SANTA BARBARA COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
    Dr. David Mertes

FROM: Daniel Oroz, Director of Personnel/Affirmative Action Officer

SUBJECT: Annual Affirmative Action
         Program Activity Report - 1980-81

DATE: July 13, 1981

The report that follows is the sixth annual summary report of actions taken by
the District in 1980-81 to meet its Affirmative Action and Equal Opportunity
requirements as set forth in Executive Order 11246 and the District's Affirm-
mative Action Program Plan.

The subject areas covered in this report are as follows:

1. EMPLOYMENT - CERTIFICATED
2. EMPLOYMENT - CLASSIFIED
3. RECRUITMENT
4. SELECTION
5. JOB CLASSIFICATION/PERSONNEL POLICIES AND PRACTICES
6. DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION
7. IN-SERVICE AFFIRMATIVE ACTION TRAINING/orientation/distribution of
   policy
8. GOALS AND TIMETABLES
9. AFFIRMATIVE ACTION - STUDENT BODY (TITLE IX)
10. AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS
11. COMMUNITY AND FEMALE/MINORITY ORGANIZATION PARTICIPATION
12. HANDICAPPED PROGRAMS
13. DISTRICT PROGRAMS
14. AFFIRMATIVE ACTION COMMITTEE

cc: Management Distribution List
    Affirmative Action Committee
1. **EMPLOYMENT - CERTIFICATED**


<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>1</td>
<td>-0-</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

**District Permanent Positions Filled 1980-81 School Year:**

- Total New Hires: 3
- Total Females: 1 (33%)
- Total Minority: 1 (33%)
### 2. EMPLOYMENT - CLASSIFIED

**DISTRICT PERMANENT POSITIONS FILLED, FISCAL YEAR 1980-81**

<table>
<thead>
<tr>
<th></th>
<th>MINORITY MALE / FEMALE</th>
<th>OTHER MALE / FEMALE</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>NEW HIRES</td>
<td>5 7</td>
<td>17 27</td>
<td>56</td>
</tr>
<tr>
<td>REASSIGNMENTS</td>
<td>4 1</td>
<td>2 9</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9 8</td>
<td>19 36</td>
<td>72</td>
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</table>

### NEW HIRES

Annual Comparative Data

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>24</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>FEMALE</td>
<td>34 (60.7%)</td>
<td>14 (58.3%)</td>
<td>16 (59.3%)</td>
<td>19 (55.9%)</td>
</tr>
<tr>
<td>MINORITY</td>
<td>12 (21.4%)</td>
<td>5 (20.8%)</td>
<td>7 (25.9%)</td>
<td>9 (26.5%)</td>
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### 1980-81 EEO-6 Classification Detail

<table>
<thead>
<tr>
<th>GENERAL CLASSIFICATION</th>
<th>TOTAL</th>
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<th>MINORITY</th>
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<tr>
<td>Professional/Management</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Secretarial/Clerical</td>
<td>24</td>
<td>21 (87.5%)</td>
<td>7 (29.2%)</td>
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<tr>
<td>Technical/Para-Prof.</td>
<td>23</td>
<td>13 (56.5%)</td>
<td>1 (4.4%)</td>
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<tr>
<td>Service/Maintenance</td>
<td>9</td>
<td>-</td>
<td>4 (44.5%)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>56</td>
<td>34 (60.7%)</td>
<td>12 (21.4%)</td>
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### VOLUNTARY REASSIGNMENTS

<table>
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<td>PROMOTIONAL</td>
<td>12</td>
<td>7 (58.3%)</td>
<td>4 (33.3%)</td>
</tr>
<tr>
<td>OTHER*</td>
<td>4</td>
<td>3 (75.0%)</td>
<td>1 (25.0%)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
<td>10 (62.5%)</td>
<td>5 (31.3%)</td>
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**Positions With Internal Applications**

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<th>MINORITY</th>
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<tbody>
<tr>
<td>PROMOTIONAL</td>
<td>24</td>
<td>-</td>
<td>-</td>
</tr>
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<td>OTHER</td>
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<td>-</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>28</td>
<td>-</td>
<td>-</td>
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**Positions Filled Internally**

<table>
<thead>
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<th>TYPE</th>
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<tr>
<td>PROMOTIONAL</td>
<td>12</td>
<td>12 (50.0%)</td>
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<tr>
<td>OTHER</td>
<td>4</td>
<td>4 (100%)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
<td>16 (57.2%)</td>
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*Transfers/Demotions (2)
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<tr>
<td></td>
<td>AI.</td>
<td>B. OR.</td>
<td>SSA.</td>
<td>OTH.</td>
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<tr>
<td>NON-FACULTY</td>
<td></td>
<td></td>
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<tr>
<td>EXECUTIVE/</td>
<td>6</td>
<td>12</td>
<td>31</td>
<td>24</td>
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<tr>
<td>ADMINISTRATIVE/MNGMT</td>
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<td>2</td>
<td>4</td>
<td>5</td>
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<tr>
<td>NON-FACULTY</td>
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<td>SECRETARIAL/CLERICAL</td>
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<td>1</td>
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<td>SKILLED CRAFT</td>
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<td>14</td>
<td>1</td>
<td></td>
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<tr>
<td>NON-FACULTY</td>
<td>5</td>
<td>1</td>
<td>30</td>
<td>55</td>
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<td>FACULTY</td>
<td></td>
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</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>1</td>
<td>1</td>
<td>26</td>
<td>2</td>
<td>28</td>
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<td>SOCIAL SCIENCE</td>
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<tr>
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<td>1</td>
<td>15</td>
<td>1</td>
<td>8</td>
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<tr>
<td>HEALTH &amp; P. E.</td>
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<tr>
<td>CAREER EDUCATION</td>
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<td>2</td>
<td>25</td>
<td>1</td>
<td>2</td>
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<tr>
<td>INSTRUCTIONAL SUPPORT</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
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<td>UNKNOWN</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>40</td>
<td>157</td>
</tr>
</tbody>
</table>
3. **RECRUITMENT**

**General:**

a) The Personnel Department continued in 1980-81 its efforts to seek out and recruit highly qualified minorities and women to broaden its pool of qualified applicants. All permanent classified positions were advertised for at least two weeks, certificated at a minimum of one month.

b) All job announcements carried the statement "An Affirmative Action - Title IX Employer."

**CLASSIFIED:**

a) Job announcements were sent out for all permanent positions using the affirmative action distribution list which includes minority, female and handicapped oriented organizations.

b) Ads were placed in the Santa Barbara News-Press and other local newspapers.

**CERTIFICATED:**

a) Job announcements for all permanent positions filled in 1980-81 were sent to the California Community Colleges' Black/Chicano Studies Departments and Deans of Instruction/Directors of Personnel; California State College and University Black/Chicano Studies Departments and Placement Offices; private university and major university Black/Chicano Studies Departments and Placement Offices. In addition, nationwide advertising was in the Chronicle of Higher Education and the Affirmative Action Register.

4. **SELECTION**

a) Screening committees have been used in the selection process for Classified and Certificated vacancies. For each vacancy, minorities and females have been named to the committee.

b) Upon completion of each selection process for both Classified and Certificated vacancies, an Employment Audit Report has been completed providing the ethnic/sexual composition of submitted applications, interviewed applicants and screening committees.

c) A case file has been maintained for documentation in case of EEOC/FEPC discrimination complaints and investigations.

d) EEO/AA Orientation: Each screening/interviewing committee has received orientation by the Personnel Department as to the "Do's and Don't's" of interviewing/screening. In addition, an "Orientation for Interviewing Committees" booklet is used in training all certificated and classified screening/interviewing committees regarding Federal and State EEO laws.
4. **SELECTION, continued**

e) The Affirmative Action Officer provided Affirmative Action/EEO advice and guidance to the Superintendent-President selection committee throughout the selection process while serving as chairperson. The Affirmative Action Officer was present during all candidate interviews by the selection committee.

f) In accordance with recommendations from legal counsel, the Classified Personnel Specialist has, through the process of job analysis, developed prepared questions for all Classified interviews. The questions are consistent with established job related selection criteria.

5. **PERSONNEL POLICIES AND PRACTICES**

a) On March 2 through 5, 1981 the U.S. Department of Education Office for Civil Rights conducted an on-site compliance review to determine compliance with Section 504 of the Rehabilitation Act of 1973 (Handicapped). On May 26, 1981 OCR informed the District that it determined that the District was in compliance with the 504 Regulations and was commended for the work it had done to comply with the 504 Regulations.

b) The AAO outlined to the AA Committee the contents and requirements of AB803 which provides for the establishment of a procedure for investigation of discrimination complaints. A draft of required SBCC district AB803 regulations was prepared by the AAO and presented to the Committee and the Superintendent-President for review and adoption by the Board of Trustees.

c) The AAO provided the AA Committee with the latest legal requirements concerning sexual harassment as found in EEOC regulations. The AAO presented a draft of a sexual harassment policy for district employees which was reviewed by the AA Committee.

d) The District's Classified job application was reviewed for compliance with federal and state EEO legal guidelines. Changes were made in the following areas: handicapped limitations, workers compensation, sex and narcotic offenses, nepotism, PERS and Student Work Study.

6. **DISCRIMINATION COMPLAINTS/GRIEVANCE RESOLUTION**

**Informal:** One temporary instructor discrimination complaint in regards to teacher assignment. Resolved by informal investigation and conference.

**Formal:** None
7. IN-SERVICE AFFIRMATIVE ACTION ORIENTATION/TRAINING/DISTRIBUTION OF POLICY

a) The Director of Personnel/Affirmative Action Officer met with all Certificated Department Heads and Screening/Interviewing Committees for Affirmative Action orientation and training. Follow-up meetings were held with Certificated screening/interviewing committees.

b) The Classified Personnel Specialist met with all Classified employee screening/interviewing committees during the year, providing Affirmative Action orientation and training to Classified employees. Individual meetings with Department Heads were held during the year by the Director of Personnel/Affirmative Action Officer to provide Affirmative Action guidance and review.

c) The Affirmative Action Officer attended the following workshops and conferences for legal updates on EEO law:

(1) EEO Workshop: January 30, 1981 workshop on EEO and Affirmative Action (Liebert, Cassidy, Frierson).

(2) AB803 Workshop: March 18, 1981 workshop at Fullerton CCD on implementation of AB803 (discrimination complaint procedures).


d) On December 18, 1980 the College Enabler presented a videotape presentation/workshop to the Affirmative Action Committee on the problems of the handicapped and Handicapped Awareness Week.

e) The Affirmative Action Committee developed an Affirmative Action presentation which was provided to campus history and political science classes during the school year at the invitation of the instructor. On December 18, 1980 the AAO presented an in-service workshop to the AA Committee to aid members in preparing for their classroom presentations.

f) The District continued providing, as part of its Affirmative Action upward mobility commitment, in-service training to a number of classified employees as indicated in Attachment A.

g) In Spring 1981, the Affirmative Action Officer presented an Affirmative Action presentation as part of the Classified Employees Professional Growth Program.
8. **GOALS AND TIMETABLES**

The Affirmative Action Officer developed and submitted to the Chancellor's Office an updated work force analysis and Affirmative Action Goals and Timetables. The items were developed in accordance with the State legal guidelines provided by the Chancellor's Office to all California Community Colleges. On September 15, 1980 the District was officially notified that its Goals and Timetables and AA program plan were in compliance with State regulations.

9) **AFFIRMATIVE ACTION - STUDENT BODY**

a) The Administrative Dean, Student Services, is preparing in accordance with ACR 151, an updated review of the District's efforts for addressing and overcoming ethnic, economic and sexual under-representation in the District Student Body as compared to the composition of our local high school students.

b) Curricula: The District offered several credit and non-credit courses in 1980-81 which were designed to meet the needs of minorities and women in the community and on campus. The courses contributed to a better understanding of the contributions and special needs of minorities and women in society. Attachment B provides a listing of these courses.

c) Woman's Program: The District continued its Woman's Program with programs designed to meet the changing needs of today's female student: job re-entry, personal counseling, job readiness skills, etc. A full report on the program is contained in Attachment C.

10. **AFFIRMATIVE ACTION SUB-CONTRACTOR REQUIREMENTS**

As required by E.O. 11246, all appropriate off-campus sub-contractors have been notified of their responsibilities for implementation of the Equal Opportunity clause and certification of non-segregated facilities. All have signed an affirmation of intended compliance; the Director of Personnel/Affirmative Action Officer has attended all appropriate contractor pre-award bid conferences.

11. **COMMUNITY AND FEMALE/MINORITY ORGANIZATIONS**

The College's image and reputation as an Affirmative Action employer has been greatly enhanced by staff and faculty participation in various community and minority/female oriented organizations.

Attachment D provides a list of the Affirmative Action Committee members who have during the year participated in such organizations.
12. HANDICAPPED

ENABLER/HANDICAPPED PROGRAM

A full-time Enabler/Learning Disability Specialist is employed by the District. The Enabler administers the Physically Limited Program on campus: counseling, preferred registration, on-campus parking, tutorial services, use of media center and health services, etc.

13. DISTRICT PROGRAMS

. . . . . EOPS PROGRAM
. . . . . HUMAN RELATIONS PROGRAM - H.S./RECRUITING/PEER COUNSELING
. . . . . TUTORIAL CENTER & READING/Writing LABS
. . . . . COLLEGE READINESS PROGRAM - SUMMER
. . . . . LEARNING RESOURCES CENTER
. . . . . BASIC SKILLS & ENGLISH/MATH (ESL)
. . . . . WOMEN'S CENTER AND RE-ENTRY PROGRAM
. . . . . GRANTS, e.g., BILINGUAL/BICULTURAL
. . . . . FINANCIAL AID AND PLACEMENT OFFICE (WORK STUDY)
. . . . . CAREER DEVELOPMENT FACILITY
. . . . . CHILD CARE CENTER
. . . . . VETERAN'S OFFICE
. . . . . CAREER DAYS
. . . . . HEALTH FAIR & CLINICS
. . . . . UNIVERSITY & COLLEGE DAY (RECRUITING)
. . . . . PHYSICALLY LIMITED PROGRAM (HANDICAPPED)
. . . . . STEP, OPEN ROAD PROGRAM
        CETA DISTRICT PARTICIPATION

14. AFFIRMATIVE ACTION COMMITTEE

The District's Affirmative Action Committee continued to meet during the school year to assist in the administration of the District's Affirmative Action Program. The minutes of the meetings for the 1980-81 school year are contained in Attachment E.
<table>
<thead>
<tr>
<th>NAME</th>
<th>WORKSHOP</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stella Castellanos</td>
<td>A Public Records Workshop</td>
<td>9/25/80</td>
</tr>
<tr>
<td>Judy Woodward</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>John Tobin</td>
<td>How to Hire &amp; Keep Good Employees</td>
<td>11/20/80</td>
</tr>
<tr>
<td>Betty Bartels</td>
<td>Management Basics for Women</td>
<td>12/1-2/80</td>
</tr>
<tr>
<td>Ellen Downing</td>
<td>&quot;</td>
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<tr>
<td>Joyce Hatheway</td>
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<td>Carol Purdie</td>
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<td>Lana Rose</td>
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<tr>
<td>Nancy Baird</td>
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<td>2/5/81</td>
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<tr>
<td>Eloise Holzgrafe</td>
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</tr>
<tr>
<td>Terry Jones</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Marian Rapp</td>
<td>Secretarial Up-date</td>
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ADULT EDUCATION DIVISION
SANTA BARBARA CITY COLLEGE

AFFIRMATIVE ACTION REPORT ON COURSES 1980-1981

CAREER COUNSELING AND FUTURE PLANNING FOR WOMEN
ON BEING AN ASSERTIVE WOMAN
WOMEN IN SONG
MONEY MANAGEMENT FOR WOMEN WITH FINANCIAL RESPONSIBILITY
INVESTING IN THE STOCK MARKET FOR WOMEN
THE EMERGING WOMAN IN MANAGEMENT
WOMAN AS ENTREPRENEUR
KNOW YOUR CAR FOR WOMEN
SPEAKING OUT: PROFESSIONAL COMMUNICATION SKILLS FOR WOMEN
UNDERSTANDING HEARING DISORDERS
LEGISLATIVE WORKSHOP FOR DISABLED PERSONS
ARMCHAIR EXERCISES AND RELAXATION
CRIME PREVENTION FOR SENIORS
AMERICAN SIGN LANGUAGE
ENGLISH AS A SECOND LANGUAGE -- ADVANCED, INTERMEDIATE, BEGINNING
ENGLISH AS A SECOND LANGUAGE FOR NURSES
LITERARY BRAILLE
LIP READING
HANDICAPPED KIDS GROW UP
EMERGENCY ADULT EDUCATION PROGRAM FOR REFUGEES

COURSES DESIGNED FOR HANDICAPPED OR INFIRMED ELDERLY:

ALPHA TRAINING CENTER
WORK TRAINING PROGRAM
ART THERAPY
CULTURE, CUSTOMS AND CUISINE
MUSIC THERAPY
FIDDLING AND OTHER FINE MUSIC
COMMUNICATION BEHAVIORS AND CREATIVE EXPRESSION
CRAFTS
ADAPTIVE COOKING OUTREACH
ARMCHAIR EXERCISES
ARTS, CRAFTS AND MUSIC THERAPY
OUR LIVES AND TIMES
ADAPTIVE COOKING AND FOOD RELATED SKILLS
ACCESSIBLE PERFORMING ARTS
BODY/MIND DYNAMICS
BODY IMAGE AND COMMUNICATIONS
CREATIVE EXPRESSION FOR THE INFIRMED ELDERLY
ADAPTIVE COOKING AND FOOD RELATED SKILLS
WORK TRAINING PROGRAM

ATTACHMENT B
COURSES DESIGNED FOR HANDICAPPED OR INFIRMED ELDERLY: (cont.)

HILLSIDE HOUSE
INDEPENDENT LIVING RESOURCE CENTER
INDEPENDENCE THROUGH EMPLOYMENT FOR HANDICAPPED
BASIC EDUCATION FOR SURVIVAL AND VOCATIONAL TRAINING
WORK & SOCIAL ADJUSTMENT SERVICES WORK SKILLS ORIENTATION & TRAINING
DAY TRAINING FOR DEVELOPMENTALLY DISABLED ADULTS
ACTIVITY PROGRAM FOR DEVELOPMENTALLY DISABLED ADULTS
RHYTHMIC MOVEMENT
JOURNALISM

DEVEREUX FOUNDATION
CONTEMPORARY EVENTS & PEOPLE
SONGMANKERS’ WORKSHOP
LIVE BOOK REVIEW
NATURE STUDY
MUSIC APPRECIATION
BASIC EDUCATION
CREATIVE WRITING WORKSHOP
ADAPTIVE GARDENING
APPLIED THEATRE FOR THE HANDICAPPED
SANTA BARBARA CITY COLLEGE
CREDIT COURSES - SPRING 1981/FALL 1981

SPRING 1981
American Women and the Social Revolution
History of Women
Sociology of Sex Roles
Contemporary Problems in American Society
New Careers for Women
Health Education for Women
Orientation Re-Entry Adults
Career Planning and Decision Making
Assertiveness Training
Awareness Group (Women)
Beg Body Conditioning (Women)
Int Body Conditioning (Women)
Afro-American in U.S. History
Afro-American Culture
Literature by Black Authors
Afro-American Music
Mexican American Chicano History
Mexican American Chicano Culture
Spanish for Native Speakers
History of Mexican Art
Introduction to Mexican Literature
The American Indian
Native American Art
The Indian in Literature
History of Mexico
Ethnic Studies - Independent Studies
Development of the Bilingual Child
English as a Second Language

FALL 1981
American Women and the Social Revolution
History of Women
Sociology of Sex Roles
Contemporary Problems in American Society
New Careers for Women
Orientation Re-Entry Adults
Career Planning and Decision Making
Assertive Training
Awareness Group (Women)
Beg Body Conditioning Women
Int Body Conditioning Women
Afro-American in U.S. History
Afro-American Culture
Literature by Black Authors
Mexican American Chicano History
Chicano and Mexican Art History
Spanish for the Native Speaker
English as a Second Language
Ethnic Studies - Independent Studies
Psychology of the Bilingual Child
The Indian in Literature
American Sign Language I
American Sign Language II
American Sign Language Practicum
Fingerspelling

Instruction Office
July 10, 1981
/jdm
ANNUAL REPORT OF WOMEN'S PROGRAMS

Respectfully Submitted

by

Margaret F. Kearns
INTRODUCTION

The adult learner population is growing faster than virtually any other segment of higher education. The potential for continued growth, especially in community-based institutions, is nearly limitless. It has been estimated that 40,000,000 adults have an interest in additional organized study (the majority of this population is women). To convert this interest to participation, institutions must become more responsive to the personal and educational needs of adult learners.

This has been the main theme of the Women's Programs this year (1980-81). The Director has focused on three areas: re-entry women, women interested in non-traditional courses and/or careers, and women students' overall interests.
STATISTICS

The Director of Women's Programs has been involved in the Women's Programs at Santa Barbara City College since 1975. The Director has seen the needs of the students change, and the students themselves change to older, non-traditional persons with special re-entry problems. As a result of this, statistics have been maintained on the students who took advantage of the services of the Director of Women's Programs in the 1980-81 school year.

It is apparent that from the past year and a half's experience as Director of Women's Programs and Gender Equity Coordinator, a definite need is seen for a center to serve SBCC's new students. This center would serve as a valuable recruitment tool for City College. It would be a central location where everyone would be referred.

The Director went to the Student Senate and received their support to transform the Student Lounge in the Campus Center to the "new student" center with certain requirements. The Director then approached the Affirmative Action Committee and received their unanimous support. The proposal is now waiting for an administrative response. The center would serve:

Women
This year, Women's Programs has offered workshops on:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holistic Health (in conjunction with the SBCC nurse)</td>
<td>37</td>
</tr>
<tr>
<td>Family Violence</td>
<td>17</td>
</tr>
<tr>
<td>Rape Crisis Center</td>
<td>27</td>
</tr>
<tr>
<td>Men's Lives Workshops</td>
<td>16</td>
</tr>
<tr>
<td>Friday Luncheon Meetings</td>
<td>7 - 17 (every Friday during Spring Semester)</td>
</tr>
<tr>
<td>Anger Workshop</td>
<td>19</td>
</tr>
<tr>
<td>Sexuality (June 8)</td>
<td>32</td>
</tr>
<tr>
<td>Movie on Exploitation of Women in Advertising (June 10)</td>
<td>23</td>
</tr>
</tbody>
</table>

Because SBCC has no center, the counseling staff has chosen to offer classes and workshops to meet the needs of women students.
Re-entry Adults (adults over 25 years of age)
This year's statistics to date show that 127 re-entry women and 11
re-entry men have been counseled on an individual basis.

Many of these students were introduced to the College through Discovery
Days—a recruiting effort the Women's Programs offers each semester.

The event is held a week before registration for the coming semester.
Re-entry adults are supported in their first semester by information
on registration, student services, and counseling. This year, there
was television coverage of the event both semesters.

<table>
<thead>
<tr>
<th>Discovery Days:</th>
<th>Participants</th>
<th>Re-entry Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Spring</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>P.D. 9</td>
<td>Orientation for the Re-entry Adult</td>
<td>13</td>
</tr>
<tr>
<td>P.D. 12</td>
<td>Assertiveness</td>
<td>40</td>
</tr>
<tr>
<td>P.D. 4-5</td>
<td>Personal Awareness</td>
<td>16</td>
</tr>
<tr>
<td>P.D. 91</td>
<td>Math Anxiety</td>
<td>12</td>
</tr>
<tr>
<td>P.D. 14</td>
<td>New Careers for Women</td>
<td>30</td>
</tr>
<tr>
<td>P.D. 91</td>
<td>Counseling Support Group: Auto 29</td>
<td>15</td>
</tr>
<tr>
<td>Last-Semester Classes</td>
<td>57</td>
<td>45</td>
</tr>
<tr>
<td>Total to date</td>
<td>318</td>
<td>258</td>
</tr>
</tbody>
</table>

The Non-traditional Student
This group is both men and women and will be expanding in the years
to come. With more and more women returning to SBCC for their
career search, it behooves us to offer new options in exciting,
lucrative, and short-term majors. The funding
through Vocational Education has given us a wonderful opportunity to
begin this counseling effort. Funding this year was $10,000—a major
portion of that was the Coordinator's salary. If we could free more
of that money, we would need only space.
The statistics for 1980-81 are:

<table>
<thead>
<tr>
<th>Letters to Vocational Educational Instructors</th>
<th>Replies</th>
<th>Personal Contacts</th>
<th>Class Talks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1980</td>
<td>39</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Spring 1981</td>
<td>44</td>
<td>23</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters to Non-traditional Students</th>
<th>Mailed</th>
<th>Resulted in Counseling Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1980</td>
<td>500</td>
<td>73</td>
</tr>
<tr>
<td>Spring 1981</td>
<td>700</td>
<td>94</td>
</tr>
<tr>
<td>Total for the year</td>
<td></td>
<td>167</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Development 14 - New Careers for Women</th>
<th>10 sessions</th>
<th>28-35 attending each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development 91 - Math Anxiety Seminar</td>
<td>Enrolled 20</td>
<td>Completed 14</td>
</tr>
<tr>
<td>Auto 29 - Automotive Counter Parts Person</td>
<td>22</td>
<td>13</td>
</tr>
</tbody>
</table>

| Salute to Women (Career Day for Women 5/30/81) | Audience 215 | Contacts Made at Career Day 107 |
| Speech on Non-traditional Careers              |             |                              |
PERSONAL DEVELOPMENT 14 - New Careers for Women, has produced effective public relations (television and radio) in the community. The class has 28 to 35 people attending each week. The panels are being videotaped and letters have been sent to the local high school and junior high school counselors to inform them of the Career Seminars. Next year, the plan is to take the videotapes to the high schools and offer career workshops on Non-traditional Careers.

PERSONAL DEVELOPMENT 91 - Math Anxiety Seminar, has 14 people attending. This class is a vital link between interested women and the skills needed to succeed in the non-traditional field of science. The Director is presently working with a group of women math students to organize a support group for them in order to study and discuss their problems of being in a "man's world", such as mathematics.
AUTO 29 - Automotive Counter Parts Person, grew out of the Gender Equity position. At the end of the semester, ten women students will be placed in jobs. The effectiveness of this program was two-fold: the opportunity for the women to be trained in the Automotive area, and for the outreach into the community and support agencies in town. In informing them of the class, the connection between Santa Barbara City College and the community was made stronger. The Women's Programs has received many referrals from this effort. This counseling service in Santa Barbara is needed, and will offer many students a viable alternative to minimum wage work with only a two-year educational commitment.

The Mature Student (over 55 years of age)
This is an area where we have yet to begin. There are several women over 50 years old attending weekly Friday luncheons, and the Director has spoken at the College Sampler, a class for adults over 58. There is much more that could be done.

The next step may be classes or volunteering at City College.
There are many senior citizens who have knowledge and experience and are eager to participate. A volunteer bureau could be initiated through the New Horizons Center to take their skills and utilize them in tutoring, career seminars, workshops, student activities, etc. This would be truly reaching out and participating with the Santa Barbara community. The Center would provide a focus point for these people in their first step in attending SBCC. It would be a place that serves them, and shows them where to take the next step—a place that is geared just for them.
(This group would be served 1981-82 school year if this center were created.)
GOALS AND OBJECTIVES OF WOMEN'S PROGRAMS

Women

1. To provide individual and group counseling (Personal Development 4 and 5) for women.

2. To recruit women through outreach and speaking engagements to community organizations that serve women.

3. To assist and encourage women in developing leadership skills and a positive self-image (Personal Development 12 - Assertiveness Training).

4. To provide community and campus resources related to women's concerns.

5. To cooperate with the security coordinator in raising awareness and providing information on rape prevention.

6. To promote the achievements of SBCC faculty women.

7. To promote the awareness and understanding of the social, political, economic, and educational concerns of women.

8. To sensitize people to the changing roles of women and men in our society.

Re-entry Adults

1. To provide individual and group counseling to re-entry adults in their transition semester.

2. To recruit re-entry adults by attending and informing organizations in the community that serve re-entry adults such as women's organizations, men's clubs, child care facilities, business meetings, etc.

3. To raise the awareness of faculty and staff to the special needs of re-entry adults.

4. To acquaint re-entry adults with services offered on campus to support their first semester, e.g. Personal Development 9 - Orientation for Re-entry Adults, the Career Center, the Tutorial Center, etc.

5. To assist re-entry adults in the development of positive self-image and in their personal growth.

6. To provide a drop-in facility for re-entry adults.
Non-Traditional Careers for Women and Men

1. To decrease women's resistance to the study of math and the sciences, making those non-traditional fields more appealing to them (Personal Development 91 - Math Anxiety Seminar)

2. To provide individual and group counseling, and a support system, to students in non-traditional courses at SBCC and to people who are considering them.

3. To expose students to successful female role models in non-traditional careers through Personal Development 14 - New Careers for Women (Spring 1982), and videotapes from Spring 1981.

4. To develop a course in electronics that would train assemblers to become Electronic Technicians.

5. To provide inservice to faculty and staff regarding gender equity, sexist attitudes and policies, and sexual harassment.

6. To recruit in the business community for programs that would meet their personal needs and at the same time, train women in non-traditional courses.

7. To offer a wide variety of career options for students developing realistic career goals.
Senior Citizens (1981-82 projected goals of Center was created)

1. To acquaint and recruit people over 55 to take advantage of SBCC credit courses and services by talking with them at the cafeteria and speaking to organizations who serve this age group.

2. To develop a mailing list of this age group through student rosters, cafeteria canvassing, adult education, and community organizations in order to publicize events and courses that would be of interest to them.

3. To offer speakers and workshops geared to meeting the needs of senior citizens such as Personal Money Management After 55, Preparing for Retirement, Nutrition for People Over 50, etc.

4. To offer the opportunity to senior citizens to acquaint students with their career and life experiences in career seminars, volunteering as tutors, assisting with programs on campus, and participating in activities on campus in which they would like to serve.

6. To offer individual, personal, and referral counseling to interested senior citizens.

7. To provide a drop-in facility for senior citizens to meet each other and share concerns.
CONCLUSION

This year has been a year of fabulous growth for the Women's Programs. With the support of the Vocational Education Dean and the Vocational Education funding for Gender Equity, the Director has been able to hire a work-study student; dispense a budget for new programs, printing, and duplicating; free herself for more community outreach and program development—the Auto Parts class, New Careers class, and Friday luncheons for women, to name a few. These Vocational Education monies have also allowed the Director to plan programs for the 1981-82 school year such as the electronics individualized programmed curricula which would train women assemblers to become electronic technicians, and the development of the proposal for the "new student" center which would not only serve SBCC's changing population, but recruit the adult that is the "new student" of the '80's.

According to a nationwide survey developed by the American Testing Program, the proportion of individuals over the age of 25 has increased 52% from 1972 to 1976. In addition, the number of potential adult learners will be even greater in the future as a result of the aging population in the United States, especially in Santa Barbara which has a large retirement community. We cannot assume, however, that this "new" student will find her/his way to Santa Barbara City College without our reaching out and offering special services to meet their needs. The "new student" center would fulfill this role for all four "new" student populations: re-entry adults, senior citizens, people interested in non-traditional careers, and women.
Senate Supports Kearns' Quest For Women's Center

By Jennie Aho

The student senate responded to a request from Margaret Kearns, director of women's programs, to approve the concept of using the student lounge in the Campus Center for a women's center.

Appearing at the Tuesday meeting of the senate, Ms. Kearns said that she had conducted research into a suggestion made by Dr. David H. Mertes, superintendent-president, that she seek the use of the Campus Center lobby for the center.

"LOUIS TORRES (acting director of facilities and operations) estimated that it would cost about $2,000 to convert the lobby for my use," she explained.

"I then took my proposal to the Affirmative Action Committee. Members of that group said that because of fire regulations and the use of the lobby for registration it would not be feasible to use it as a women's center."

Following considerable discussion the senate voted unanimously to approve the concept of making the student lounge available for a women's center on campus.

THE PROPOSAL made by Robert Malone, vice-president, stated that the senate would allow use of the room provided Ms. Kearns obtain use of the lobby as a student lounge and also secure funds to carpet the area.

The motion further stipulated that she acquire space for storage of tables when the Campus Center is used for special events and that she should obtain the women's center in the future the room will revert to the senate.

The senate had previously approved the concept for the campus nurse to move to the lounge but cost

Center To Serve Many

Editor of The Channels:

I sincerely want to thank you for the news article on "Senate Supports Kearns' Quest For Women's Center" in the May 29 issue.

I believe, however, that I stated at the student senate meeting that the new Horizons Center would serve returning adults, women and men in nontraditional careers, senior citizens and women.

You can see that it will be a multiservice center for various student groups. It is important for me to clarify this since the New Horizons Center is not a reality yet and there are political connotations regarding a women's center rather than a people's center.

Thank you again for all of your coverage this year. It has been very effective for my programs.

Margaret F. Kearns
Director of Women's Programs
Special Needs of Reentry Students. Merit Close Look
SBCC Turns Lives Of Reentry Adults

Students Say It's Tough But Worth It

Continued From Page 1

"The benefits that city college offers these students are many," said Ms. Kearns. "There is an open, accepting atmosphere — a melting pot on campus. Reentry adults soon learn to relax and enjoy it, as they become less concerned with their age."

Because the median age of students has gradually climbed to 27, reentry adults are becoming much less of a rarity, explained Burt Miller, administrative assistant to the superintendent-president. The percentage of students 25 years old and older has increased from 25% in 1976 to 38% last fall.

The services for reentry students have already expanded to meet the needs of this growing portion of the college's population under the direction of Ms. Kearns. Discovery Days, which occur at the beginning of the semester, help to orient potential reentry students to school procedures such as registration, as well as familiarize them with the services that are available.

Supporting the orientation day are regular classes in the curriculum which replaced the women's center this year as a means of bringing Ms. Kearns and her students together.

Ms. Kearns said that while women and men often return to school for similar reasons and experience some of the same problems, the men are harder to identify because they do not seek assistance.

"The men who are coming back to school are usually either reaching retirement age and seeking an avocation, finally taking the time to explore the educational experience, or they are making a career change," explained Ms. Kearns, who has worked in various counseling roles at city college since February 1975.

"In this society it is often harder for men to return to school for a new career and their situations are often more extreme. They are supposed to be happy and confident so therefore they seek less help."

Ms. Kearns said that a lot of women who resume their education are going through a divorce. She explained that these women must undertake the challenge of having to support themselves for the first time in their lives and are seeking a career.

Brady, a nursing student, "I now have my own identity. People treat me as an equal. I am not made to feel like I have one foot on the grave and the other on a banana peel in a downhill slide."

Mrs. Brady has three grown children and lives in Goleta with her Irish setter, Mickey Finn. She plans to get her R.N. degree at city college and then go to the University of California, Santa Barbara for her B.A. She said that coming back to school did not frighten her. She thought of it merely as something new.

"Something new and different does not challenge or threaten me," she said. "If I make mistakes I try to get as much as out of them as possible."

Mrs. Selma Schwartz, 55, returned to school not with a career goal in mind but with plans to take her time and do the best she can in the courses she is taking for enrichment.

Mrs. Schwartz and her husband Harry, moved to Santa Barbara from New York, three years ago to take advantage of the quality of life here.

"Coming back to school gave me new horizons," said Mrs. Schwartz, who worked on the clerical staff of the Queens Borough Public Library in New York for 15 years. "I am more willing to weigh out the sides of an issue."

"When you first come back to school after so long you forget how to sit in a class and grasp what the teacher is saying. Some of the information went right over my head at first. But I am learning to study again and am really getting satisfaction from my courses."

Mrs. Helen Sullivan, a soft-spoken and subtly beautiful woman of 48, also returned to school for personal enrichment. A mother of four children, Maureen, 20, Mark, 18, Matthew, 13, and Paul, 11, Mrs. Sullivan is taking psychology courses in her second semester at city college and is also enrolled in Ms. Kearns' personal development class.

"I will keep coming to city college until I am perfect," she said smiling. "It is such a beautiful place to come to school. So many women spend their spare time watching soap operas, washing windows..."
GENERALLY SPEAKING, Ms. Kearns said that the women are geared toward taking courses which will lead them to careers in helping others such as sociology, psychology and health occupations. She said that she encourages them to enter the more lucrative and easier to enter fields such as business and computer science.

"All of these women look toward college as the first step," said Ms. Kearns. "It is much easier and far less of a shock for them to come here then to go out on the job market. The college serves as a wonderful transition. It is just exactly what they need.

"Many of these women have low self-esteem and self-confidence. They feel that they just are not going to make it.

"I see the same person who can hardly park their car and get through registration become a confident woman who enjoys her classes. I see the same students who are afraid to ask questions in class develop a great rapport with their teachers.

"I think the biggest problem that women encounter is trying to coordinate their home life with their school work.

"Still another difficulty reentry women must face is the awareness about themselves that they discover. Many wives and mothers have spent their whole lives putting themselves second to their husband and families. It is a big change for them to be suddenly focusing energy on themselves."

MRS. MARY BRADY, 41, is one such woman who has spent most of her life as a housewife. Recently divorced after 22 years of marriage, the energetic Mrs. Brady is thriving on the stimulation she is receiving in her first semester back at school.

"I decided to come back to school because I felt that it was time to get back on with the business of living," said Mrs. Brady, making beds when they could be coming here.

"My two older children show little interest in my education," said Mrs. Sullivan. "My two younger boys are jealous I think. They don't want it to take up too much of my time. They just want me to be available for them.

"My husband is also less than enthusiastic. I think that he feels it disrupts his life too much."

IRMA MILLER, a 20-year-old black woman, is also enrolled in Ms. Kearns' personal development class. She came back to school to pursue a career in speech pathology.

Like most reentry students, she said she finds the atmosphere at city college very conducive to learning and the teachers and students very understanding.

Mrs. Miller, who works from midnight to 4 a.m. five days a week in the Cottage Hospital Housekeeping department, said that it is sometimes difficult to keep up with her studies but she is willing to make sacrifices in her life to get an education.

"AT TIMES I have personal problems that make me want to quit," she explained. "But if I did I would be right back where I started. Nowhere."

Although Mrs. Kearns pointed out that reentry men are sometimes hard to identify, it would be hard to miss Howard A.L. Newman, who will be 73 next Friday, as he does his T'ai Chi Ch'uan exercises on the upper field every Tuesday and Thursday morning.

Newman, an English and philosophy major, graduated from high school 54 years ago. He has been a salesman all his life, mainly in real estate, and is enjoying the physical and intellectual stimulation of his first semester back in school.

"I CAN REALLY see the point of the
Feb. 26 -- Geoscience Tech. and Geology

March 12 -- Automotive Mechanics and Auto Parts
March 19 -- The Trades, Apprentices: Plumbers, Carpenters, Electricians, Painters, Roofers, etc.
March 26 -- Contractors and Construction

April 9 -- Engineering and City Planning
April 16 -- Architecture
April 23 -- Electronic Technology
April 30 -- Non-Traditional Careers at the Phone Co., Gas Co. and Electric Co.

May 21 -- Firefighters, Police and Sheriffs
May 28 -- Small Appliance Repair (Radio, TV, Electronics, etc.)

June 4 -- Bartenders

Everyone Welcome. . . . Come and listen to women who have taken the risk in a man's world and made it. Excellent opportunities, excitement, advancement and a well-paying job!

For those who cannot be at the seminars, the videotapes will be in the Career Center.

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TECHNICAL CAREERS OPENING FOR COLLEGE WOMEN

College women are choosing majors in math, sciences and business. While the number of female education majors dropped by 30,000 in the years from 1973 to 1976, the number of women in business and computer science sequences more than doubled. Women are also grabbing more places in business, law and medical schools. In 1970, just 801 females graduated from the nation's law schools. By 1976, there were more than 6,000 women graduates.

Women who choose nontraditional majors can expect to be courted by the top companies. Perhaps the most attractive field for female grads is engineering, where about 99 percent of active employees are male. As late as 1976, just one in 40 engineering graduates was a woman.
ABELINO BAILON: Assoc. Calif. Community College Administrators
Community Free Employment Service
Junta Directiva, S.B.C.C.
La Raza Faculty Association, Calif. Comm. Colleges

ELINOR C. FLEWELLEN: National Council of Teachers of English (NCTE)
Black Caucus, NCTE
Conference on College Composition and Communication
Association for Community Development, Santa Barbara
California Teachers Association
National Education Association
National Assoc. for the Advancement of Colored People (NAACP)

JOHN FORSYTH: American Civil Liberties Union
Amnesty International, U.S.A.

M'LISS GARZA: American Library Association
Calif. Clearing House on Library Instruction
Calif. Library Assoc., Calif. Comm. Colleges Chapter
California Teachers Association
Sierra Club
Junta Directiva, S.B.C.C.
Reforma, National Organization of Spanish Speaking Librarians
Women's Sports Foundation

ROBERTA JACKSON: California Asc. of Post-Secondary Educators of Disabled
Santa Barbara Council for the Retarded Board of Directors
Independent Living Resource Center, Board of Directors
Alpha Training Center Advisory Committee
International Year of Disabled Persons, S.B. Committee Co-chair

KEVIN JETER: Calif Assc. of Black Faculty and Staff Personnel
Afro-American Service Center
National Assoc. for the Advancement of Colored People (NAACP)
Project Alternative
Eclectic Communications, Inc.
Mental Health, Santa Barbara

RICHARD LA PAGLIA: Los Angeles Metropolitan YMCA
Board of Directors - Urban Action Committee
Los Angeles Central City YMCA Advisory Board

DANIEL OROZ: Channel Coast Regional Training Center
Congress of Raza Organizations
El Concilio De La Raza
Junta Directiva, S.B.C.C.
S.B. County Affirmative Action Officer Council

ROBERTO ROBLEDO: A.M.A.E.
Congress of Raza Organizations
Junta Directiva, S.B.C.C.
La Raza Faculty Association, Calif. Comm. Colleges

(Continued)
ATTACHMENT D
LYNDA RODRIGUES: Assoc. of Calif. Comm. College Administrators  
Calif. Organization for Women Deans, Administrators,  
Counselors  
National Organization for Women Deans, Administrators, 
Counselors

S.B.C.C.  
Revised by Daniel Oroz  
7/8/81
SANTA BARBARA CITY COLLEGE
AFFIRMATIVE ACTION COMMITTEE

MINUTES
November 20, 1980

MEMBERS ATTENDING: Bailon, Forsyth, Garza, Jackson, Jeter, LaPaglia

MEMBERS ABSENT: Abesilla, Flewellen, Huglin, Oroz, Robledo, Rodrigues

1. M'Liss Garza called the meeting to order. Following discussion concerning a chairperson, M.Garza agreed to continue as chairperson of the committee.


3. Committee members discussed the need to obtain a replacement for D. Coon and the following motion was made:

M/S/C Forsyth/Ballon - Unanimous

That E. Flewellen be a permanent member of the Affirmative Action Committee.

M. Garza will send a recommendation to Dr. Mertes to this effect.

4. M. Garza announced that A. Abesilla will not be able to attend meetings this year and a replacement should be obtained. M. Garza will place an announcement in the College Memorandum seeking a classified person for the committee and also requested committee members to check for any possible members.

5. Committee discussion then centered around projects for the 1980-81 school year. M. Garza reviewed activities of the committee last year and briefly reviewed the status of affirmation action at SBCC for the benefit of the new student members.

6. Concerning projects for 1980-81, R. Jackson pointed out that 1981 is the national year for the disabled. Discussion focused around having a monthly meeting/seminar emphasizing certain disabilities and solutions to problems and concerns. R. Jackson also volunteered to bring to the next meeting a videotape made last year concerning access for the disabled on campus.

Committee members also discussed the fact that students and faculty alike should be offered some information about affirmative action, perhaps through an article in the Channels or seminars conducted for various groups such as EOPS, Financial Aid, the Women's Program, etc. It was also suggested that copies of the Affirmative Action Handbook be available in R. LaPaglia's office for student use.

ATTACHMENT E
Notices will also be sent to campus clubs and an announcement will be placed in the College Memorandum that members of the Affirmative Action Committee are offering their service for classroom and club discussions.

7. The next meeting will be held Thursday, December 18, at 2:00 in Room A-214.
MEMBERS ATTENDING: Bailon, Flewelling, Forsyth, Garza, Huglin, Jackson, LaPaglia, Oroz, Rodrigues. Student members: Schlesinger, Svoboda

1. R. Jackson presented a videotape which was made last year as part of Handicap Awareness Week and noted that the film was made by students of K. Berry. She added that since the film was made, elevators in the HRM area and the Administration building are now operating.

In response to a question concerning access to the P.E. area, R. Jackson stated that she now employs students to transport the handicapped to the P.E. building.

P. Huglin noted that representatives from the Chancellor’s Office who recently visited SBCC added that funding for physical education areas is down.

2. M. Garza reported that earlier the committee had agreed that as a project for the year committee members would speak in classrooms, department meetings, clubs, etc. on the history and purpose of affirmative action. She added that P. Huglin had been invited by G. Frakes to speak in his History 5 class.

3. D. Oroz presented an in-service to aid committee members in preparing for their presentations. He distributed materials and reviewed them for members and suggested a format for them to follow in their presentations.

Following his presentation, Committee members expressed their feeling that D. Oroz should be the primary speaker while a committee member should attend as a back-up person. D. Oroz was agreeable to that suggestion.

Another suggestion was a team presentation which members agreed to.

It was noted that the Student Senate would like the committee to make a presentation before the end of the current semester and that M. Moore expressed an interest in having a presentation in her sociology classes during the next semester.

4. The next meeting will be held Thursday, January 15, 1981 in Room A214 at 2:00 p.m.
MEMBERS ATTENDING: Forsyth, Garza, Huglin, Jackson, LaPaglia, Oroz, Student Member: Schlesinger

MEMBERS ABSENT: Bailon, Flewelling, Rodrigues, Robledo Student Member: Svoboda

1. M. Garza called the meeting to order.

2. P. Huglin stated that Dr. Mertes had asked him to convey to the committee that he was very pleased with the idea of the committee presentations concerning affirmative action and that he had received positive feedback. Dr. Mertes also asked that D. Oroz convey to the committee the latest government regulations concerning due process, etc. in connection with affirmative action.

3. P. Huglin also announced that he and other members of the committee would make a team presentation on 12/17/81 in G. Frakes history class.

4. M. Garza reported that she made a presentation in J. Eggler's class and feels it was very successful and well received. M. Garza also reported on the results of some research she had recently done concerning affirmative action and added that she will collect materials concerning civil rights laws and will attach them to the minutes in the future.

5. M. Garza announced that P. Smith may be attending a workshop dealing with sexual harassment and if so, P. Smith will work with the Affirmative Action Committee in setting up a workshop of that nature at SBCC. More details will be announced later.

6. R. Jackson reminded committee members that 1981 is the International Year for Disabled Persons and that she is a member of the steering committee in Santa Barbara County to develop activities and that she is also chairman of the educational segment of that committee. She added that there is interest in the community and educational area of having continued awareness days on a monthly basis. UCSB has expressed an interest in having a presentation made on that campus. R. Jackson will have more details at a later date.

7. D. Oroz summarized a new bill, AB 803, which outlines a new set of regulations concerning nondiscrimination in community college programs. The main purpose of the bill is to make sure that programs and activities of community colleges are available to all persons and that each community college district investigate complaints of unlawful discrimination and seek to resolve those complaints.
The bill also outlines a procedure and time line for handling complaints and notes that these will be reviewed by the Chancellor's Office. D. Oroz further announced that there is some confusion as to exactly what category of people the bill applies to (students, employees, applicants) and that guidelines are being prepared so that each district will have a more explicit set of regulations to follow.

8. The meeting was adjourned at 3:00 p.m.
MEMBERS ATTENDING: Forsyth, Flewellen, Garza, Jeter, Oroz, Rodrigues, Schlesiger

MEMBERS ABSENT: Bailon, LaPaglia, Huglin, Svoboda

1. M. Garza called the meeting to order.

2. M. Garza announced that a new student member, Victoria Dominguez, will be joining the committee at the next meeting.

3. M. Garza informed committee members that the library is receiving material related to affirmative action. M. Garza displayed new books, one dealing with women in sports and the other was a handbook for action against sexual discrimination.

4. M. Garza reported that she has been in communication with EOPS and the Gender Equity Program. Margaret Kearns (Smith) related that she is working on non-traditional roles and jobs for women, with the main emphasis this semester on non-traditional careers. Also being organized is a bimonthly luncheon for women over 35 to be held in HRM. M. Garza will ask if there is any way in which the Affirmative Action Committee can assist with any of the women's activities.

5. M. Garza reported that G. Robledo's main concern is recruiting students from local high schools, and that he is also trying to initiate more transaction between departments and programs on campus.

M. Garza expressed her feeling that the Committee should show support for these two groups and asked that Committee members present any suggestions at the next meeting.

6. D. Oroz presented information concerning AB 803. He recently attended a workshop in Los Angeles where three members of the Department of Fair Employment and Housing (FEH) made a presentation on how to investigate discrimination complaints. D. Oroz explained the new procedure as follows:

1. The district will investigate any complaints within the district.

2. The findings will then be sent to the Chancellor's Office.

3. Findings will be forwarded to the FEH for investigation in cases of employment discrimination complaints. Student discrimination complaints will be investigated by the Chancellor's Office.
D. Oroz noted that this bill applies to students in addition to employees and applicants. He further stated that guidelines still need to be developed to implement AB 803, and guidelines are expected from the Chancellor's Office during the summer or early Fall, 1981.

D. Oroz stated that he plans to use the current grievance procedure to investigate discrimination complaints, but in accordance with the provisions of AB 803. Student complaints will follow their normal grievance procedure with the personnel director acting in an advisory capacity. D. Oroz added that possibly a new affirmative action grievance procedure will be developed which would be used to investigate all types of complaints (students/employees/applicants).

7. Committee members discussed whether a policy statement should be developed outlining guidelines concerning sexual harassment. D. Oroz stated that legally the district does not have to do anything in terms of adopting a policy prohibiting sexual harassment. He added that the EEOC discussed this issue last November and issued regulations concerning sexual harassment. These regulations affirmed that sexual harassment actions violate Title 7. If the Committee does develop a policy statement in response to the EEOC regulations, Oroz noted that it would apply to employees only as students are not covered under EEOC regulations.

Committee members felt that perhaps some input from R. LaPaglia in student services might be beneficial in regards to a separate policy for students. The Committee also discussed the fact that there will be a new dean of student services for next semester who would want to have input to any new sexual harassment policy for students. It was also suggested that sexual harassment might be an appropriate topic at a faculty in-service meeting.
SANCTA BARBARA CITY COLLEGE
AFFIRMATIVE ACTION COMMITTEE
MINUTES
May 21, 1981

MEMBERS PRESENT: Bailon, Flewellen, Forsyth, Garza, Huglin, Jackson, Oroz, Rodrigues

MEMBERS ABSENT: Jeter, LaPaglia, Svoboda

1. M. Garza called the meeting to order at 2:15 p.m.

2. REPLACEMENT FOR R. JACKSON

M. Garza announced that R. Jackson has requested a year's leave of absence and committee members discussed the need to replace her on the committee. It was agreed upon that R. Jackson's replacement in the Handicapped Program would be invited at the beginning of the fall semester to take R. Jackson's place on the Affirmative Action Committee.

3. RECRUITMENT AND FILLING OF POSITIONS

Committee members discussed filling new positions and the recruitment and application of women, minorities and disabled. D. Oroz noted that SBCC is 100% in compliance with affirmative action recruitment guidelines, but noted that this may be the second year in which SBCC will be hiring no minorities. He expressed a concern that minority applicants may not be selected as the positions are usually already filled by temporary employees, who, because of their experience at SBCC, will be selected for the permanent positions. These positions have been filled by temporary employees due to the financial uncertainty facing the district which does not allow time for sufficient affirmative action recruitment.

P. Huglin and D. Oroz also pointed out the particular financial problems an applicant may encounter in moving to Santa Barbara.

4. NEW HORIZONS CENTER

M. Garza invited M. Kearns to attend the meeting and present her proposal for developing a center to assist adult re-entry students meet their special needs. M. Kearns distributed her proposal and details to committee members and following discussion the following motion was made:
M/S/C Jackson/Forsyth - Unanimous

That the Affirmative Action Committee endorse M. Kearns' proposal for a New Horizons Center with the recommendation that it be located in the area of the present student lounge in the Campus Center.

M. Kearns will contact the Student Senate about acquisition and utilization of the lounge.

5. SUPERINTENDENT/PRESIDENT SELECTION

D. Oroz informed committee members that there are 85 applicants for the position, including women and minorities. The selection committee plans to meet Tuesday, May 26 and screen the applicants to 13. These 13 applicants will be interviewed by the committee the following week, following which seven names of applicants (unranked) will be forwarded to the Board. The Board then has the option of interviewing the candidates.

6. The meeting was adjourned at 3:30 p.m. The next meeting will be announced during the fall semester.