotiating Committee for U.P.C. and an advocate for the School of Ethnic Studies at S.F.S.U.

The documents enclosed reflect some of the inequities in the area of affirmative action in our post-secondary institution of higher education—specifically instances of institutional racism, exploitation and unfair labor practices impacted heavily upon minorities and low income students and staff persons at San Francisco State University. Progressive members of the E.O.P. staff and School of Ethnic Studies have been undergoing a difficult struggle to secure justice and equality in the areas of concern addressed by your committee. We have been strongly supported by the United Professors of California and a broad-based coalition of student groups such as the United People of Color for National Liberation.

I am hopeful that these documents will provide some needed insight and result in legislation that will help resolve the critical problems we are faced with in our educational institution and society as a whole.

Sincerely,

Randy Senzaki
EOP Enrollment & Record Management Coordinator
United Professors of California, member

SACRAMENTO OFFICE
STATE CAPITOL
SACRAMENTO, CALIFORNIA 95814
(916) 445-8077

DISTRICT OFFICE
540 VAN NESS AVENUE
SAN FRANCISCO, CALIFORNIA 94102
(415) 557-0784

SOUTHERN CALIFORNIA OFFICE
107 SO. BROADWAY
SUITE 8009
LOS ANGELES, CA 90012
(213) 620-2620

Assembly California Legislature

Willie Lewis Brown, Jr.
SPEAKER OF THE ASSEMBLY

August 30, 1982

Mr. Randy Senzaki
EOP Counselor
New Administration Bldg., Rm. 454
San Francisco State University
1600 Holloway
San Francisco, CA 94132

Dear Mr. Senzaki:

Enclosed you will find a copy of the 1982-83 budget control language as it pertains to the Educational Opportunities Program in the California State University system and a report from the California Post secondary Education Commission regarding priorities and guidelines for graduate and professional student affirmative action.

As stated in my earlier correspondence to you, I am extremely pleased that with the efforts of myself, Assemblyman Peter Chacon, and you, we were able to prevent the decentralization of the Program.

Additionally, I am sending you a copy of the suggested priorities and guidelines for your review and input. As an EOP counselor, you and your students are affected by such reports and positions as they are adopted by the Commission and the Legislature.

I look forward to hearing your opinions and recommendations, for only with your ongoing participation can we hope to make responsible decisions here in the Legislature.

Sincerely,



WILLIE LEWIS BROWN, JR.
Speaker of the Assembly

WLB/msg

Enclosure

10/82

UPCNL FACT SHEET

The United People of Color for National Liberation (UPCNL) is an active coalition of Third World Student Organizations at San Francisco State University that work together as a united front to face the issues and concerns effecting people of color. The UPCNL consists of the following organizations:

- Asian Student Union
- General Union of Palestinian Students
- La Raza Organization
- Organization of Arab Students
- Pan Afrikan Student Union
- Student Kouncil of Inter-Tribal Nations
- Pilipino American Collegiate Endeavor

UNITED PEOPLE OF COLOR
FOR NATIONAL LIBERATION



STUDENTS UNITE!

Integration

The Reagan administration and state governments are reversing many of the advancements made during the civil rights era which allowed more Third World and low-income people into the universities, and set up foundations like the School of Ethnic Studies to give us a more relevant education. If the government and university administration go through with their economic decisions, foundations like San Francisco State University will become an institution more exclusively for the wealthy, and will no longer meet the particular needs of Third World Students.

Therefore, we are trying to build enough mass student, community and faculty support to prevent these policies from being implemented. We feel that education should be a right for all. Educations should serve to improve conditions and solve problems in our communities. It is these rights which are at stake for ourselves, our brothers and sisters, and for our future generations. It is these basic rights we are fighting for.

As people of color, we are concerned with the following issues:

1. Fee Hikes

- a. Fees have increased over 75% from last year. For example, last Fall at S.F.S.U., we paid \$133.00, and now we pay \$222.00
- b. Governor-elect Deukemajian has indicated that he will freeze the state budget, which will mean one of two things:
 - i. programs, services, and staff will be cut, or
 - ii. fees will increase to cover the rising costs

2. Financial Aid Cuts-As the cost of living increases and the rate of unemployment rises, the need for financial aid is greater than ever; however financial aid is being cut drastically.

	<u>81-82</u> <u>allocations</u>	<u>83-84</u> <u>projected</u>	<u>%cut</u>
a. Pell Grants (SEOG)	2.3 Billion	1.4 Billion	30%
b. SEOG	370 Million	-0-	100%
c. NDSL	136 Million	-0-	100%

- d. financial aid to students of deceased parents and handicapped parents are being threatened.

3. Educational Opportunity Program

- a. Many of the EOP's in the C.S.U. system such as S.F.S.U., Cal State LA, San Jose State, and Cal State Northridge were in the process of being partially or totally decentralized during the Spring 1982 semester.
- b. However, the statewide blueprint for E.O.P. decentralization has been temporarily halted because of the joint efforts made by the UPCNL, the progressive staff members within SFSU's EOP, the progressive members of the EOP directors association, the Asian Law Caucus.
- c. Thus, this joint effort precipitated the following change in the E.O.P. supplemental budget language adopted by the state legislature Conference Committee:
". . . each campus of the California State University system shall maintain a centrally administered outreach retention Educational Opportunity Program. Structural administrative changes shall not be made to 6/1/83, or until the Educational Opportunity Program Advisory Committee submits its recommendations to the Board of Trustees of the C.S.U."
- d. If measures are not taken to permanently prevent the decentralization of EOP's, future attempts surely will be made. For example, the President of San Jose State University has indicated that she will decentralize their EOP after June 1, 1983.
- e. Yvette Ching, Alberto Olivares and Randy Senzaki of San Francisco State's EOP, are still fighting to obtain the higher SAA II classification which was specified in their grievances against the University last semester.

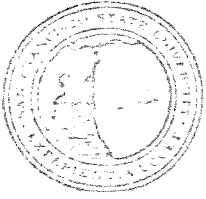
4. Ethnic Studies- The School of Ethnic Studies recognizes the historic and present inequities that Third World people in this country face. The program attempts to change these inequities by teaching students valuable tools to use in our communities to fight for equality, political power, and self-determination.

- a. Although the Ethnic Studies program at SF State is called a "School", it still does not have CSUC system-wide recognition with guaranteed budget funding.
- b. Ethnic Studies nationwide is under attack. Out of the original 600 Black studies programs developed out of the sixties, only 325 still exist. Students at San Jose State University are currently fighting to save their Black Studies Program.

5. The SFSU Administration- The SFSU administration has taken many actions to suppress student activism.

- a. The administration along with the Associated Students signed a "memorandum of understanding" which led to the decentralization of the office of Student Life Services.
- b. Student Life Services director Penny Saffold is the only Black woman administrator on campus, and because of her progressive stands and support of students in the educational rights issue, she and her office are presently under fire.
- c. The administration recently changed the outdoor sound policy to restrict amplified sound from 2 hours per day to only 1 hour per day.

6. Associated Students- Historically, the Associated Students have not supported Third World student concerns.
- a. Within the first month in office, the A.S. president attempted to cut valuable programs such as the Child-care and Poetry Centers.
 - b. The A.S. vice president attempted to trick the Korean Student Union into vacating their office by offering a false ultimatum to be evicted or to share an office with another student organization.
 - c. Out of a \$610,000 budget, the A.S. allocated only \$30,000 for the year to the over 200 student organizations. At the same time, they raised the salary of the business manager from \$15,000 to \$32,000 per year.



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5/82

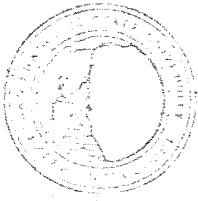
Educational Opportunity Program
Phone: (415) 469-1546

E.O.P. Update

The Educational Opportunity Program at San Francisco State University is a special admissions program that serves as a main avenue for entry into our University for Third World and lower income students; we provide counseling, tutoring and recruitment services for students who come through our program. However, this vital program is in serious trouble because: 1) our staff has been exploited and harassed by the S.F.S.U. administration, 2) the program is in a state of decline because of internal mismanagement on the part of incompetent and opportunistic directors, and non-support by upper-level bureaucrats, and 3) attempts have been made to decentralize (i.e. dismantle) the E.O.P.

Harassment of E.O.P. Staff

I would like to present a synopsis of our grievances as employees (Alberto Olivares, Yvette Ching, and myself, Randy Senzaki). I was previously employed by the E.O.P. for a little over a year and returned in September, 1980, as a Student Affairs Trainee (S.A.T.) to do recruiting for the program. As of this date, I am still classified as an S.A.T., although in August, 1981, I was given the title and responsibilities of Enrollment and Record Management Coordinator; I was told that the position would be: 1) serialized at a higher Student Affairs Assistant (S.A.A.) level, and 2) be permanent. However, the job title and responsibilities as given to me by the Acting Director, Ann Strickling (previously E.O.P. Admissions Officer from 1974 to July, 1981) did not even appropriate the classification of S.A.T. Although I began asking eight months ago for a clear job description and classification that would properly



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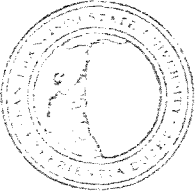
Educational Opportunity Program
Phone: (415) 467-3345

fit my assigned duties, the situation has not changed, despite numerous requests by me, the United Professors of California (the union representing Alberto, Yvette and myself), and our attorney, Dennis Hayashi, from the Asian Law Caucus.

Furthermore, the Public Employment Relations Board (P.E.R.B.) issued a formal complaint against the University for harassment instigated by my active involvement with the United Professors of California (U.P.C.-A.F.L./C.I.O. union). The unfair labor practice charge states that subsequent to my unionization activities, Acting Director, Ann Strickling harassed me by unilaterally altering and revoking my job duties in an attempt to force me to resign; she has continued to state that I should voluntarily resign or be terminated. The University must answer these charges at an informal hearing with the P.E.R.B. regional attorney on Monday, May 17, 1982.

Alberto's and Yvette's grievances stem from the fact that they have been employed by the E.O.P. as counselors (both are former E.O.P. students) since 1978-1979, and both have been kept for 3-4 years at S.A.T.'s with temporary, rather than permanent positions. The S.A.T. position is an "entry-level" classification designed to last for one year, after which the qualified incumbent becomes eligible for promotion to a higher level professional classification. Although they have been performing the duties and carrying out the responsibilities of an S.A.A. II, they have only been paid at the S.A.T. level.

If an employee accrues 24 consecutive months of full-time employment, they are then eligible for permanent status. Although Alberto, Yvette, and I have been working for more than 2 years, we have been denied permanent status, because our time base has been systematically and periodically cut back from



San Francisco State University

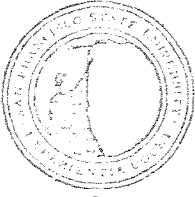
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Educational Opportunity Program
Phone: (415) 459-1646

full-time to 75-80 percent employment. Each time the former E.O.P. Director, Hank Gardner (now Associate Provost for Educational Support Services), cut us back from full-time employment, thus making us ineligible for permanency, he said that it was due to a deficit in temporary funds. Yet whenever we asked to see the budget (a public document), Hank Gardner and Ann Strickling have refused to share it with us. We have not been allowed an equitable opportunity to become permanent employees, because of these discriminatory practices that have violated University personnel policy. The following remedial steps have been proposed by our attorney:

- 1) Classification as Student Affairs Assistant II's (S.A.A. II).
- 2) Payment of backpay for work performed outside of the classification of Student Affairs Trainee (S.A.T.); that is, the amount based on the differences in salary between the S.A.A. II position and the S.A.T.
- 3) Immediate establishment of our positions as permanent, rather than temporary.

On April 2, 1982, the University responded with an unacceptable offer to Alberto, Yvette and myself. The substance of the offer was: 1) S.A.A. I positions instead of S.A.A. II positions, 2) inadequate backpay for duties performed out of classification, and 3) permanent status by July, 1983, rather than immediately, which consequently would leave us on probation, and vulnerable to the administration for another year. In order to accept the offers, however, we were asked to drop all of our grievances, and the unfair labor charge as well. It was further stated that the offer was "null and void" if the University could not obtain approved funding for the positions. In light of their dogmatic insistence on "winning" rather than to seek an equitable



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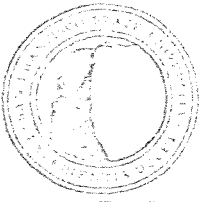
Educational Opportunity Program
Phone: (415) 469-1846

solution, we are proceeding with our commitment to seek justice and strengthen the eroding foundation of E.O.P.

Internal Mismanagement of the E.O.P.

The staffing formula for the E.O.P. budget and financial aid allotments are determined by the number of students enrolled in the program. Because of the declining first-time enrollments from fiscal years 1979-80, 1980-81 and 1981-82, we have been experiencing a reduction in staff positions, student assistants and financial aid allocations (this will continue until fiscal year 1983-84). Inadequate and discriminatory admissions procedures (e.g. not insuring completion of applications and unfair denials of qualified applicants) while Ann Strickling was Admissions Officer, and under-utilization of fiscal resources (e.g. \$85,000 returned to the University for unfilled E.O.P. staff positions, and \$50,000 returned to the Chancellor's office from unawarded financial aid grants during the 1979-80 fiscal year) while Hank Gardner was the E.O.P. Director, have seriously diminished the program.

For the 1982-83 fiscal year, we have already lost 1/2 of a full-time serialized position, and \$55,000 has been cut from our E.O.P. financial aid allocations. Since the admissions officer (at the time, Ann Strickling) failed to fill about 120 slots allocated for E.O.P. enrollment during the 1981-82 fiscal year, we will experience continued deficits in staffing and financial aid eighteen months down the road in the 1983-84 fiscal year. Failure to fill E.O.P. staff positions and under-utilization of financial aid money (which, as mentioned above, has been occurring for the past three years)



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means the University benefits from the unspent E.O.P. staff money by receiving these dollars in "salary savings;" however, the E.O.P. staff suffers from heavy caseloads which adversely effects the services to students. Moreover, the impression is given that we are returning money that is not needed, and thus the statewide E.O.P. budgets risk being diminished.

Currently, the University plans on re-appointing Ann Strickling to her former position of Admissions Officer as soon as a permanent Director is found.

The nationwide job search for a new E.O.P. Director has yielded six candidates as finalists by the Hiring, Retention and Tenure Committee. Of these, only five will receive interviews in early May. The three finalists will be recommended to the Associate Provost for Educational Support Services (Hank Gardner) for his appointment of one of those candidates for E.O.P. Directorship. (The ^{PROGRESSIVE} E.O.P. staff has recommended supporting Rod Santos from the San Francisco State School of Ethnic Studies as the most qualified candidate for Director.)

Decentralization

The "blueprint" for E.O.P. decentralization, which remains temporarily halted on this campus largely to the efforts of the United People of Color for National Liberation (U.P.C.N.L.), has been successfully applied to the San Jose State E.O.P. The unfortunate dismantling of their E.O.P. came about unexpectedly and unilaterally from the President of the University, using the "Trustees Audit Report" as a justification; however, this came about without



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Phone: (415) 469-1546

consulting the E.O.P. Director or staff. The parallel between "what happened" at San Jose State and "what was supposed to happen" here at San Francisco State is very similar; in reaction to this, a task force of statewide E.O.P. Directors has been formed and headed by Alan Nishio, E.O.P. Director at Long Beach State, to oppose any further systematic decentralization (i.e. dismantling) of the E.O.P. programs statewide. Gabe Reyes, E.O.P. Director at San Jose State, has been offered support by the progressive members of our E.O.P. staff.

In closing, Alberto, Yvette and I wish to thank the U.P.C.N.L. and the United Professors of California for their concern and continued support of our struggle to secure worker's rights and to strengthen the foundation of the Educational Opportunity Program.

Presented by Randy Senzaki and Raymond Fong

STATE OF CALIFORNIA
PUBLIC EMPLOYMENT RELATIONS BOARD



RANDALL K. SENZAKI,

Charging Party,

v.

CALIFORNIA STATE UNIVERSITY,
SAN FRANCISCO,

Respondent.

Case No. SF-CE-109-H

COMPLAINT (Unfair - HEERA)

It having been charged by the Charging Party that the Respondent has engaged in certain unfair practices in violation of California Government Code section 3571 / ~~357000~~,* the General Counsel of the Public Employment Relations Board (hereafter PERB) on behalf of the PERB, pursuant to California Government Code sections 3563(g) and (h) and California Administrative Code, title 8, part III, sections 32620(b)(3) and 32652, issues this COMPLAINT and alleges as follows:

That the conduct of Respondent alleged in the charge designated as Case No. SF-CE-109-H, served on the Respondent on March 10, 1982 (as amended and served 1. March 22, 1982 2. April 2, 1982) and incorporated by reference as though fully set forth, states a prima facie unfair practice within the meaning of the above listed Government Code section.

Pursuant to California Administrative Code, title 8, part III, section 32655(b), any amendment to the charge allowed by the PERB after issuance of the COMPLAINT shall automatically be incorporated as a part of the complaint.

DATED 4/5

DENNIS SULLIVAN
General Counsel

*Strike section not appropriate.

By Pete Holmfield

PERB-67f (12/81) 6163a/14



STATE OF CALIFORNIA
 PUBLIC EMPLOYMENT RELATIONS BOARD
 SECOND AMENDED APR 2 10 56 AM '82
 UNFAIR PRACTICE CHARGE

DO NOT WRITE IN THIS SPACE

INSTRUCTIONS: File an original and three (3) copies of this charge in the appropriate regional office of the Public Employment Relations Board. If more space is needed for any item, attach additional sheets and number items accordingly.

Case Name:

Case No: SF CE-109-4

Date Filed:

1. CHARGING PARTY: EMPLOYEE (XX) EMPLOYEE ORGANIZATION () EMPLOYER ()

- a. Full name: RANDALL K. SENZAKI
- b. Mailing address: 5347 Geary Boulevard, #2
San Francisco, CA 94121
- c. Telephone number: (415) 387-4026
area code
- d. Name, title and telephone number of person filing charge: DINNIS W. HAYASHI
Attorney at Law
(415) 835-1474

2. CHARGE FILED AGAINST: EMPLOYEE ORGANIZATION () EMPLOYER (XX)
(mark one only)

- a. Full name: San Francisco State University
Educational Opportunities Program
Ms. ANN STRICKLING, Director
- b. Mailing address: 1600 Holloway Avenue
San Francisco, CA 94132
- c. Telephone number: (415) 469-1646
area code
- d. Name, title and telephone number of agent to contact: Ms. ANN STRICKLING, Director
(415) 469-1646

3. NAME OF EMPLOYER (Complete this section only if the charge is filed against an employee organization)

- a. Full name: N/A
- b. Mailing address:

4. APPOINTING POWER: (Complete this section only if the employer is the State of California. See Government Code Section 18524)

- a. Full name: N/A
- b. Mailing address:
- c. Agent:

5. GRIEVANCE PROCEDURE

- a. Has any grievance procedure been invoked in relation to the subject matter of this charge? (circle answer) Yes No
- b. If "yes," when? March 22, 1982
(date)

6 STATEMENT OF CHARGE

- a. The charging party hereby alleges that the above-named respondent has engaged in or is engaging in an unfair practice within the meaning of: (check one)
- ____ The Educational Employment Relations Act (Govt. Code sections 3543.5 or 3543.6)
- ____ The State Employer-Employee Relations Act (Govt. Code sections 3519 or 3519.5)
- XX The Higher Education Employer-Employee Relations Act (Govt. Code sections 3571 or 3571.1)
- b. The specific section(s) (and subsection(s) where appropriate), of the above-cited sections, alleged to have been violated is/are: Government Code Section 3571(a)
- c. The specific section(s) (and subsection(s) where appropriate), if any, other than the above-cited sections, alleged to have been violated is/are: _____
- d. Provide a clear and concise statement of the conduct alleged to constitute an unfair practice, including, where known, the time and place of each instance of respondent's conduct, and the name and capacity of each person involved. This must be a statement of the facts that support your claim and not conclusions of law. (Use and attach additional sheets of paper where necessary to adequately set forth the supporting factual allegations.)

In August, 1981, the charging party began questioning his supervisor, Ms. Ann Strickling, about the discrepancy between the duties and salary normally performed by persons within his job classification as a Student Affairs Trainee and his assigned title and duties as Enrollment and Records Management Coordinator. The charging party discussed his situation with representatives of the United Professors of California (AFL-CIO), and, in turn became active in their unionization effort on campus. It is alleged that this activity on the part of the charging party was known by his supervisor, Ms. Strickling.

On October 26, 1981, in a meeting with members of the campus administration, including Ms. Strickling, representatives of the United Professors of California raised the charging party's complaints about his employment classification and salary, and the failure of the Educational Opportunity Program to take any action with respect to these problems. Subsequent to this meeting, and because of the charging party's affiliation with and representation by the United Professors of California, Ms. Strickling began to subject the charging party to harassment by unilaterally altering and revoking his job duties in attempt to force the charging party to resign. Such actions on the part of Ms. Strickling were not based on legitimate operational needs, but were premised on forcing the charging party to resign because of his union activity. Ms. Strickling has made, and continues to make representations that the claimant should voluntarily resign or he will eventually be terminated.

DECLARATION

I declare under penalty of perjury that I have read the above charge and that the statements herein are true and complete to the best of my knowledge and belief and that this declaration was executed on March 31, 1982 at Oakland, California.

DENNIS W. HAYASHI
(Type or Print Name)


(Signature)

Title, if any: Attorney at Law
Mailing Address: 1322 Webster Street, Suite 210, Oakland, CA 94612
Telephone Number: (415) 835-1471

Ethnic cuts protested



By Joe Gardner

Protest Lawrence Janni was greeted with jeers and taunts yesterday as he approached the speaker's platform in front of

the Student Union. Janni was there to present the administration's views at a rally sponsored by United People of Color.

March 11, 1962

SP State Press

A coalition of Third World students launched an offensive yesterday to protect the Educational Opportunity Program and the School of Ethnic Studies.

Under threatening skies, more than 400 people gathered in front of the Student Union for the noontime Third World Unity Rally sponsored by United People of Color for National Liberation.

see page 4.
for related stories

"The administration will tell you the EOP is not in trouble, that the School of Ethnic Studies is not being dismantled," said Derek Gilliam, a member of the Pan Afrikan Students Union. "They're right. It's not — yet — and we are not going to sit back and wait."

EOP is a special admissions program for financially needy students with disadvantaged academic backgrounds that admits them on the basis of their potential.

Although the program is open to all, students of color make up the majority of participants.

Speakers from the Asian Student Union, La Raza Organization and the Student Council of Inter-Tribal Nations urged students to unify and take control of their educations. Students were told to protest fee hikes and demand that their education addresses the needs of minority communities.

Students voiced concern over various university policies affecting the School of Ethnic Studies and EOP, including:

- lack of a guaranteed, fixed income for the School of Ethnic Studies.
- lack of permanent positions for EOP staff members.
- proposed integration of the EOP's counseling and tutoring centers with other campus programs.
- the demotion of EOP counselors to advisor status.

"Why has this program been screwed up?" Randy Senzaki, EOP enrollment and records management coordinator, asked the sympathetic crowd.

Senzaki, who is filing an unfair labor practices charge with the State Public Employment Relations Board, said EOP has had four directors since 1977.

He said EOP staff members have been kept in temporary positions, denied professional status and harassed for union activity.

The sympathetic crowd turned hostile as Provost Lawrence Ianni stepped up to the microphone to present the administration's position.

"I'm going to have to ask for your patience," said the silver-haired administrator.

"We've been patient 400 years," shouted a heckler.

Over shouts and jeers, Ianni tried to assure the crowd that EOP and the School of Ethnic Studies are not in danger of being cut. He said Gov. Edmund G. Brown, Jr. recently proposed 5 percent increase in EOP grants.



By Jan Gauthier

Above: Derek Gilliam of the Pan Afrikan Students Union calms an angry crowd as Provost Lawrence Ianni attempts to explain a recent fee increase and possible budget cuts. Below: This man and others like him observed the demonstration from strategic points along the Student Union balcony.

Protest

continued from page 1

"There is complete support for the School of Ethnic Studies within the administration," he said. "There have been no plans to eliminate it in the future. It's going to be there, grow and prosper. You can count on it."

One student asked Ianni to explain the proposed fee increases.

Ianni said the \$46 temporary surcharge has become permanent under the state budget and that proposals have been made to increase student fees as much as \$120 next semester.

Gilliam encouraged students to attend an administrative forum next Thursday at noon in the Barbary Coast. President Paul Romberg, Ianni, Associate Provost for Educational Support Services Henry Gardner and Acting EOP Director Ann Strickling are expected to be on hand to discuss student concerns.



By Charlotte Clark
and Donna Cooper

Instability plagues EOP

The Educational Opportunity Program at SF State has seemingly always had one foot on a banana peel and the other on a block of ice.

EOP, a program initiated in 1969 to provide financially and academically disadvantaged people with a means of getting university educations, has existed on a thoroughly unstable foundation of power.

"EOP has been abused, misused and not supported by the administration," said Randy Senzaki, EOP enrollment and records management coordinator.

Intense personality conflicts, sharp political differences on how the EOP should operate and high personnel turnover all plague the program.

During the last five years, the EOP has had four different directors.

Alberto Oliveras, EOP advisor, claims ineffective directors have been purposefully installed to weaken the program.

"The staff does not have any power on who gets the position," said Oliveras. "We make recommendations but the final decision comes from the administration."

"Historically the leadership in EOP has been very weak," said Senzaki. "We've had people who are either incapable of performing competently as professionals, were unable to relate to the staff, or just plain opportunist — people not really concerned with the nature of the program and why it started."

Allegations of program mismanagement are also coming from off-campus. Last week, El Tecolote, a Mission District newspaper, accused Ann Strickling, acting EOP director and admissions officer, of admitting her daughter into the university through EOP even though the family is not low-income.

EOP directors generally earn between \$27,576 and \$33,252 per year.

Strickling's daughter's file does indeed have EOP stamped on it, along with "7-23-81" and the handwritten in-

itials "AS." What the file lacks are Ruby Strickling's filled-out EOP forms and a screening committee's review and approval form.

El Tecolote also stated that "Strickling has been denying admission to Latino and Filipino applicants in greater proportion than to other groups."

To this charge, Strickling responded, "I know the largest minority population in San Francisco is Latino and it always bothered me that I get more black applicants than any other group. If more blacks complete the process, naturally they'll outnumber other groups."

"I deny that we have discouraged the completion of applications. Sometimes I make exceptions and admit a student without a certain form; I have made those exceptions for Latinos, too."

Phoenix was unable to obtain statistics either supporting or disputing these statements.

Strickling said data on the numbers of students denied each year and their ethnicities, as well as the number of slots available from 1969 to 1981, was unavailable. She said she was not required to keep any data on years prior to 1977.

Vincete Rivas, California's EOP director, disputed this, saying he was "shocked you can't get the figures you need on your own campus. They're right at Strickling's fingertips."

Admission to EOP is limited each year by the number of slots allocated to poor and academically disadvantaged students.

EOP slots allotted equal 4 percent of lower division SF State students from the previous year — between 400 and 500 slots a year.

To be accepted into the program, all students must provide their incomes, transcripts and nomination forms. The EOP director may, on a case-by-case basis, use her discretion in admitting students who are missing documents or

lack second letters of recommendation or official transcripts.

Once a student's file contains all the pertinent information, it is reviewed by a screening committee that makes recommendations to the EOP director regarding the student's admissibility.

A 1980-81 Board of Trustees' audit of SF State's EOP found that 22 percent of the students exceeded income limits and 31 percent of poor students did not receive any financial assistance.

Denial of admission, said the audit team, was done by one reviewer.

Strickling said these inconsistencies do not affect one ethnic group more than another.

In the fall of 1981 only 315 of 475 slots allocated to EOP were filled.

"Slots weren't filled because we can't get the student to complete the application process," said Strickling. "There are some exceptions I just won't make and I won't change that."

She said students automatically excluded include those who don't submit transcripts or applicant information forms and those not showing up for the diagnostic test.

— C.C.



Henry Gardner (left): "I think we could do really well by having a Third World staff that is still part of EOP in the learning center."

Derek Gilliam (right): Third World and working-class students are being forced out of universities.



Demanding an The fight for EOP education

By Carmen Canchoia

A group of Third World students are rallying to oppose perceived attacks on the Educational Opportunity Program and the School of Ethnic Studies.

Some faculty and administration oldtimers believe recent confrontations between students and administrators are reminiscent of the late 1960s, when student activism was at an all-time high.

At one of the largest rallies since the 1968-69 student strike here, the newly formed United People of Color for National Liberation claimed it had documents proving there is a master plan to dismantle EOP by 1983.

Several recent government moves will undoubtedly harm students and student services. Among these are the Department of Education's decision to halve the Basic Educational Opportunity Grant in 1983, a decrease in the number of student loans, an increase in interest rates, and Gov. Edmund G. Brown Jr.'s mandate to reduce the California State University budget by 5 percent this fiscal year.

Chancellor Glenn S. Dumke has proposed a \$216 fee increase and a \$1 million cut in EOP grant funds as a result of this 5 percent cut, according to the United Professors of California.

EOP is a special admissions program designed to recruit and support economically and academically disadvantaged students.

Statewide EOP director Vicente Alvas said that although there has been an across-the-board 5 percent cut in the CSU budget, Brown has approved a 5 percent increase for EOP grant funds. If passed by the state legislature, this will

Insight

mean an extra \$350,000 for the \$14 million program.

"This is really only a cost-of-living increase," Alvas said. "But the fact that the governor approved the increase means to me that at least to the state, EOP is still a viable program."

Provost Lawrence Ianni, Associate Provost Henry Gardner and EOP acting director Ann Strickling have repeatedly said EOP will not be cut. Strickling said EOP operates statewide under regulations stemming from Senate Bill 1072, passed in 1969. State EOP grants support the students, while EOP offices provide counseling and tutoring. SF State's EOP's counseling staff and tutoring program will serve 1,738 students this year, according to the chancellor's office.

The state legislature would have to approve any plan to dismantle EOP. The students protesting cuts fear that decentralization of EOP, on the other hand, could be accomplished without legislative approval.

Integrating the EOP Developmental (tutorial) Center with the Learning Skills Center spells decentralization for the

United People of Color.

Notes obtained from last June's meeting of the Northern California Conference of EOP Directors quote Rivas as saying, "1983 looks bleak for EOP. There is the possibility of decentralization or cutbacks in the program."

"People within the chancellor's office are asking 'Why should we have any exceptional admits (students admitted to the university through special programs)? We may be asked what supportive services should be reviewed. . . . We may have to quantify and show results. It may lead to giving money to the Study Skills Center, etc., and take money from EOP.'"

Rivas recently denied making the statements. "There has been no official word that EOP is dismantling or decentralizing," he said.

"I might have said there is a general concern with people interested in EOP, but I never said it was the chancellor's office and I never said anything about taking money out of EOP," Rivas said.

However, Associate Provost Gardner admitted taking money from EOP temporary funds to provide two or three part-time staff positions in the Learning Skills Center while he was EOP director last year.

"We had a number of students that wanted to use the facilities in the learning center, so we put some Third World staff in there to work with students. It was a pilot project and I had the chancellor's office approval," Gardner said.

"I think we could do really well by having a Third World staff that is still part of EOP in the learning center."

An EOP source who requested anonymity said Gardner took \$16,000 from temporary funds to hire three full-time Learning Center staff members from June through August, when a minimum number of EOP students are on campus. Two of the three were white and were not EOP staff members, according to the source.

"We found out about them when they came to the office to pick up their paychecks," the source said. "Everyone wondered who they were. If they were hired through EOP, nobody knew about it." He said because EOP counselors weren't aware that these staff members were available, they didn't refer EOP students to them.

In a Jan. 21 letter to Chancellor Dumke, President Paul F. Romberg hinted that EOP may be reorganized.

"The Office of the Associate Provost for Educational Support Services (Gardner's office) and the Educational Opportunity Program will review the organizational structure of EOP to assess where duplication of services exists. Efforts will then be made to coordinate and/or integrate duplicate services with currently existing programs within the Division of Educational Support Services (which oversees a variety of student services)," Romberg said.

Gardner confirmed that "We have agreed to explore coordinating or integrating with the Learning Skills Center."

He added that "There is no way the Developmental Center would become part of the Learning Skills Center without having Third World staff."

"Nothing will happen to the program (EOP) until we get a new director. If the new director wants to keep EOP intact, he or she has the prerogative to do so. If he or she wants to expand and use the facilities of the Learning Skills Center, then that's fine too. Whatever is best for the program, I want to do," Gardner stressed.

Some EOP students and staff members are skeptical.

"Once they do it with the tutoring, they'll do it with advising," said Derek Gilliam, an EOP recruiter and Pan Afrikan Students Union member. "This is the first step toward decentralization, and this is totally unacceptable."

A business representative for United Professors of California, Dale Butler, sees the move toward decentralizing EOP as the most logical way for the administration to phase out the School of Ethnic Studies.

"The administration, under the direction of the chancellor, thinks the School of Ethnic Studies is too expensive. Now there are two ways you could get rid of the school. One would be to simply shut it down. But a much more logical and effective way to do it is through EOP," he said.

Butler said that although 1,379 students applied to the university through EOP, last fall, the program didn't fill 160 of its slots.

"If those slots were filled, which they should have been, and those 160 students took one ethnic studies course each, that would have qualified the school for more faculty positions," said Butler. "It might have qualified them for more tenure-track positions."

An audit team from the statewide Board of Trustees reported that one-third of all EOP staff positions were returned unused to the chancellor during the 1979-80 fiscal year.

"If they're not using those positions it's because it's saving them money or they're just up-front racists," Butler said. "Not only is EOP going to be decentralized, it's going to get cut."

Gilliam said Third World and working-class students are being forced out of universities.

"Students are faced with fee hikes, soaring book costs, increased room and board on campus and a decrease in financial aid," he said.

"More general education requirements and tougher entrance requirements by 1984 will keep students in school longer, with less money and higher prices. In other words, we're being phased out."

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"DEMANDING AN EDUCATION
THE FIGHT FOR EOP"

Romberg sweears he didn't know

By Donna Cooper

Responding to recent criticism over his lack of presence on campus, President Paul Romberg agreed to be interviewed by the Phoenix Tuesday. The following is Part One of a two-hour discussion. The remainder will be in next week's Phoenix. Roger Skoble, Director of University Relations, was also present at the meeting.

Phoenix: Why weren't you at the United People of Color for National Liberation's rally last Wednesday?
Romberg: I was in Sacramento. I met with Willie Brown, I talked with him about the problems I see about everything from EOP to the possible charges to students. And I wanted to guide him in some legislative action.

I believe in free education and I wanted to try to get him to understand where I'm coming from on this.

Phoenix: Students at the rally were concerned that you were at a basketball game the day they had their march about the slaying.

Romberg: I didn't know they were going to have a march. I swear I didn't know they were planning a march.

Phoenix: If you had known, would you have been there?
Romberg: I don't know. I made a commitment. You have to understand, there's a relationship there. I built that school in Bakersfield. I was the first president down there. I designed it and built it. I set up their athletic program. I don't know if I would have attended the rally or not. That's a decision I would have had to make at the time. But

I wasn't even aware of it.

I'm not knocking anyone but this is sometimes an intentional type of thing. They want everybody, including the media, to be there. But we don't know about it. And then they say, "Why weren't you there?"

Phoenix: What about the rally last Wednesday when you were in Sacramento?
Romberg: Well, those meetings are set up long beforehand. I can't change those. I can't call Willie Brown 15 minutes before and have him say, "Sure Paul, come on in."

Phoenix: Are you planning to attend the forum on Thursday?
Romberg: No, because I have another appointment. A very, very important meeting.

Phoenix: Who is your meeting with?
Romberg: I was in Sacramento and one of the things I brought up with Willie Brown at my last meeting with him. As long as I am president of this university there will be an ethnic studies program.

Phoenix: The difference between this school and all the other schools in the CSU system is this school has a School of Ethnic Studies and not a program.
Romberg: That's right. And nobody's talking about changing it. When I started here there was absolutely not a tenure position in that school. Now there are 13 tenured or tenure-track positions. They have not had a cut in funding where the rest of the university has.

Phoenix: Given that there is some tension and it seems to be racial do you think that a situation even remotely similar to what happened in the late '60s

Romberg: I can't tell you that. But it isn't a secret.

Phoenix: If the United People of Color wanted you to publicly address them, would there be a way this could happen?
Romberg: You know, the way I look at this is in a rally situation — and I'll be very honest with you — there is nothing solved. If I sit down with six or eight people I can hear them individually and we can talk about possible solutions to whatever their problems are.

Phoenix: The students at the rally were largely minority students concerned that the School of Ethnic Studies has a director instead of a dean and that the EOP program might be cut.

Romberg: EOP is a state-funded, state-legislated program. There is no way in the world I could cut it, nor would I want to. This is one of the

could build up?
Romberg: I can't tell you what I'd like to right now because my meeting Thursday is very importantly centered around it.

Phoenix: If a potentially explosive situation arose, how would you deal with it?
Romberg: If there was danger to anyone I would have to take some action.

Phoenix: What action would you take?
Romberg: I would hope there is enough sane leadership — on the part of students and faculty — that this would never happen.

Next week: Romberg discusses fees hikes and the Educational Opportunity Program.

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Front Page

UC rallies pushes protest fund cuts

By Lynn Foster

True to its history of protest, SF State is one of several California universities with a rising student demonstrations.

Some universities are matching SF State's vocal attempts to protect ethnic studies and equal opportunity programs from budget cuts, while most remain silent.

A survey of 13 universities throughout the state revealed that at least four other schools have showed signs of student apprehension about program cuts similar to those that have cropped up on this campus during recent rallies.

"You guys are usually a few weeks ahead of us," said Ray Hansen, editor of Chico State's newspaper, about SF State's protest activities. There have been no demonstrations of anger over pending budget cuts on his campus this semester.

However, Berkeley, Santa Barbara, Stanford and Santa Cruz cam-

pus show signs of discontent equating those here. Students at those campuses have had or are planning protests in reaction to possible cuts in programs for poor and non-white students.

About 300 students at the UC Berkeley campus rallied in Sprout Plaza March 3 to protest federal cuts in financial aid. The rally initiated a letter-writing campaign to congressmen and senators, and the university sent four representatives to Washington to lobby against financial aid cuts.

A week later, the Third World College Coalition at Berkeley led 200 students in a protest march. A plan to disqualify 130 ethnic studies courses from their present status as alternatives to required subjects was called an attempt at assimilation.

The Department of Ethnic Studies is proposing to incorporate its program into the mainstream of the College of Letters and Sciences. That move would make courses eligible to meet

General Education requirements.

Although the department claims the plan is a way to legitimize the otherwise unaffiliated programs in Native-American, Asian-American and Chicano studies, the Third World Coalition says it downplays and discredits ethnic studies.

Demonstrators also demanded the university establish a Third World college. The administration's 1969 promise to create a Third World school has not been fulfilled.

"Because of federal cutbacks, the ethnic studies faculty wants to move into Letters and Sciences so they can keep their jobs," said Cristina Meza, a Chicano studies major at UC Berkeley. "But the students don't want to move into L and S. They want their own college."

The merger proposal goes to an L and S faculty vote March 25.

At UC Santa Barbara, several hundred students in the Educational Opportunity Program attended an Associated Students Legislative

Council meeting to protest proposed AS cuts from EOP.

What was called the "largest gathering of EOP students in the history of the campus" showed up to oppose AS President Carry James' proposal to cut \$30,000 in AS funds from EOP to divide the money between various campus organizations.

Students handed out fliers labeling James a racist. James eventually withdrew his bill and introduced another calling for the "Associated Students and all students to work together to stop Reagan's devastating cuts to educational associations and financial programs."

In another affirmative action-related protest, University of Southern California Black Student Service students held a demonstration Feb. 12 to demand that their Special Admissions Program director, Pamela Roger, be fired "because she doesn't represent the interest of the students," according to Ron Sanchez, an SF State EOP recruiter.

"They decided to boycott the program until she is removed from the position," he said.

At UC Santa Cruz, students are planning an April 6 demonstration against financial aid cuts. Two weeks ago, students joined townspeople in a downtown demonstration against Reagan's emphasis on militarism and federal cuts in social services. Nearly 1,000 people attended.

A recent three-day conference at Stanford University titled "Students at the Crossroads," sponsored by California Students United Network and the Stanford Progressive Alliance, reinforced the sentiment that student activism is rekindling.

The conference was called to discuss the impact of economic crisis, rising militarism, attacks on Third World students, denial of women's rights in an effort to inspire a powerful and energetic student movement, according to conference organizers.

At Stanford, plans for a May 8 demonstration are underway. The

"Hooverville Demonstration" will take place in front of the Hoover Institution on War, Revolution and Peace, a campus institution one organizer calls a "bastion of conservatism."

Organizers plan to invite Daniel Elisberg and singer Holly Near to participate in the rally against budget cuts and military spending.

When Defense Secretary Casper Weinberger spoke at Stanford Friday, 800 students gathered outside Kregg Auditorium to protest his proposal to increase the federal military budget. As Weinberger left the campus, 200 jeering students and 10 uniformed police followed him to his car.

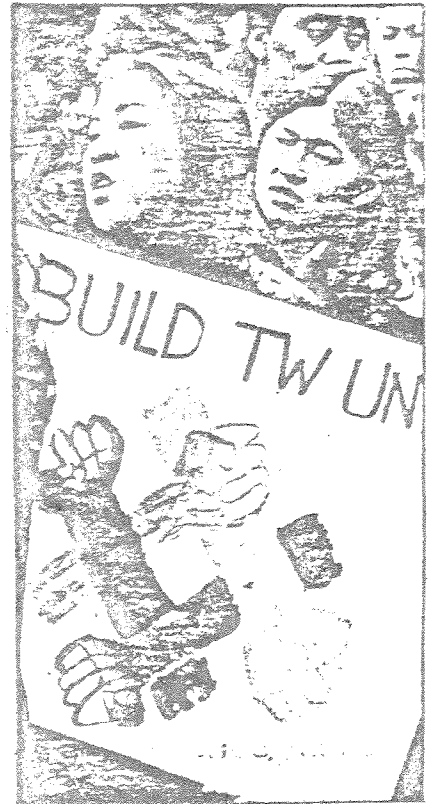
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FRANK PAGE

Carmen Canchola, Charlotte Clark and Claire Holmes contributed to this story.



Photos by Jan Gauthier

Hundreds of students, most of them Third World, staged one of the largest SF State rallies in recent years in front of the Student Union March 10. Demanding that the School of Ethnic Studies and the Educational Opportunity Program not be cut, they carried signs such as the one at left, which told people to "build Third World unity."



SF STATE PHOENIX
MARCH 18, 1982 P. 3.

Romberg will attend forum

By Donna Cooper and Karen Franklin

As part of its continuing effort to defend the educational rights of Third world students, the United People of Color for National Liberation is planning several actions.

At a rally yesterday in front of the Student Union, UPCNL announced plans to meet with Associate Provost Jerry Gardner next Monday about possible Educational Opportunity Program (EOP) cuts and to descend on Sacramento to protest student increases and financial aid cuts.

"We want a commitment from Gardner to save the EOP," Derek Gilliam of the Pan African Student Union, one of the groups comprising UPCNL, told the crowd of 100. The EOP helps financially disadvantaged students get admitted into the university.

On Tuesday, President Paul F. Romberg met with 15 UPCNL representatives and agreed to attend a public forum to discuss student concerns.

Since early March the UPCNL has invited Romberg to two forums to discuss the endangered status of the Educational Opportunity Program and the School of Fine Studies, proposed student fee increases and a recent stabbing.

Romberg has denied prior UPCNL requests for a meeting because "in a rally situation there is nothing solved." Instead of public meetings, Romberg has opted an "eight-student policy."

"If I sit down with eight students," he said, "I can hear them individually and we can talk about possible solutions to their problems."

Garza, who is aiming for an April 28 or 29 meeting in the Barbary Coast, said Romberg is scheduled to confirm a date for the forum next Tuesday.

Most of those in attendance at yesterday's noon rally wore red and blue ribbons in solidarity with Haitian refugees imprisoned in Florida.

Willia Gray of the Coalition for Haitian Asylum spoke at the rally, calling the treatment of the refugees an example of "blatant racism."

"On April 1, the bodies of another 21 Haitian refugees floated ashore in Florida," she said. "Those who make it here are imprisoned in detention camps formerly used for Japanese. It could be us next, if we don't say anything."

Yesterday's speakers also addressed an article in Tuesday's Golden Gate that said Richard Moss' attorney hired a private investigator to prove Doris Colburn is a racist. Moss, a white psychology student here, stabbed Colburn, a black student, after she entered an elevator with a lit cigarette.

"This 'reverse racism' thing is a trick," said Mark Burrell of the Pan African Student Union. "One of the traps of racism is that if you speak out against racists murdering people then you are a racist."

"The victim of racism cannot be a racist," he said.

Burrell counseled the audience to "get involved. It's time for students to come together. What's happening on this campus and in our communities affects all of us."



By Yvonne Marie Crowley

Sayo Fujioka of the Asian Student Union (ASU) said Tuesday's meeting was the result of a visit by Romberg to the ASU two weeks ago.

"I figure he came over to check out what's been going on," she said. "He invited the ASU to his office to talk about the possibility of a public forum."

During Tuesday's meeting, students presented Romberg with a letter signed by the UPCNL and "other concerned students" opposing Romberg's eight-student policy.

"There are hundreds of us that need to discuss these various concerns with you," the letter stated. "A public meeting, where all can express their ideas, questions and insights, would be the only forum conducive to product resolution."

Carlos Garza of La Raza said Romberg agreed to make a public statement concerning specific issues if a list of questions was submitted to him in advance.

Fujioka said it is important that students talk directly to the president instead of other administrators. "So far," she said, "everyone's been saying, 'Why don't you ask some else,' and haven't been giving us straight answers to our questions."

"We have shown commitment making sure students understand policies affecting their education. Romberg has shown little commitment in this area," she said.

Mark Burrell spoke out against racism at yesterday's Pan African Student Union rally. "The American dream is nothing but a nightmare," he said. "There's not even an American dream for white people anymore — everyone's becoming disenchantod."

People of color united — at last

By Charlotte Clark
PHOENIX
MARCH 25
1982

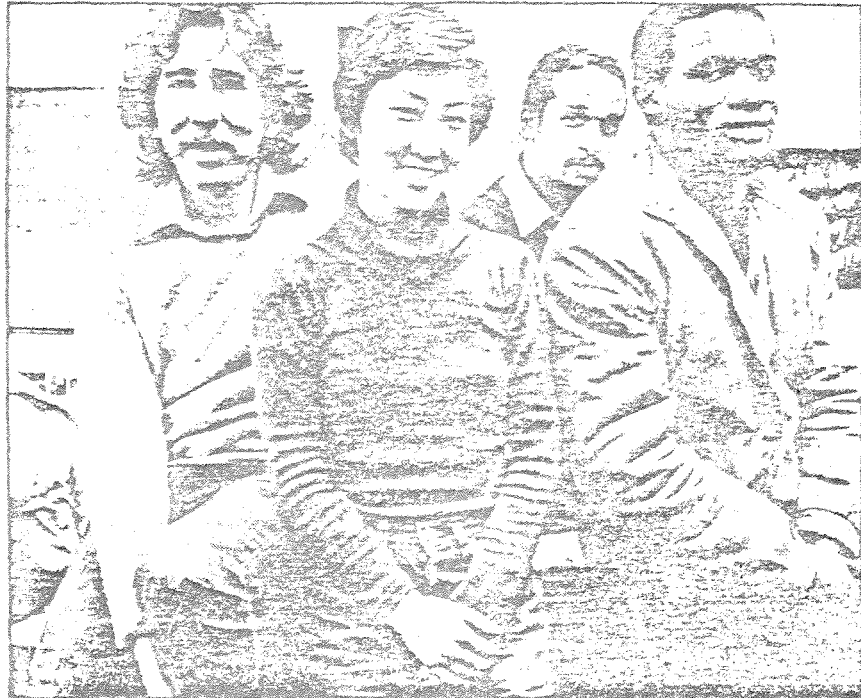
For the first time in SF State's history, one organization has emerged to represent the campus' non-white students.

It began on Cinco de Mayo last year.

The pictures of police brutality in the barrio, displayed during Cinco de Mayo festivities, caught Derek Gilliam's eye. They looked all too familiar.

A group of black students started talking with the Latinos and realized they were fighting the same battle.

"Someone asked when we were all going to come together," remembered Gilliam, a member of the Pan-African Student Union, as he and three other SF State students



By Jan Gauthier

UPCNL activists Garza, Umemoto, Gilliam and Sherard.

United People of Color —

Continued from page 1

Organization of Arab Students, the Pan-African Student Union and the Student Council of Inter-Tribal Nations — is the most visible and vocal student advocacy group on campus.

UPCNL, a member-run organization with no official officers or committees, is united by a strong sense of commonality. Members strive to maintain cultural identity and values in an institution they see as promoting technology and assimilation.

"We're playing a double game," said Gilliam. "We're here to get technology to take back to our communities, but intertwined in that technology is a values system."

Gilliam said students of color can't afford to adopt a value system that looks on them as a minority (stressing the "minor").

"How we define ourselves will affect our behavior," he said. "If we define ourselves as inferior we will act inferior."

The group aggressively promotes programs and policies that support "First World" students. The change from calling themselves Third World to First World reflects the growing feeling of

power in a group that realizes it is a global majority.

Last Nov. 30, the UPCNL marched to President Paul Romberg's office to protest student fee increases. Its March 17 rally focused on protecting the Educational Opportunity Program and the School of Ethnic Studies, while at a forum Monday the group brought its grievances before administration representatives.

UPCNL activists say it is hard to estimate the numbers in their group, but point to the large turnouts at the recent rally and forum as indicators of the support they have.

When asked if they consider white working class students as part of the UPCNL, they responded that such an alliance would be outside of the UPCNL in a group such as the Student Alliance for Educational Rights, a now-dormant coalition.

"Organizationally, it's very important for the UPCNL to focus on Third World concerns because those are different than white working class," said Umemoto. "But things like fee hikes affect white working class students too, so it is important to come together in a united front."

discussed with Phoenix the history and philosophy of the United People of Color for National Liberation.

For years, many of the students had felt there should be a unification of people of color. But this had not happened because members of various communities were busy establishing separate groups. During Cinco de Mayo, the time was right, Gilliam recalled.

Three weeks later, at a coordinating meeting that attracted 45 supporters, the United People of Color for National Liberation emerged.

Today the coalition — representing the Asian Student Union, the General Union of Palestinian Students, La Raza Organization, the

See United, page 9

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EOP under fire again

Two more employees file grievances

By Maria Marsh

Two Student Affairs Trainees employed by the Equal Opportunity Program will file a formal grievance later this week with the university's non-academic grievance committee.

Yvette Ching and Alberto Olivares are requesting promotions, permanent positions and back pay for work done outside their present job classification, according to a preliminary grievance document obtained by the Golden Gater.

Last week, Randy Senzaki, the enrollment and records management co-ordinator of the EOP program filed a similar grievance.

Ching was hired by EOP in November 1978 as a temporary Student Affairs Trainee (SAT) counselor. Olivares was hired for the same position in February 1979.

For the last three years, according to the preliminary grievance, they have been retained in this temporary position.

The document states these hiring practices are a violation of personnel policy and discriminatory because the SAT position is intended for "entry-level" employees and designed to last no longer than a year.

The document also says Olivares and Ching have been unable to obtain their proper job classification of Student Affairs Assistant II because they have not

met the personnel policy standards necessary for permanent positions.

Personnel policy states that to obtain a permanent position within the program an employee must accrue 24 consecutive months of full-time employment.

According to the grievance document, Olivares and Ching have been given hours ranging from full-time to 75 percent time over the last three years, making them ineligible for promotion.

The SAT position "is a recruiting and training class for persons qualified to enter the student affairs field and exhibiting definite potential for advancement to higher level and more responsible positions in the field," according to policy set forth by the department.

Despite their classifications as SATs, Olivares and Ching have been performing the duties and responsibilities of the SAA II position, according to the document.

They have worked in a supervisory capacity, training new employees, in addition to their basic function as counselors within the department, according to the preliminary report.

As a result, they will ask to be promoted to SAA status and given the difference in pay for the higher-level duties they have performed since 1979.

The acting director of the EOP program, Anne Strickling, was not available for comment on the upcoming grievances.

Romberg OK's \$7,000 for rally

By Dan Montgomery

President Romberg has approved the Associated Students Legislature decision to spend \$7,000 to send 954 people to a May 12 rally in Sacramento.

The demonstration, sponsored by the United People of Color for National Liberation, will protest rising student fees, financial-aid cuts and problems facing third-world students. More than 60 campuses statewide are expected to participate.

About 400 people have signed up for the trip so far.

The Department of Public Safety yesterday denied charges that it may try to sabotage the efforts of the Sacramento rally.

"If anything goes wrong, it will be the infiltrators put in by (DPS Chief) Jon Schorle to discredit what we're trying to do," UPEC NL leader Derek Gilliam told an SF State rally audience Friday.

Schorle was not available for comment, but Lt. Patrick McDonald said, "We are not going to have any in-

filtrators. We're not going to have anybody going over there in any capacity."

The featured speakers at the Sacramento rally include Phillip McGee, director of the SF State School of Ethnic Studies, Alan Nishio, head of the Equal Opportunity Program at Long Beach State, Assemblyman Willie Brown, Gilliam, and Dennis Banks, chancellor of D. Q. University of Davis and a leader of the American Indian Movement.

Speaking to a crowd on the lawn in the SF State quad, Karen Umemoto of the Asian Students Union announced the rally's itinerary. Everyone is to meet at 8:30 a.m. on the lawn in front of the Student Union, she said. The eighteen buses will leave as soon as they are loaded. The rally begins at noon with a march to the steps of the capitol building. Reloading the buses begins at 2:30; return arrival at SF State will be 5 p.m.

Randy Saenzaki and Alberto Olivares, EOP employers, addressed the ongoing problems in EOP and called

for Romberg to take a more active role in rectifying the present crisis in that program.

"Only he can resolve these problems — if he has the courage to face the situation," said Saenzaki.

Olivares, who along with Saenzaki filed grievances against the EOP, invited Romberg to "discuss what he has to do to rectify the problems." Saenzaki said that three more EOP employees are going to file grievances if their situation is not remedied.

AS President Yvette Terrell, on her last day in office, spoke briefly, encouraging students to continue the movement that is starting at SF State.

"I had a dream — a hope — that students would come together to fight for their right to an education," she said. "I'm with you all the way."

All the speakers at Friday's rally urged students to participate in the Sacramento demonstration, despite whatever sacrifices are necessary.

"We need lobbyists," said Gilliam, "a massive amount of lobbyists." Acting out a conversation with a per-

son full of excuses why he couldn't attend the Sacramento rally, Gilliam said:

"When's the rally?"

"May 12."

"Oh, well I've got classes."

"Don't go."

"Well, I've got work."

"Don't go."

"Well, I've got to eat."

"Then steal. Steal that chicken, I steal them vegetables. You cannot say,

"I will sacrifice later; you have to sacrifice now."

Gilliam said that the Sacramento rally has to be militant, despite the negative connotations that word has.

"Militant means aggressive. We need to be non-violently militant. We are dealing with a macho-man mentality that interprets kindness as weakness. They cannot understand politeness, but they can understand a built-whipping."

To secure a seat on one of the buses going to Sacramento, a student should sign up at the UPEC NL table in front of the Student Union this week.

Students Try Chants, Signs To Protest Cuts, Tuition Hikes

By Mike Castro
Bee Staff Writer

Like echoes from the 1960s, the chants of several hundred university students sounded at the Capitol Wednesday.

About 300 students, protesting proposed state increases in student fees and federal budget cutbacks for education, marched down Capitol Mall to the Capitol chanting, "We will struggle. We will fight. Education is our right."

Most of them came by bus from San Francisco State University, waiting on the steps were about 100 students from California State University, Sacramento; University of California, Berkeley; and Sacramento City College. One busload came from University of California, Santa Cruz.

Cecelia Matthews, 20, a junior business major at CSUS, said: "I feel this is a cause that needs to be fought for. We want our tuition down."

The march was organized by Karen Umemoto of the San Francisco campus, who called it the "State-wide March for Educational Rights." She told her cheering audience that the demonstration was merely the first coalescing of students intent on preserving the ethnic studies courses that developed in the 1960s, despite the present-day attempt to dismantle them.

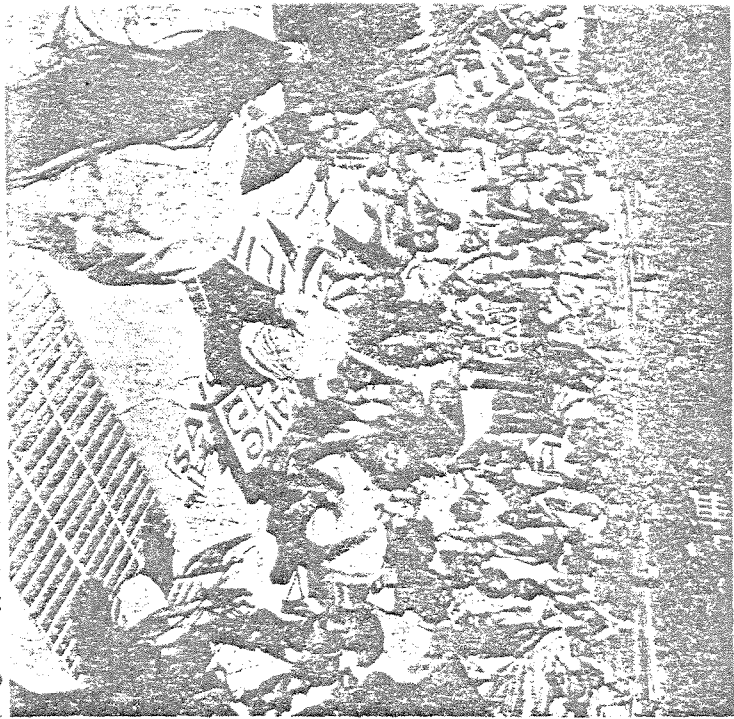
Umemoto also read off a list of student demands: No fee or tuition increases; no cuts in faculty or staff; an increased number of Third World students; defense and development of programs like the Educational Opportunity Program (EOP), ethnic studies and affirmative action; and

no cuts in federal financial aid.

Dennis Banks, chancellor of Dugandah-Quezalcoatl University near Davis and co-founder of the American Indian Movement, said at the rally American Indians will march across the nation to Washington, D.C., to protest Reagan administration policy.

Banks said the administration plans to close the 47 Indian schools in the country. He called on the students to vote against Reagan and his administration, a call that brought cheers from the audience. "Send that guy back to the movies," he said. "Get him out of our lives."

Signs were everywhere: "Students Unite for Educational Rights," "UC Berkeley Budget Cuts Coalition," "Save EOP" and "Education Is a Right, Not a Privilege." The briefest sign simply said, "Cut the Cuts."



Bee photo by Morgan Ong

tera) addresses student protesters.

Friday and Saturday

CONFLICT AND CHAOS IN THE EOP

By John C.K. Fisher

The Educational Opportunity Program at SF State is wracked by internal turmoil and dissension, according to a high-ranking official within the program itself.

This official, who insisted on anonymity, also charged that mismanagement of funds, employee harassment and inadequate recruitment of students has left the program in disarray.

His charges were reinforced by the views of several EOP employees who were interviewed by the Golden Gater.

The source said that poor money management by former EOP directors has left the current staff overworked and frustrated by their inability to communicate with the present acting director, Ann Strickling.

Strickling said that there are problems inside the EOP, but "none that other programs don't have."

The source also charged that the university administration plans to "eventually dismantle the program."

The Educational Opportunity Program is a special admissions service which admits economically and educationally disadvantaged students to the university.

The source released information to the Gater from a 1981 Trustees Audit of the EOP, in which the source questioned what the EOP directors are doing with unused portions of the EOP budget.

According to the audit, the total actual expenditure from the EOP budget for the fiscal year 1978-79 was \$295,866. For the fiscal year 1979-80, this increased to \$372,164, and in the fiscal year 1980-81, it totaled \$474,831.

The source contrasted the increased EOP budget with the overall decrease in staff, he noted that in 1978-79, the Board of Trustees authorized the program to have 24.6 paid positions, yet used only 22.4 positions. In 1979-80 fiscal year, the program was allotted 32.3 paid positions and filled 22.1 slots, and in 1980-81, the EOP was given 27.0 positions and used 23.8 positions.

"Why don't they fill all of the positions?" the source asked. "If we have the money available, then we should fill every position. Some counselors have as many as 300 students to help, and that is too much of a strain on anyone. What are they doing with the money?"

The informant said that if the EOP directors didn't hire more employees,

then they should give those present counselors permanent university positions.

Staff morale is low in EOP, the source said, because the "counselors are fearful of losing their jobs at the end of every fiscal year, because the university has the option of not renewing temporary positions."

"Look," he said, "they know that we have children, and need a job, and they (the EOP administration) would do unbelievable stuff to us."

"For example, at the beginning of the year, the acting director (Strickling) would dock our pay if we came to work one minute after 8 o'clock. You see, we only get paid once a month, and if we get docked, then our checks could be held up for two weeks."

Strickling said she invoked a university policy when she penalized employees for being late. She said that she implemented the late policy after employees consistently came to work late and ignored her warnings.

Counselors are deliberately kept from full-time permanent positions, the source said, to keep the program from gaining continuity. "A high employee turnover rate contributes not only to overall mismanagement, but it is the students here who will suffer in

rently existing programs within the Division of Educational Support Services."

"That means that they (the administrators) plan to eventually dismantle the program," the source said. "Why would they try to integrate the EOP with another program unless they were going to dissolve it?"

Gardner disagreed with the statement that the administration will integrate EOP services into other areas. "We will look into it (integration) but that doesn't mean we will do it," he said.

Gardner acknowledged that there are EOP personnel problems, but said he was optimistic about the program's future. He said that as soon as the EOP picks another director this year there are plans to form an Advisory Committee with faculty, students and community people to help oversee the

the end when their counselors are inaccessible."

The EOP has had four directors in the last five years, the source said, "which is an indication that this program isn't being taken seriously. How can this program progress when the directors aren't around long enough to get to know the job?"

Inadequate recruitment practices have resulted in many students who were originally scheduled to enter in the Fall actually entering in the Spring semester because of poor follow-up techniques, the source said. And that it was "up to the EOP administration to set the guidelines for the counselors to follow."

The source gave the Gater a Jan. 21, 1982 letter signed by SF State President Paul Romberg to CSU Chancellor Glenn Dunke. The letter, which was prepared by Associate Provost Henry Gardner, said that "the office of the Associate Provost for Educational Support Services and the EOP program will be reviewing the organizational structure of EOP to assess where duplication of services exists. Efforts will then be made to coordinate and/or integrate duplicate services with cur-

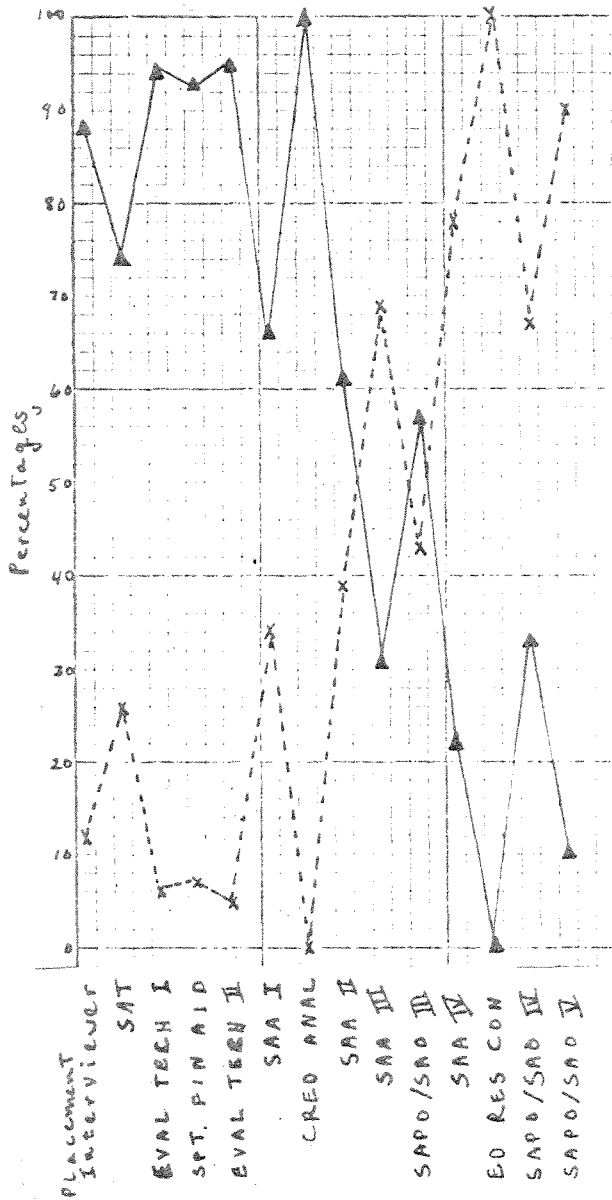
Continued on page 9

"There are problems, I admit, but I'm optimistic," said Gardner. "Nothing is going to happen to the EOP. We are doing the very best we can to make the EOP work for the students."

"The EOP is not going to be dismantled," Strickling said. "Anyone who makes that statement is under a false assumption."

Golden Gater, SF State 3/16/82

PERCENTAGES OF MEN AND WOMEN IN STUDENT AFFAIRS POSITIONS*



POSITION	N		SALARY RANGES ‡
	MEN	WOMEN	
Placement Interviewer	2	14	\$ 1117 - 1339
SAT	15	42	1142 - 1250
EVAL TECH I	11	174	1179 - 1415
SPT, FIN AID	3	39	1179 - 1415
EVAL TECH II	2	36	1219 - 1652
SAA I	54	104	1250 - 1502
CRED ANAL	—	19	1291 - 1552
SAA II	124	192	1424 - 1726
SAA III	9	4	1537 - 1850
SAPD/SAD III	66	88	1566 - 1885
SAA IV	14	4	1867 - 2252
ED. RES. CON.	1	—	1894 - 2284
SAPD/SAD IV	97	47	1975 - 2382
SAPD/SAD V	137	16	2497 - 3017

‡ Based on 12 month year

▲ — = Women

X --- = Men

* Figures taken from 8/80 printout of statewide CSUC Affirmative Action Report.

October 17, 1979

Dr. Ellis E. McCune, President
California State University, Hayward
Hayward, California 94542

Dear President McCune,

This is a formal Notice of Grievance regarding your failure to promote us to Associate Professor in 1978/79 despite the fact that we met and continue to meet the criteria for such promotion. In this failure to grant us promotion, we find that we are being held to more demanding requirements for promotion than are other members of the Department of Nursing and/or other candidates for promotion to Associate Professor during 1978/79. Receipt of your letter dated constituted final action in this matter.

The inequitable situation in which we find ourselves developed through a series of violations of Education Code requirements, of University policies and procedures and of agreements by the University to remedy past wrongs. The clear remedy for the wrongs done us is to place us at the proper salary step and status effective September, 1979.

We request that the hearings in this case be open and that the Executive Committee grant our request that the proceedings in this case be consolidated, as the denial of our promotions and the wrongs done us are grounded in the same set of facts.

Very truly yours,

Arlene J. Kahn, Assistant Professor
Department of Nursing

Mary Stevens, Assistant Professor
Department of Nursing

Reinstatement on Expiration of Leave of Absence

89512. Upon the expiration of the leave of absence granted pursuant to Section 89510 or 89511 the employee to whom the leave of absence was granted is entitled to reinstatement in the position he held at the time the leave of absence was granted him, if the position is still in existence, or to any other comparable existing vacant position for which he is qualified.

Right of Employee in Active Military or Red Cross Service to Absent Himself and Return to Position Held

89513. Every employee who has entered or who hereafter enters the active military service of the United States of America or of the State of California, including active service in any uniformed auxiliary of, or to, any branch of such military service created or authorized as such auxiliary by the Congress of the United States of America or by the Legislature of the State of California, or in the full-time paid service of the American Red Cross, during any period of national emergency declared by the President of the United States of America or during any war in which the United States of America is engaged, shall be deemed to have been entitled or shall be entitled to absent himself from his duties.

Within six months after such employee honorably leaves such service or has been placed on inactive duty he shall be entitled to return to the position held by him at the time of his entrance into such military service, at the salary to which he would have been entitled had he not absented himself from his duties.

Leave of Absence; Credit Toward Retirement

89514. The time during which an employee of the trustees is on leave of absence without compensation shall not be credited toward retirement under any retirement system of the state. If such employee receives compensation during such leave of absence the time for which he receives such compensation shall be credited toward retirement. The period of any leave of absence shall not be construed as a break in the continuity of service required toward retirement.

Elimination of Policies which Unreasonably Affect the Employment Status of Females

89515. The trustees shall eliminate all policies which detrimentally and unreasonably affect the employment status of females hired by the California State University and Colleges. To accomplish this purpose, the trustees shall:

- (a) Review hiring, wages, job classifications, and advancement practices as applied to female employees and take corrective measures where inequities exist;
- (b) Review selection procedures utilized for employment of female employees to determine disparate selection practices;
- (c) Assure opportunity of advancement for qualified female employees to executive positions within departments and divisions.

Regulations: Reduction to Part-Time Employment Status

89516. The trustees may establish rules and regulations which allow academic employees to reduce their workload from full-time to part-time duties.

Such regulations shall include but shall not be limited to the following if such employees wish to reduce their workload and maintain retirement benefits pursuant to Section 20815 of the Government Code.

- (a) The employee must have reached the age of 55 prior to reduction in workload.
- (b) The employee must have been employed full time as an academic employee for at least 10 years of which the immediately preceding five years were full-time employment.

Dept. of Nursing FACULTY	Year when hired on Full-time Basis	1974-5 Academic Year		1979-80 Academic Year	
		POSITION	STEP	POSITION	STEP
D. Blackmon	1970-71	Full Prof.	5	Left 1976	
J. Frazier	1972-73	Asst. Prof.	5	Assoc. Prof.	5
A. Schanck	1973-74	Asst. Prof.	2	Assoc. Prof.	2
M. Stevens	(W) 1974	Lecturer Range A	1	Asst. Prof.	4
A. Facker	1974-75	Asst. Prof.	3	Asst. Prof.	5
A. Anderson	1974-75	Instructor	2	Left 1975	
B. Chmielewski	1974-75	Instructor	1	Left 1979 (Instructor)	(5)
B. Price	1974-75	Lecturer Range A	1	Left 1976	
M. Auvenshine	1974-75	Asst. Prof.	2	Assoc. Prof.	2
L. Kinrade	(W) 1975	Asst. Prof.	3	Assoc. Prof.	2
A. Kahn	1975-76	Lecturer Range A	2	Asst. Prof.	4
I. Lubkin	1975-76			Asst. Prof.	3
B. Bailey	1979-80			Range B	1
B. Felton	1978-79			Asst. Prof.	3
T. Gorman	1978-79			Range B	2
D. Gunn	1977-78			Range B	3

HIRED

UNDER

THE

TENURE

OF

DR.

BLACKMON

HIRED

UNDER THE

TENURE

OF

DR. FRAZIER

November 1, 1979

Dr. Ellis E. McCune, President
California State University, Hayward
Hayward, California 94542

Dear President McCune,

This is a Supplemental Notice of Grievance provided to amplify the statements in our letter of October 17, 1979. During 1978/79 we discovered that we were not being considered for promotion to Associate Professor on the same basis as other candidates. Having exhausted the provisions of the Promotion, Tenure and Retention Policy and Procedures, we have now turned to Executive Order #301 in order to gain equitable consideration of our requests for advancement.

We find that we are being asked to serve more years in the Assistant Professor rank in order to be considered eligible for promotion than are other faculty. Indeed, although our contributions to the University have been evaluated, as specified by law, over a four-year period, and despite the fact that no committee or individual has found us lacking in those meritorious accomplishments which would normally qualify us for promotion, we find that some still do not consider us eligible for such advancement. We further find that we continue to suffer both financially and professionally from errors made by the University administration in regard to our initial appointments and in our placement within the Assistant Professor rank. All these wrongs can, we contend, be remedied by placing us at the proper salary step commensurate with our achievements and by according us the status appropriate to our years of service to the University.

We want to emphasize our belief that if it were not for the various wrongs done us we would have been found to meet the criteria for promotion to Associate Professor. The Department Committee and the Department chair did declare that we met such criteria and neither the School nor the University committee gave any indication that we did not, in fact, meet the normal expectations for promotion to Associate Professor. Given our record of achievement at the University and the clear inequities of our present situation, we feel justified in asking that we be placed at the proper rank and step.

We intend to be represented by an attorney in this matter.

Very truly yours,

Arlene J. Kahn
Department of Nursing

Mary Stevens
Department of Nursing

cc: Dr. Maurice Dance
Executive Officer, Grievance Panel

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
Office of Federal Contract Compliance Programs
450 Golden Gate Avenue
San Francisco, CA 94102



CERTIFIED

RETURN RECEIPT
REQUESTED

303135

Joanne Beaulé Ruggles

151 Hathaway Avenue

San Luis Obispo, California 93401

Nell Langford, Ph.D.

871 Stratford

COMPLAINANTS

Pismo Beach, California 93449

Sharon Stine, Ph.D.

395 Grand Avenue

San Luis Obispo, California 93401

Et Al Female Faculty

California Polytechnic State University

CONTRACTOR

San Luis Obispo, California 93407

NOTIFICATION OF RESULTS OF INVESTIGATION

✓ On August 13, 1980, the Office of Federal Contract Compliance Programs, U. S. Department of Labor conducted an investigation of the allegations of Sex Discrimination and Retaliation made in the complaint of Joanne Beaulé Ruggles, Nell Langford and Sharon Stine, on behalf of all female members of faculty, filed June 29, 1979; March 11, 1980; and June 2, 1980. Our investigation has resulted in the following findings:

1. California Polytechnic State University is a government subcontractor and is not exempt from Executive Order 11246, as amended, and is performing on Department of Energy Contract No. AC05-76-C535, Mod. 007.
2. Joanne Beaulé Ruggles, Nell Langford and Sharon Stine are females within the meaning of Executive Order 11246, as amended, and the regulations of 41 CFR Chapter 60-20.3 and 60-2.22(b)(iii)(9).

3. The complainants allege the contractor violated its obligations under the nondiscrimination and affirmative action provisions of its Federal contract by failing to hire and promote females to full time positions and tenure track or tenure. In addition, because of the complaint they have been harassed and retaliated against.

4. The University's position is that the complainants were not hired and promoted because they did not meet the job requirements for the positions, and the Lecturer's positions they held were no longer being offered in those respective areas. There has been no retaliation against Mrs. Ruggles or any other female. The jobs they applied for simply were not filled because the emphasis of the respective Departments shifted and their area of expertise was not useful at this time. They could, however, be used for some part-time openings and they should apply for these.

✓ 5. Our investigation indicates that the complainants have in fact been discriminated against, in hiring, promotions, compensation and retaliation.

✓ 6. Our investigation further indicates that the University's policies and practices create an environment which is not conducive to the employment and advancement of female members of faculty.

7. The actions described in paragraphs 5 and 6 above violated the University's obligations under the regulations as follows:

a. 41 CFR 60-2.24(d)3

Selection techniques are improperly used. The Selection Committee failed to interview on campus candidates as mandated in the University policy, Campus Administrative Manual (CAM).

b. 60-2.23(b)2

The lateral and vertical movement of female employees is occurring at a much lesser rate than their male counterparts. While lectureship positions are considered temporary positions, male appointments to tenure track (permanent) positions from Lecturers occur at a much higher rate. Males average 2 years in lectureship positions before appointment to tenure track (permanent) positions. Females average 4 years.

c. 60-2.23(a)(3)

Position descriptions are written around specific candidates.

d. 60-2.23(b)1

Females are underutilized in tenure track and tenure positions throughout the faculty.

Of the 882 faculty members, only 104 or 11.8% are females. Of the 104 females, 36.5% are part-time or temporary while only 17.7% of the 778 males are part-time or temporary. Of the 729 tenure or tenure track positions, only 9.3% or 68 are held by females. Of the 153 Lecturers, females represent 23.6% (36).

e. 60-2.23(a)4

Extremely rigid requirements used on a sliding scale are placed on female faculty members for promotion and hire.

f. 60-2.22(b)(iii)(9)

As a result of filing the complaint, females have been harassed and retaliated against.

In accordance with the regulations implementing the Executive Order 11246 Programs, as amended, 41 CFR 60-1.24(c)(2), the Department now invites California Polytechnic State University to join with it to resolve this matter through conciliation by informal means. Lissa E. Anderson, Equal Opportunity Specialist from this office will be in contact with California Polytechnic State University within ten days to begin the conciliation process.

On behalf of the United States Department of Labor

Acting



WILLIAM GLADDEN
Assistant Regional Administrator

Region IX

9/9/84
Date

*Letson
1/2/84*

*Wells
2/3/84*