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/A Report to the Board of Trustees of th



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A REPORT TO THE BOARD OF TRUSTEES  
OF THE  
STATE COLLEGES IN COLORADO  
REGARDING  
AFFIRMATIVE ACTION AT THE UNIVERSITY OF SOUTHERN COLORADO  
THE CHICANO FACULTY  
UNIVERSITY OF SOUTHERN COLORADO

MAY 5, 1976

## Preface

The following report is an attempt to get a closer look at the hiring practices of the University of Southern Colorado for the last five (5) years as it pertains to Chicanos. The report is the combined effort of ninety percent of the present Chicano staff at the college. As is usually the case with the gathering of information, there are certain constraints that one must deal with: first, information to compile a "complete" report is in the hands of the institution and for different reasons, is closely guarded; secondly, according to the agency reporting to, reports coming out from U.S.C. may offer "slightly different" figures and/or interpretations.

This report leaves the question of minority hiring for Blacks and Women to those groups. Blacks and Women are also looking critically at the affirmative action program at the University of Southern Colorado. One thing does have to be strongly stated...all facts and figures used in this paper are those that are provided by the University. Finally, the intent of this report is to actively assist the Board of Trustees in providing equal employment opportunities for all individuals.

Affirmative Action has been defined as those steps that an institution/agency takes to remedy the inequities that exist in their staffs. These steps require going beyond the standard procedures that have been used in the past... for it is those procedures and policies that have created the problems that now exist. In looking at any institutions' affirmative action program one would want to see that which has been done differently to attract minorities to the present staff. To simply add to the mailing list minority agencies is not good enough; the institution must "actively" recruit.

What is that "law"? What is the interest of affirmative action? Once we have identified the law and the intent, how do we measure success? The law is measured by: (1) good faith and (2) intent of law.

The law as has been mentioned above is intended to bring the discrepancies that exist in present staffs of institution to parity. The intent of law is to hire more minorities so that the staffing pattern of an institution such as the University of Southern Colorado might be in line with the ethnic population. To cite an example, if the Chicano/a staff is ten (10) percent of total staff and the ethnic population is approximately thirty-five (35) percent, then there is a discrepancy. That gap must be bridged if the intent of the law is to be satisfied.

Another much-used phrase in affirmative action is "good faith effort." What is good faith? Very simply and specifically, if good faith is used, then the intent of the law is satisfied. To use "good faith" and not satisfy the intent of the law is bad faith. The fact that an institution

like the University of Southern Colorado not only does not increase the number of Chicanos (Table 1, 1974-76) but actually decreases is a clear indication of bad faith. Surely serious questions need to be raised concerning the role of the administration.

In any affirmative action program one must respond to the question of evaluation... measureability. Has an institution been successful in its affirmative action plan? How does one measure? All things taken into consideration the only true measure of affirmative action program is the numbers. Have the numbers increased? If the numbers in 1974-75 were thirty-six and thirty-one in 1975-76, then we can make an assessment (Table 1). Failure or less than that! Intentions and verbal good faith efforts are difficult to measure.

Correcting the inequalities in the present staff is difficult because such conditions have existed for a long time. The hiring policies at the University of Southern Colorado have not been exemplary to say the least. The present administration under the direction of Harry Bowes is going on its fifth academic year. What has happened in those five years? In the academic year 1971-72 there were twenty-five Chicanos under contract and the 1975-76 year show thirty-one Chicanos under contract at the University of Southern Colorado.

Table 1. Minorities Under Contract

	<u>Oriental</u>	<u>Black</u>	<u>Indian</u>	<u>Spanish Surnamed</u>	<u>Total</u>
AY 1961-62	0	0	0	0	0
AY 1962-63	0	0	1	0	1
AY 1963-64	0	0	1	0	1
AY 1964-65	0	0	1	0	1
AY 1965-66	1	0	1	2	4
AY 1966-67	1	1	1	3	6
AY 1967-68	1	1	2	7	11
AY 1968-69	1	1	2	13	17
AY 1969-70	2	0	2	14	18
AY 1970-71	2	2	3	18	25
AY 1971-72	2	1	3	25	31
AY 1972-73	2	1	3	31	37
AY 1973-74	4	3	3	36	46
AY 1974-75	4	7	3	36	50
AY 1975-76	4	7	3	31	45
<u>SCEDD</u>					
AY 1973-74	1	0	0	1	2
AY 1974-75	1	0	0	1	2
AY 1975-76	0	0	0	2	2

Source: "A Report of the Board of Trustees of the State College in Colorado Regarding Affirmative Action at the University of Southern Colorado," Harry P. Bowes, President, February 3, 1976.

refer to the document, "A Report to the Board of Trustees of the State Colleges in Colorado Regarding Affirmative Action at the University of Southern Colorado," by President Bowes dated February 3, 1976. On pages 1-3 President Bowes seems to be delegating "principal responsibility" to department heads and directors of federal programs.

The administration keeps emphasizing that the 1973 projections for hiring contain errors which were caused because program directors in federal programs (implying Chicanos) did not follow stated guidelines in preparing their projections. There were at least two administrative check-points in every case, with Dr. Parsons ultimately responsible insofar as the Affirmative Action Program was concerned. Another explanation might be that the overprojections made the report look good at the time so they were overlooked. If in fact the overprojections were not overlooked, then the oversight of such obvious errors would have to suggest administrative incompetence, particularly at the final reviewing level. Why did the errors become so obvious now and not then?

Page 8 of the Affirmative Action Report to the Board of Trustees seems to indicate a strong effort in affirmative action. A breakdown of Chicanos, the largest ethnic minority in Southern Colorado, indicate the following record!

Table 2

Affirmative Action Report - July 1, 1974 to Present.

<u>Division</u>	<u>Position Advertised</u>	<u>Positions Filled</u>	<u>Chicanos Hired</u>
President's Office	1	1	0
Academic Affairs	1	1	0
Administrative Affairs	1	1	0
Business & Finance	2	2	0
Student Affairs	11	9	7
Institutional Development	0	0	0
Learning Resource Center	7	7	0
School of Business	4	3	0
School of Education	8	7	4
School of Humanities	13	11	1
Division of Science & Math	2	2	0
School of Applied Science & Engineering Technology	24	21	0
College for Community Service & Career Education & AWC	17	16	0
Division of Soc. & Behav. Sci.	9	9	1
Total	100	90	13

Source: ...Affirmative Action Report to Trustees, President Bowes, February 3, 1976.

Table 2 includes both state and federal programs for the years designated. As indicated by the number of positions advertised, the opportunities to implement a strong affirmative action program were available. Besides Student Affairs and the School of Education (11 of 13) there was very little effort in the rest of the divisions. It might be noted that the four in the School of Education were from programs that dealt with bilingual-cultural needs of students (Chicano Studies and Teacher Corps). So in fact the "regular" Education Department did not recruit anyone. It should also be pointed out that where there was hiring, Chicanos were responsible. Student Affairs, Chicano Studies and Teacher Corps were headed by Chicanos. The Chicanos in these three programs were in fact, responsible for hiring 84.4 percent of all Chicanos between July 1, 1974 and the present. There is a tendency for Anglos to be hired from state funds and Chicanos to be funded by federal programs. The table shows that for most of the schools/division and administrative units there was no affirmative action program at all.

Table 3 deals with state funded programs during the tenure of the present administration.



Table 3 U.S.C. Staffing Patterns by Departments, 1970-75

	Employment							Total Dept. Personnel
	Female	Black	Oriental	Spanish	Indian	Anglo	Opportunity 1970-1975.	
V.P. for Academic Affairs Office	0	0	0	0	0	4	2	4
Dept. of Athletics	0	0	0	0	0	2	1	2
Instructional T.V. Division of Behavior- al Science	0	0	0	0	0	6	5	6
Behavioral Science Department	0	0	0	1	0	1	0	1
	0	0	0	1	0	2	2	3
Dept. of Psychology	2	0	1	0	0	10	4	13
Humanistic Policy Studies	0	0	0	0	0	8	0	8
Center for Social/ Cultural Studies	4	3	0	0	0	4	9	11
Div. of Educ.	0	0	0	0	0	1	0	1
Dept. of Educ.	2	0	0	1	0	7	2	3
Physical Education	3	0	0	0	0	11	5	11
Chicano Studies	0	0	0	2	0	0	2	2
Reading & Diagnostics	2	0	0	0	0	2	1	2
Div. of Bus. & Economics	0	0	0	0	0	2	2	2
Accounting	1	0	0	1	0	3	1	4
Business Education	2	0	0	0	0	4	0	4

Source: . Staffing Patterns for 1975-76 Personnel Department.

	Employment Opportunity 1970-1975							Total Dept. Personnel
	Female	Black	Oriental	Spanish	Indian	Anglo		
Business Administration	0	0	0	0	0	7	4	7
Economics	0	0	0	0	0	4	1	4
Division off Humanities	0	0	0	0	0	1	0	1
Center for creating Performance Arts	3	0	0	0	0	22	4	22
English	2	0	0	0	0	8	0	8
Foreign Languages	2	0	0	1	0	6	1	7
Mass Communications	1	0	0	0	0	4	2	4
Philosophy	0	0	0	0	0	3	1	3
Speech Dept.	0	0	0	0	0	7	2	7
Basic Comm.	5	0	0	1	0	10	5	11
Div. of Science	0	0	0	0	0	1	1	1
Biology	0	0	0	0	1	10	1	11
Chemistry	0	0	0	0	0	1	0	6
Geology and Geography	0	0	0	0	0	4	1	4
Mathematics	0	0	1	0	0	15	5	16
Physics	0	0	0	0	0	4	0	4

(page 2 of Table 3)

	Female	Black	Oriental	Spanish	Indian	Anglo	Employment Opportunity 1970-1975	Total Dept. Personnel
Post Secondary Administration	0	0	0	0	0	3	1	3
Air Conditioning Services	0	0	0	0	0	2	0	2
Diesel	0	0	0	0	0	2	1	2
Electronic Communications	0	0	0	0	0	1	1	1
Office Occupation	2	0	0	0	0	2	2	2
Psych. Tech.	3	0	0	0	0	3	3	3
Dental Hygiene	1	0	0	0	0	1	1	1
Practical Nursing	5	0	0	0	0	5	1	(4 with Bachelor 5 degree)
Radiology Tech.	0	0	0	0	0	2	2	2
Respiratory Therapy	0	0	0	0	0	2	2	2
School of ASET	0	0	0	0	0	1	0	1
Industrial Tech	0	0	0	1	0	21	6	22
Engineering Tech	0	0	2	0	0	14	10	16
Mental Health Nursing	15	1	0	2	0	15	16	18
Summary of Department Totals	56	4	4	10	2	263	110	283

Source: Staffing Patterns for 1975-76, Personnel Department.

(page 3/Table 5)

On state funded positions one can see that there were 110 opportunities to hire. Regardless of the fact that monies from the state legislature has not increased or that the number of positions haven't changed, there have been opportunities to increase the number of Chicanos at the University of Southern Colorado. Psychology, Physical Education, Basic Communications, Mathematics, Industrial Technology Engineering Tech, and Nursing show many opportunities but little placement. . Again, the question can be raised: where is the effort? (See also Exhibit 1.)

The question, and sometime problem of mobility needs to be confronted in any effective affirmative action program. What is that mobility within the organization? If people are leaving that organization, then one must assess those reasons and correct the situation. In long-range planning for an institution, it is self defeating to hire new staff while at the same time an equal number of staff is leaving. When one considers that between 1971 and 1976 the net gain of Chicanos at U.S.C. was six, one has to wonder why Chicanos are leaving the institution. The statement made by administrators that jobs and monies are so plentiful that Chicanos are moving constantly needs to be looked at carefully. We would venture to say that the job mobility rate for Chicanos is the same or lower than our Anglo counterparts.

President Bowes' affirmative action report to the Trustees provides misleading and wrong information. Five of the positions listed on page 10 of his report are in fact people that are still employed at the University, others, such as for former directors of Chicano Studies and admissions and Records have left for other reasons, but they are not included in Bowes' report. Selectivity can lead to mis-representation of the total

picture. There should be an effort to investigate all jobs that have been vacated by Chicanos.

Continuing to attempt to assess the upward mobility opportunities within the institution, one should look at rank, positions, and salaries. The following tables are significant in showing the total picture at U.S.C.

Table 4. Rank and Salaries

## Professors (50)

High - Binkley	33,504.00	Ph. D.
Low - Simms	13,716.00	M.A.
Rank Averages	20,093.14	
*No Chicanos		

## Assoc. Professors (84)

Name	Salary	Rank	Starting Date	Degree
Trujillo, M.	16,920.	18th	9/66	M.S.
Ruybalid, L	15,588.	42nd	9/74	Ph. D.
Garcia, N.	15,168.	54th	9/73	Ph. D.
Valerio, L.	15,000.	61st	9/75	Ph. D.
High - Janes	25,848.		9/63	Ph. D.
Low - St. Claire	12,504.		9/75	BSEE
Rank Average	16,034.			

## Ass't. Professor (91)

Solis, Joseph	12,468.	69	9/4/73	MSW
Romero, Frank	12,300.	71	9/1/68	M.A.
Trujillo, Henry	11,856.	79	9/5/72	M.A.
Trujillo, Ernest	11,638.	83	9/3/74	M.A.
Rank Total Individuals				
Rank Average	13,701.57			
Top Salary -				
Bowman, Wayne	20,436.		4/1/67	M.S.

## Instructor (41)

Chavez, Alex	12,108.	5	9/1/66	None
Gonzales, Tobais	12,000.	10	3/76	M.A.
Rank Total of Individuals		25		
Rank Average	11,772.			
Top Salary				
Ferrer, Dan	16,668.		10/14/74	A.A.S.

Source: Staffing Pattern for 1975-76, Personnel Department.

Table 5 Summary of Rank at U.S.C. (State funds).

Rank	Female	Black	Oreintal	Chicano	Indian	Other	Total	In	No Dgr.	Bach.	Masters'	Doctorate	Tenure	No
Professor	3	0	2	0	0	48	50		1	15	34	47	3	
3 persons 0 - 5 years service.														
Assoc. Prof.	9	0	0	4	2	78	84	3	3	42	36	76	8	
13 persons with 0 - 5 yrs. service.														
Asst. Prof.	23	2	2	2		83	91	12	8	60	8	50	41	
44 persons with 0 - 5 yrs. service														
Instructor	18	2		2		37	41	21	11	6		3	38	
37 persons 0 - 5 years service														

Promotions and upward mobility within U.S.C. have been rather limited for Chicanos. Practices at the institution for promotion are questionable to say the least. One of the limitations and constraints of this report is accessability to records. It thus becomes difficult to make definitive statements about promotions or hiring practices at U.S.C. but there are a sufficient number of situations that warrant an extensive investigation of all the facts. The table does show some of the top level jobs at U.S.C. coupled with faculty ranks and salaries, there are very definite discrepancies between "verbal good faith" and action (Exhibit 2.)

There are no Chicanos that hold the rank of professor. Length of time at an institution is one of the prerequisites for top rank but records show that three persons hold the professor rank even though they have been here less than five years. A standard requirement for this rank is also an earned doctorate; since the present administration has been so concerned with that requirement one would assume that it is in practice. Of the total fifty that hold the rank of professor, only thirty-four have the doctorate, fifteen have Masters and one has a Bachelor! A footnote is ordered as one looks at minorities with rank. The University lists two associate professors and one administrator as being Indian. Who are they? What is the proof to tribal membership?

It is interesting to note the process/practice of promotion/ accessability to higher jobs. At least three of the present Deans have come to their position via the "acting Dean" route...Humanities, Education and Behavioral and Social Sciences. There were limited opportunities for Chicanos to these positions. Obvious discrepancies



arise when one finds that the "Acting Director" of Chicano Studies for the 1974-75 school year was not only "not moved" into the permanent directorship but was terminated by the administration.

Assessability or lack of such has been a problem at this institution as Table 6 exemplifies the faculty administration record at U.S.C.:

Table 6. Faculty Administrative Positions at U.S.C., 1976

Position	Chicano	Total
Vice-President	0	4
Dean	0	8
*Dept. Heads/Program Director	3	52

Source: University of Southern Colorado Student Staff Directory, p. 6, 1975-76. "Learning Resource Division is not included because it has recently been reorganized. The Department Head/Program Directors present a very conservative figure and numbers may change due to frequent reorganizational plans but the ratios remain the same or lower.

Looking at total positions in faculty administration, one finds that of the total sixty-four, only four percent are Chicano. The administrative council which sets policy for the school and is made up of the President and Vice-Presidents has no Chicano representation.

Within recent times, accessability has been limited with different kinds of requirements which sometimes are unreasonable. The Vice-President for Student Affairs position is a good case in point. Making certain requirements narrows that accessability. One has to ask the question whether

it is necessary in order "to perform" the job to have a doctorate plus five years experience in the field. What these kind of requirements mean is that the institution no longer is searching in the 1976 job market. The University is actually going back five years to 1971 plus three more years, which is what it takes most candidates to complete the doctorate degree. So in fact the institution is going to 1968 for its candidate for Vice-President for Student Affairs. How many Chicanos qualify under such job qualifications even though they appear very legal? There were Chicano applicants with the degree and experience but not quite what the administration was asking for. One only needs to see many of those on the staff with responsibilities, high salaries, no doctorate and some even with no degree at all, to question the intent and good faith of the University (Exhibit 3.)

The search and screen process is without structure or direction. The following is reflective of the other search & screen committees on this campus.

The affirmative action officers met with the group - "Dean For Student Services" and covered the following:

- 1.) Stated make sure you have women and minority applicants (this does not mean you have to select or hire one, but it will help the selection process.)
- 2.) EXTENSIONS - To the best of my knowledge any extension has to be advertized, in this case with the Affirmative Action Officers knowledge, the committee extended the deadline from November 4, 1975 to November 7, 1975 and we would accept applications until November 7, 1975 without advertising such.

The rationale being that the Chronicle of Higher Education and NASPA were received late by some individuals - who stated they received it two days before the deadline and they would not be able to meet the deadline.

- 3.) The job description for this position made no mention of or stressed what experience was needed, in the following areas:
  - a.) experience in Federal programs (HEP, Special Services, Vets, etc.)
  - b.) Knowledge of federal forms as required by the Federal government
  - c.) Discipline - Student discipline - It was not consistent with what the individuals were going to be doing in reality.
- 4.) The U.S.C. and affirmative action officer require the following:
  - a.) Letter of intent
  - b.) Institutional application
  - c.) Resume

No more is required, this is what the committee needs in order to consider it a complete application: There were, and have been in the past, individuals considered for positions with one of the above missing. (By being considered and screened while in effect they should have been eliminated.)

- 5.) Affirmative action was never looked at other than making sure minorities and women applied. It was brought out but the committee never made it a part of the process, they were looking for "the most qualified candidates" and not minority or women who met at least the minimal qualifications. The Affirmative Action office never provided any direction in this area.
- 6.) The selection process or the deselection process is one of elimination and not selections, i.e., If there are 100 applicants,

the committee individually reviews all 100, then will submit 20 names.

Who writes the job description? How are people selected to sit on Search & Screen Committees? How does one arrive at selecting the best candidate? How does one measure best qualified? There has never been any consistency in dealing with the problems stated above.

If there has been any Affirmative Action Program at U.S.C., it has been the federal program's responsibility. Approximately 60 to 75 percent of all Chicanos at U.S.C. are on federal dollars. Special Services, Teacher Corps, H.E.P., Upward Bound employ most of Chicanos on campus and as has been the case in the past, most of them will be gone when the monies are gone. President Bowes' verbal commitments for five years have not been followed by action. Of the thirty-one Chicanos presently employed by U.S.C., seventeen are the responsibility of the federal government.

This last part of the report deals with specific cases of discrepancy in the area of affirmative action at the University of Southern Colorado. Topics to be dealt with are promotions, salaries, accessibility to new openings and situations where individuals have been encouraged to leave the institution.

The first situation in the School of Education involves promotion and/or salary. The standard salary increment for the University for the 75-76 academic year was twelve (12) percent plus a bonus that could add up to \$1000.00 for merit pay. Not only was the individual involved not given the standard 12% raise but he was dropped to six (6) percent. As table 7 clearly shows, some individuals received raises that total as much as thirty-six (36) percent! Evaluation for the

individual receiving only six (6) percent have always been better than average. The situation in the School of Education became a problem when tenure was coming up. Previous work performed and evaluations from department heads, committees and students had always been good in spite of this, pressure was exerted on this individual by the Head of the Education Department to leave U.S.C.

Table 7. School of Education Salary Increments, 1974-75, 1976-76.

Person	'74-'75	Increase	'75-'76	Months
Cranmer	22,860	2,460	25,320	12
Anderson	17,532	2,316	19,848	9
Baldauf	16,464	1,788	18,252	9
Hostetler	16,322	1,776	12,240	9
Jorgenson	11,004	1,236	12,240	9
MCCanne	14,460	2,592	17,052	9
Strader	13,380	1,980	15,360	9
*Trujillo	11,856	792	15,168	9
Tucker	13,656	1,512	15,168	9

Physical Ed.

Aguilar (Anglo)	12,564	2,712	15,276	9
Banks	12,036	2,964	15,000	9
Blasing	16,512	4,716	21,228	9
Guinn	10,620	2,340	12,960	9
Haering	11,496	4,092	15,588	9
McIntosh	13,800	3,360	17,160	9
Muhic	14,832	3,240	18,072	9
Pine	10,992	1,548	12,540	9
Preece	12,312	1,368	13,680	9

### Reading & Diagnostics

Person	'74 - '75	Increase	'75 - '76	Months
Spence	13,584	2,496	16,080	9
Whitmer	9,744	1,668	11,412	9

### Financial Aid

Farhar, Dennis	14,292	2,568	16,860	
Maestas, Joe	13,200			(3 yrs.served as Dir. previous to Farhar)

The School of Education is used as an example but other departments and divisions within the University have similiar records. Exhibit 4 provides a picture in general administration. The salary increases in the Counseling Department also have some discrepancies over the last four years. Experience and work load have not always been adequately taken into consideration. Also in Education, a former Director of Chicano Studies was recommended for the rank of Associate Professor for three consecutive years by his immediate supervisor. The promotion was denied and no reason for denial was ever given. The Director administered the program, developed the curriculum and had an 18 hour class load per quarter.

All recommendations for tenure were commendable, yet he was demoted from Director of Chicano Studies to Assistant Professor with a \$500.00 cut in salary. He is no longer with the University.

As has been stated previously in this report the "acting head" has been a common way of denying accessibility to possible applicants. This practice is used according to the situation and politics of the administration. In the Chicano Studies program, the "acting Director" for 1974-75 was not only not promoted but was in fact fired from the University. His evaluations were above the acceptable norm. In the above situation the standard procedure for "intent not to hire" was not followed. The person was not notified until March of the administrations decision.

How accessible are some positions to Chicanos? In the past two years, a Chicano applied for ten (10) positions at the University. All applications were submitted when this individual had already earned his doctorate degree, yet was not hired for any of the positions or even considered seriously.

This report could continue listing situations which clearly indicate the discrepancies that exist in providing equal employment opportunities at the University of Southern Colorado but the ones used are sufficient so that an in-depth study can be made by the appropriate agencies. Again, the intent of this paper is to improve the situation so that opportunities are opened to all on an equitable basis.

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Exhibit 1. Areas of Major Staffing.

	Male	Female	Inv.	Indian	Black	Oriental	Spanish	Other
Faculty	259	61	0	3	5	4	11	297
Fac-SMP	48	22	1	0	1	0	20	50
CIV SUC	81	115		2	5	1	39	149
CS-SMP	5	51	2	0	0	1	19	38
Rotc	8	1	0	0	0	0	1	8
MISC								
SCHEDD								
ALL	401	250	3	5	11	6	90	542
Staff Breakdown								
	Indian	Black	Oriental	Spanish	Other	Total		
Male	4	6	5	50	336	401		
Female	1	5	1	40	203	250		
Totals	5	11	6	90	542	654		

Exhibit 2. Summary of Ethnic Breakdown and Number of Years at U.S.C.

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Male = 227

Female = 56

Indian = 2

Black = 4

Oriental = 4

Spanish = 10

Other = 263

Total = 283

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No. Degrees

Exhibit 3. Number of Persons on staff with no Degrees & Rank.

<u>Group</u>		<u>Number</u>	<u>Rank</u>	<u>Number</u>
Male	=	29	3 Associate Professor	3
Female	=	14	12 Assistant Professor	12
Black	=	1	21 Instructor	21
Spanish	=	4		
Other	=	38		
Total	=	43		
0 - 5 yrs. serv.	=	38		

38 have 0-5 years of service  
4 have tenure  
39 do not have tenure

Faculty Rank

No degree	-	43
Certificate	-	1
Associate Arts	-	5
Bachelor	-	27
Masters	-	127
Doctorate	-	80
Total	-	283

Source: Staffing Patterns for 1975-76. Personnel Department Report.

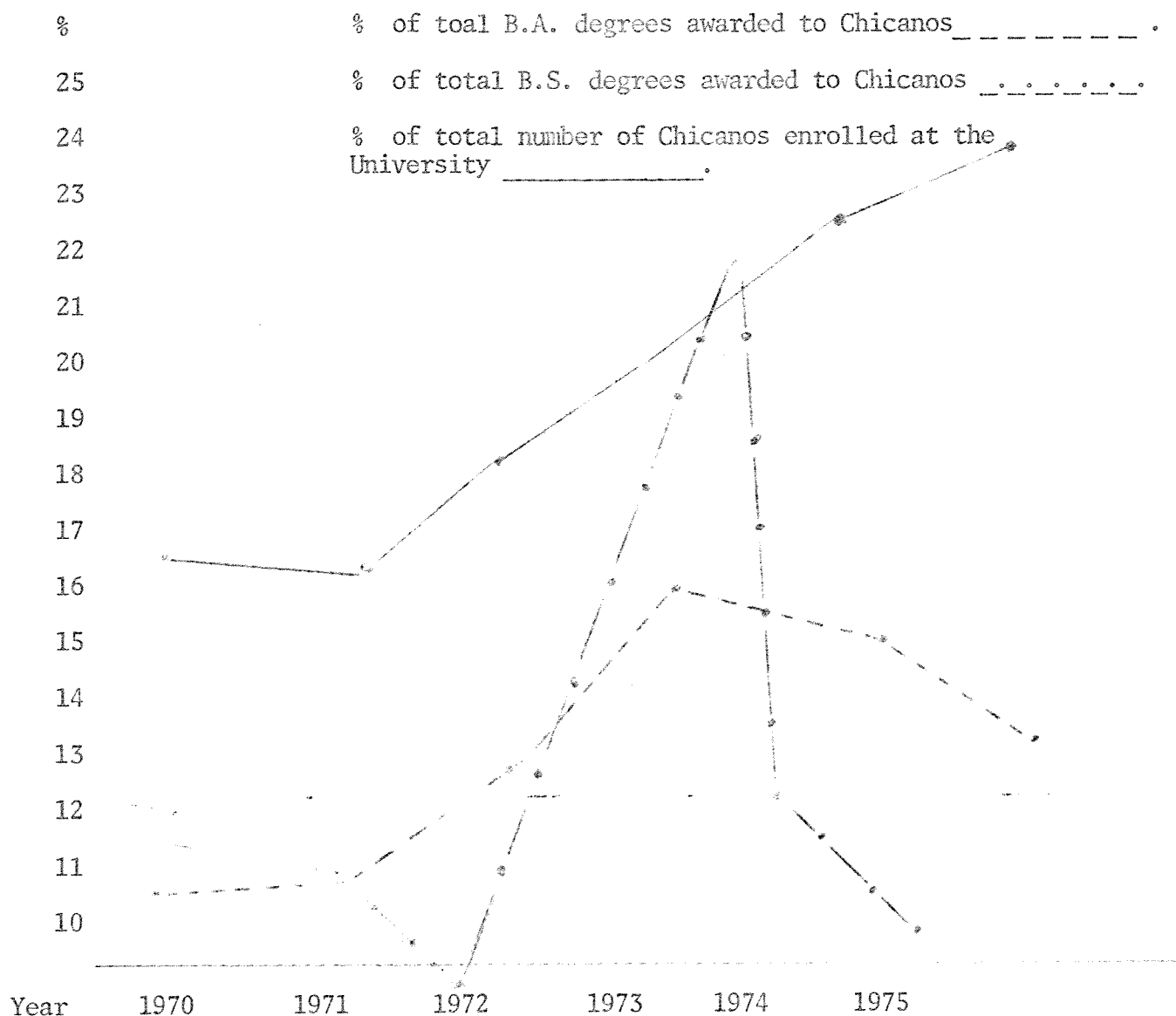
Exhibit 4. General Administration Salary Increments

	'74 - '75	Increase	'75 - '76	Months
Baxter	26,016.	2,076.	28,092.	12
Bowes	36,360.	6,936.	43,296	12
McMarty	19,020	3,072	22,092	12
Flemmer	22,992	3,312	26,304	12
Hartford	13,560	1,944	15,504	12
Natwick	21,180	2,976	24,156	12
Parsons	26,844	4,176	31,020	12
Goudreau	18,840	2,004	20,844	12
Patino	22,080	4,368	26,448	12
Foulks	16,284	1,968	18,252	12
Gerber	13,824	1,548	15,392	12
Farhar	14,292	2,568	16,860	12
Lazenby	13,680	1,536	15,216	12
Martinez	17,376	2,268	19,644	12
Pope, Harold	9,504	852	10,356	12
Tafoya, Dan	10,008	1,404	11,412	12
Allen	19,848	2,160	22,008	12
Binkley	29,880	3,624	33,504	12
Friedman	17,840	1,944	19,788	12
Janes	23,340	2,508	25,848	12
Simmons	22,092	2,364	24,456	12
Allen, Marshall	20,004	2,172	22,676	12

Exhibit 5. Summary of Positions and Rank at U.S.C.

Sex & Ethnicity		Prof.	Assoc. Prof.	Asst. Prof.	Inst.	No Degrees	Certificate	Associates Bachelor's Masters Doctorates			
Female	3	9	23	18	14	0	1	11	26	4	
Black	0	0	2	2	1	0	0	0	3	1	
Oriental	2	0	2	0	0	0	0	0	1	3	
Spanish	0	4	4	2	4	0	0	1	4	4	
Indian	0	2	0	0	0	0	0	0	1	1	
Anglo	48	78	83	37	38	1	5	26	118	75	
Staffing Areas											
Male	Female		Indian		Black		Oriental		Spanish		Anglo
Faculty	259	61	0	3	5	4	11	297			
Fac-SMP	48	22	1	0	1	0	20	50			
CIV-SUC	81	115	0	2	5	1	39	149			
CS-SMP	5	51	2	0	0	1	19	38			
ROTC	8	1	0	0	0	0	1	8			
MISC	0	0	0	0	0	0	0	0			
SCEDD	0	0	0	0	0	0	0	0			
ALL	401	250	3	5	11	6	90	542			

Exhibit 6. Chicano Student Enrollment.



Since 1973 the disparity between the proportion of Chicanos in the student body and those earning a bachelor degree (either BA or BS) is growing.