Faculty and Staff Diversity Plan

Shasta-Tehama-Trinity Joint Community College District

Reviewed/Approved by Faculty & Staff Diversity Advisory Committee
On April 24, 2008
Reviewed/Approved by College Council
On September 2, 2008
For Review and Adoption by Board of Trustees
On October 8, 2008
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Faculty and Staff Diversity Plan
Summary Requirements

Proposition 209 passed by California voters outlawed the use of affirmative action plans in California community colleges. However, many regulations in Title 5 remain in effect and Districts must comply with them. In 2007 the Chancellor’s Office issued a Model EEO Plan which would comply with the requirements of Title 5. At this time, the Chancellor’s Office has asked Districts to complete work on 12 of the 16 sections (1 through 10 as well as 14 and 16) in the plan. The remaining components are on hold until the completion of data on the projected availability of applicants by race, gender and disability.

Component 1 – I. Introduction
This is a statement by the Chief Executive Officer addressing the Plan adoption by the Governing Board.

Component 2 – II. Definitions
These are definitions of ethnic minorities and other language used throughout the plan.

Component 3 – III. Policy Statement
This is a statement of commitment to the principles of equal employment opportunity, and spells out the categories for protection against discrimination.

Component 4 – IV. Delegation of Responsibility, Authority and Compliance
This is a required section, which explains the general responsibilities of the Governing Board, Superintendent/President, Equal Employment Opportunity Officer and Faculty and Staff Diversity Advisory Committee.

Component 5 – V. Advisory Committee
This section addresses the role of the advisory committee in assisting the District in implementing the plan. It outlines the composition of the committee and its functions.

Component 6 – VI. Complaints
This is a required section, which outlines to whom a complaint can be filed (the EEO Officer), the timeline for completion of an investigation, and the provision that copies of the complaints will be forwarded to the Chancellor’s office.

Component 7 – VII. Notification to District Employees
This is a required section, which outlines that the policy statement and plan will be widely distributed and that an annual notice will be sent to employees.

Component 8 – VIII. Training for Screening/Selection Committees
This is a required section, which explains that persons serving in the screening/selection process will participate in training on Title 5 requirements and other EEO regulations.
Component 9 – IX. Annual Written Notice to Community Organizations
This is a required section, which provides that written information will be provided to appropriate community-based and professional organizations regarding the plan. It also solicits their assistance in identifying diverse qualified candidates, and provides the internet address and phone numbers to call to get information about available positions at the college.

Component 10 – X. Analysis of District Workforce and Applicant Pool
This is a required section, which identifies an annual survey of the District employee population and an analysis of applications for employment to evaluate the District’s progress in implementing the plan.

Component 11 – XI. Analysis of Degree of Underrepresentation and Significant Underrepresentation
This is a required section, which cannot be completed until availability data is made available by the Chancellor’s Office.

Component 12 – XII. Methods to Address Underrepresentation
This is a required section, which cannot be completed until availability data is made available by the Chancellor’s Office.

Component 13 – XIII. Additional Steps to Remedy Significant Underrepresentation
This is a required section, which cannot be completed until availability data is made available by the Chancellor’s office.

Component 14 – XIV. Other Measures Necessary to Further Equal Employment Opportunity
This is a required section, which describes additional measures the District will take in implementing the diversity plan.

Component 15 – XV. Persons with Disabilities: Accommodations and Goals for Hiring
This is a required section related to individuals with disabilities. This component is similar to previous Affirmative Action plans. It describes steps to be taken to accommodate employees and applicants with disabilities. It outlines analyses similar to that contained in component 10 and may contain goals for addressing significant underrepresentation. This component is not yet required to be completed.

Component 16 – XVI. Graduate Assumption Program of Loans for Education
This is a required section, which encourages community college students to become qualified for, and seek employment as, community college employees, and requires the District to inform students about programs that may assist them in completing graduate studies. While this particular program has not been funded in many years, it is still required to be included in the plan.
I. Introduction

The Shasta-Tehama-Trinity Joint Community College District Faculty and Staff Diversity Plan (Plan) was adopted by the Governing Board on October 8, 2008. The Plan reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment that is welcoming to all, will foster diversity, promote excellence, and provide a positive student learning experience.

Through an inclusive educational environment, our students will be better prepared to work and live in an increasingly global society. The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to applicable Title 5 Regulations (Sections 53000 et seq.) and the steps the District shall take to make progress in achieving a diverse workforce. The Plan contains an analysis of the demographic makeup of the District’s workforce population and an analysis of whether underrepresentation of monitored groups exists. It includes establishment of a Faculty and Staff Diversity Advisory Committee, methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the Plan.

The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs and complaint procedures in instances of unlawful discrimination. To properly serve a growing diverse population and to promote a positive student learning environment, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

________________________________________
Gary A. Lewis, District Superintendent/President
II. Definitions

A. Ethnic Minorities

As used in this Faculty and Staff Diversity Plan, the term "ethnic minorities" means American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-American and Hispanics/Latinos.

Ethnicity means the ethnic group in which an individual is included or with which an individual identifies. A person shall be included in the group with which he or she identifies as his or her group, but may be counted in only one ethnic group.

B. Title 5 Definitions

1. Adverse Impact: a statistical measure (such as those outlined in the EEO Commission’s Uniform Guidelines on Employee Selection Procedures) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

2. Business Necessity: circumstances which justify an exception to the requirements of Section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than does mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

3. Diversity: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.

4. Equal Employment Opportunity: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district within all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Title 5, Sections 53000 et seq.
5. **Equal Employment Opportunity Programs**: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, Section 53006.

6. **Faculty and Staff Diversity Plan**: a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity, promoting diversity, and achieving expected representation of qualified members of historically underrepresented groups.

7. **Goals for Persons with Disabilities**: a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not “quotas” or rigid proportions.

8. **In-house or Promotional Only Hiring**: means that only existing district employees are allowed to apply for a position.

9. **Monitored Group**: those groups identified in Title 5, Section 53004(b) for which monitoring and reporting is required pursuant to Title 5, Section 53004(a).

10. **Person with a Disability**: any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

11. **Projected Representation**: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

12. **Reasonable Accommodation**: the efforts made on the part of the employer to remove artificial or real barriers which prevent or limit the employment and upward mobility of persons with disabilities.

13. **Screening or Selection Procedure**: any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
14. **Significantly Underrepresented Group:** any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

15. **Target Date:** a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

16. **Timetable:** a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.
III. Policy Statement

The Shasta-Tehama-Trinity Joint Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District’s policy to ensure that all qualified applicants for employment and current employees have full and equal access to employment opportunities, and are not subjected to discrimination in any program or activity of the District on the basis of age, ancestry, race, color, disability, ethnic group identification, gender, national origin, religion, sexual orientation, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. A Faculty and Staff Diversity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.
IV. Delegation of Responsibility, Authority and Compliance

A. Board and Superintendent

1. The Governing Board is ultimately responsible for proper implementation of the District’s Plan at all levels of District and College operations, and for ensuring equal employment opportunity as described in the Plan.
2. The Governing Board delegates to the Superintendent/President the overall responsibility for implementation of the Plan and for providing leadership in supporting the District’s equal employment opportunity policies and procedures, and to advise the Board of progress made.

B. Equal Employment Opportunity Officer

The District has designated the individual serving in the position of Associate Vice President of Human Resources as the Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. The Equal Employment Opportunity Officer shall administer the Plan and ensure compliance with the requirements of Title 5, Sections 53000 et seq. The Equal Employment Opportunity Officer is responsible for receiving complaints described in Title 5, Section 53026 of the Plan and for ensuring the applicant pools and screening and selection procedures are properly monitored.

The Equal Employment Opportunity Officer, in cooperation with the Faculty and Staff Diversity Advisory Committee, shall take positive steps to inform District employees of the Plan, and the importance of the employees' participation in implementing Plan.

The District shall make a continuous good faith effort to comply with all requirements of the Plan.

C. Faculty and Staff Diversity Advisory Committee

The District Faculty and Staff Diversity Advisory Committee (Committee) is established as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment policies and procedures. The Committee shall assist in developing and implementing the Plan in compliance with state and federal statutes, regulations and guidelines, monitoring equal employment opportunity, and providing revisions to the Plan as appropriate. To the extent possible, the membership of the Committee shall include people of diverse backgrounds, including ethnic minorities, women, and persons with disabilities.

V. Advisory Committee
A. Membership

The Faculty and Staff Diversity Advisory Committee shall be comprised of representatives identified by the constituency groups and confirmed by the Superintendent/President. They include two (2) representatives of the classified staff recommended by CSEA; two (2) faculty representatives recommended by the Academic Senate; two (2) administrators appointed by the Superintendent/President, one (1) student recommended by the Student Senate, and six (6) faculty or staff members: one each recommended by the faculty and staff of each Instructional Division. Appointment of faculty members from the Instructional Divisions will be confirmed by the Academic Senate. Additional members from the community-at-large from underrepresented groups may be appointed by the Superintendent/President. Committee members shall serve three-year terms on a rotating basis to provide continuity to the Committee from year to year.

The Superintendent shall annually appoint the Chair or Co-Chairs of the Committee from among the campus committee members.

B. Functions of the Faculty and Staff Diversity Advisory Committee

The Faculty and Staff Diversity Advisory Committee shall take an active role in developing and implementing the District’s Faculty and Staff Diversity Plan. The committee will:

1. Disseminate information to other members of the District and encourage two-way communications about the Faculty and Staff Diversity Plan.

2. Assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures.

3. Maintain liaison among community organizations, minority organizations, women's organizations, disability organizations, and other interested organizations on equal employment opportunity matters.

4. Assist the Equal Employment Opportunity Officer by communicating diversity as an institutional goal and promoting good hiring practices.

5. Assess faculty and staff development needs regarding equal employment opportunity; assist in offering courses and training on multicultural issues and upward mobility programs.
6. Make recommendations to sponsor events or support special activities that promote equal employment opportunity, nondiscrimination, retention, and diversity; assist in planning and implementing such activities.

7. Maintain and improve communications across campus about diversity issues and encourage diversification of the curriculum.

8. Support the efforts of the Student Equity Committee in promoting multicultural awareness and sensitivity.

9. Participate in screening and equal employment opportunity training programs.

10. Serve in the search process as Equal Employment Opportunity Representatives for openings for faculty, administrators and classified staff. In that role, ensure that candidates are evaluated for their sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students.

11. As an Equal Employment Opportunity Representative, monitor the search process to ensure compliance with the Faculty and Staff Diversity Plan and the Guide to Employee Selection handbook.

12. Review and make recommendations to the administration regarding outreach efforts and recruitment standards.

13. Assist in the tenure review and peer review processes for faculty and administrators' evaluations which address the demographics of the District and sensitivity to the diverse needs of students to enhance quality and excellence in teaching.
VI. Complaints

A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, Section 53026)

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations (California Code of Regulations, Title 5, Sections 53000 et seq.) have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor’s office, the decision of the District in complaints pursuant to Title 5, Section 53026 is final. (See California Community Colleges Chancellor’s Office Guidelines for Minimum Conditions Complaints at: http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm.

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer as designated in Component #IV. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Superintendent/President. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor’s Office upon receipt.

In the event that a complaint filed under Title 5, Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, Sections 59300 et seq.
B. Complaints Alleging Unlawful Discrimination or Harassment (Title 5, Sections 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation in accordance with established procedures.
VII. Notification to District Employees

The commitment of the Governing Board and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement (Component #III) and the Faculty and Staff Diversity Plan. The policy statement will be printed in the college catalog and schedule of classes. The Plan and subsequent revisions will be distributed to the District’s Governing Board, the Superintendent/President, administrators, the Academic Senate and classified and faculty union representatives and members of the District Faculty and Staff Diversity Advisory Committee. The Plan will be available on the District’s website, and when appropriate, may be communicated by e-mail. The Human Resources Office will provide all new employees with a copy of the written policy statement (Component #3) when they commence their employment with the District. Each year, the District will inform employees of the Plan’s availability including a written summary of the provisions of the Plan. The annual notice will emphasize the importance of the employee’s participation and responsibility in ensuring the Plan’s implementation.
VIII. Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 Regulations on equal employment opportunity (Sections 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District’s Faculty and Staff Diversity Plan; the District’s policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; and the value of a diverse workforce. Persons serving in the above capacities will be required to receive training prior to being allowed to serve on screening/selection committees. The equal employment opportunity officer is responsible for coordinating the required training.

Cultural proficiency involves successful teaching and other interactions with students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. Culture refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. As such, Culture refers to more than simply race and ethnicity.
IX. Annual Written Notice to Community Organizations

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the internet address where the District advertises its job openings and the Human Resources Office telephone number to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. The list of organizations may be revised from time to time as necessary.
X. Analysis of District Workforce and Applicant Pool

The Human Resources Office will annually survey the District’s workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District’s progress in implementing the Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. In regard to applicant pools, this information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s).

At least every three years, the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1) Executive/Administrative/Managerial
2) Faculty and other Instructional Staff:
   - Adult Education
   - Career Education
   - English
   - Health and Physical Education
   - Humanities
   - Instructional and Support Services
   - Mathematics
   - Natural Sciences
   - Social Sciences
   - Part-Time
3) Professional Nonfaculty
4) Secretarial/Clerical
5) Technical and Paraprofessional
6) Skilled Crafts
7) Service and Maintenance
XIV. Other Measures Necessary to Further Equal Employment Opportunity

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

District efforts may include sponsoring cultural events and speakers on issues dealing with diversity, and exploring how to infuse diversity into the classroom and curriculum. The District will promote the concept of *Cultural Proficiency* (as defined in Component #VIII) and will ensure that cultural proficiency is addressed in the search/screening process. The District will encourage the development of learning opportunities and personal growth in the area of diversity and assess how the physical environment can be responsive to diverse employee and student populations.
XVI. Graduate Assumption Program of Loans for Education

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall inform students about programs that may assist them to complete their graduate studies and become community college employees. The District may post informational flyers on campus concerning the availability of such programs in locations accessible to students. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college including information about loan assumption programs as they become available.
DETERMINING WORKFORCE ANALYSIS

An important step in developing an equal employment opportunity program is to determine statistically the racial, ethnic, and gender composition of existing staff in the following seven job categories:

Executive/Administrative/Managerial, Faculty and Other Instructional Staff, Professional Non-Faculty, Secretarial/Clerical, Technical and Paraprofessional, Skilled Crafts Service and Maintenance. The workforce shall be further categorized as set forth below.

Faculty and Other Instructional Staff

A. Each person in a non-administrative academic position shall be listed within one of the appropriate departmental groupings under the specific department to which he/she is assigned a majority of hours.

B. If a faculty member teaches in more than one department, he/she shall only be counted once, under the department in which he/she is assigned a majority of weekly student contact hours.

C. The listing may indicate whether faculty members are regular/tenured or contract/probationary employees.

D. The following are examples of departmental groupings which may be used:

1. **Natural Sciences**
   - Agriculture
   - Biological Science
   - Chemistry
   - Earth and Physical Studies
   - Marine Science
   - Mathematics
   - Physical Science
   - Physics

2. **Social Sciences**
   - Economics
   - Education
   - Geography
   - History
   - Law
   - Political Science
   - Psychology
   - Social Work
   - Sociology

3. **Humanities**
4. Health Education and Physical Education

Health Education
Nursing
Physical Education

5. Career Education

Administration of Justice
Culinary Arts
Business
Early Childhood Education
Computer Information Systems
Office Administration
Family & Consumer Studies
Fire Technology
Trades and Technical

6. Instructional Support (Student Services, Academic Personnel)

All academic non-teaching personnel who are not administrators, and who are serving in some capacity related to student services or instruction, shall be listed within this group. For example, some of the positions to be included would be the following:

Athletic Trainer
Counselors
College Nurse
Librarians
Faculty Coordinators

E. Part-time or hourly faculty and other instructional staff are to be listed in a separate grouping so that an accurate picture is given regarding the size of the part-time staff.

F. Any departmental grouping with twenty or more full-time budgeted faculty positions is to be listed separately in the analysis.

G. All departmental groupings with fewer than twenty full-time budgeted faculty positions shall be counted together within the appropriate departmental grouping as listed in "D" above.

Non-Instructional Positions
The non-instructional positions will be listed within one of the following job categories by job title as set forth in a collective bargaining agreement or in the District's payroll records:

- Executive/Administrative/Managerial
- Professional Non-Faculty
  - Accountants, Auditors
  - Personnel Specialists
  - Purchasing Agents
  - Health Technologists
- Secretarial/Clerical
  - Office Supervisors
  - Secretaries
  - Receptionists
  - Library Clerks
  - File Clerks
  - Records Clerks
  - Office Machine Operators
  - Mail Clerks
  - Payroll Clerks
- Technical and Paraprofessional
  - System Engineers
  - Computer Technicians
  - Computer Programmers
  - Electronics Technicians
  - Laboratory Technicians
  - Printing Technicians
- Skilled Crafts
  - Building Craft Workers
- Service/Maintenance
  - Campus Security Officers
  - Custodians
  - Food Service Employees

**Persons with Disabilities**

A separate category for persons with disabilities shall be analyzed based on both statewide and local availability.
## Current Workforce Analysis
### September, 2008

<table>
<thead>
<tr>
<th>Category</th>
<th>Current Workforce</th>
<th>Am. Indian/Alaskan Native</th>
<th>Asian/Pacific Islander</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>White</th>
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<td>Male</td>
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<td>Technical/Paraprofessional</td>
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<td><strong>Total</strong></td>
<td><strong>805</strong></td>
<td>9</td>
<td>7</td>
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*Employees with Disabilities = 13*