

SOUTHWESTERN COMMUNITY COLLEGE

DIVERSITY PLAN

Updated September 1, 2006

PURPOSE

The Diversity Plan will guide the efforts of Southwestern Community College to ensure an awareness and appreciation of diversity among its students, faculty and staff. Along with the traditional view of diversity (race, age, and gender) we should be sensitive to individual factors as well. We intend to foster an environment that allows people to connect and fortify relationships. Diversity awareness is based upon a better understanding and tolerance of the cultural heritage, perspectives, viewpoints and experiences of others. Our intent is to support an environment that is inclusive, drawing upon the strength of the diversity of the college community.

DEFINITION

Diversity at Southwestern Community College is defined broadly to include group differences (such as age, race, gender, sexual orientation, cultural heritage, national origin, religion, disabilities, parental status or job group) and individual differences (such as education, socioeconomic status, work experience, communications style).

LEADERSHIP STATEMENT

The Board of Trustees and employees of Southwestern Community College strive to create and maintain a quality educational environment that promotes and supports a multicultural and diverse student body, faculty and staff. The college is committed to diversity as it meets the needs of the community and society it serves.

Southwestern Community College will endeavor to accomplish the following:

- a. To create an awareness of the diversity among the student population, faculty and staff and incorporate ways to nurture and understand the differences at Southwestern Community College and the communities it serves.
- b. To adopt a management philosophy that reflects Southwestern Community College's commitment to the empowerment of **all** people through education.
- c. To identify means of diversifying the curriculum to create awareness of, and sensitivity to, diverse groups while fostering an appreciation of individual differences.
- d. To assure all the citizens in the college service area that Southwestern Community College and its Board of Trustees have a strong commitment to fair and equitable employment and admissions policies.

- e. To monitor the composition of both the student body and the faculty and staff to ensure that both populations reflect the make-up of the college service area.
- f. Maintain an Ethnic and Gender Diversity Committee to monitor the compliance and performance of the college with its Ethnic and Gender Diversity/Affirmative Action Plan, and to annually assess and update the plan.

PLANNING ASSUMPTIONS

- 1. Students face barriers in an academic setting which may have many root causes:
 - a. Lack of education to provide an adequate foundation for college level work.
 - b. Faculty, staff and other students who lack understanding of and/or sensitivity to the needs of our diverse student population and as a result cannot accommodate them.
 - c. Barriers to success can be created by a lack of transportation, childcare, finances, family support, or socioeconomic factors.
 - d. Barriers can be created by being different; lacking self-esteem; or not having had the chance to fully develop social skills.
- 2. Southwestern Community College should:
 - a. Educate ourselves about diverse populations.
 - b. Become aware of our misunderstandings and prejudices in order to eliminate them and foster an atmosphere where all people are respected for their strengths and contributions.
 - c. Commit our time and resources to foster change.

ADDITIONAL DEFINITIONS

Cultural Diversity

Various groups reflecting "different cultural identities" coexisting in a common society.

Pluralistic

Valuing, accepting, respecting, and fostering the identity of various groups existing together in a polity separated by "differences" but acknowledging the importance of these differences to society in terms of formulating social relations.

Difference

Extrinsic and intrinsic traits that show group dissimilarities such as race, age, gender, sexual preferences, ethnic origin, religion, socioeconomic background, learning and physical disabilities, etc.

Diversity

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**PROGRESS in ACHIEVING
2005-2006 DIVERSITY PLAN OBJECTIVES**

Institutional Goal 1: Seek Excellence in Learning and Teaching for Transfer, Vocational and Technical Education, Literacy Development, Business and Industry Training and Life Long Learning in an Accessible Format to Serve a Diverse Population

1.1 The educational/training needs of minority populations/communities within the college service area will be monitored, and where appropriate, the college will develop initiatives to respond to these needs.

The college continues to operate a center on the Cherokee Indian Reservation. A variety of classes (both day and evening) and other college services are provided through this center. The college continues to provide educational programs at two Job Corps sites (Lyndon B. Johnson Job Corps in Macon County and the Oconaluftee Job Corps in Swain County). The students at both Jobs Corps sites are primarily ethnic minorities. Educational programs provided by the college to the Job Corps sites include Administrative Systems, Business Technology, Cement, Certified Nursing Assistant, Culinary Arts, Facilities Maintenance, Landscaping, and Welding. Both the Cement/Masonry and the Administrative Systems are new programs which were added in 2005-06.

As noted in the prior two Diversity Plans, the college has pursued approval to offer the Gaming Management program. The intent to offer this certificate program was initiated as a result of a need expressed by leaders of the Eastern Band of the Cherokees Indians and Harrah's Cherokee Casino. The college has received approval and the necessary funding to offer the program. The program will begin Fall Semester 2006. The college has also received approval to offer the Associate in Fine Arts program during the 2006-07 year. Like Gaming Management, this program was initiated as a result of a need expressed by leaders of the Eastern Band of the Cherokee Indians.

The college also provides educational offerings to meet the needs of foreign employees with work-related visas who are employed with the High Hampton Resort. Most of these students are interested in taking classes and/or obtaining certificates in the college's Hotel and Restaurant Mangement Program. During the 2004-05 and 2005-06 academic years the students were from Indonesia.

1.2 The college will offer courses and programs in a variety of locations (both traditional classroom and distance learning courses) across its service area to meet the educational needs of a diverse community. Included are an off-campus center on the Cherokee Indian Reservation and two Job Corps sites which are primarily designed to serve ethnic minority populations.

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Institutional Goal 2: Maintain a Nurturing Learning Environment by Providing Comprehensive Support and Intervention Services for Every Individual

2.1 A wide range of counseling and support services will be provided to a diverse student body.

In 2005-06, the composition of curriculum students was 64% female and 36% male as compared to a ratio of 41% female and 59% male for continuing education students. The racial composition of curriculum students for this same time period was 85% white, 9% Native American, 1.5% for Black, 1% for Hispanic, 0.5% for Asian, and 3% for Other. For continuing education the racial composition of students for 2005-06 was 76% white, 11% Black, 6% Native American, 7% Hispanic, 1% Asian and less than 1% for Other. This composition indicates that the percentage of ethnic minorities among the student population exceeds the percentage of ethnic minorities among the general population of the college service area.

A primary avenue for providing counseling and support services at the college is the Student Support Services (SSS) program. Students eligible for this program are those in need of academic support services. These students reflect a wide diversity of races, genders, and physical as well as academic abilities. Among the services provided are individual educational support plans for students with documented disabilities, counseling, leadership training and exposure to various cultural enrichment experiences.

Student Support Services staff also provided training to college faculty and staff on a variety of diversity related issues. For example, in Spring Semester 2006, SSS staff sponsored disability awareness training for faculty and staff at the college. SSS staff also provided similar training in February, 2006 to faculty and staff of the Jackson County Public School System.

2.2 A question will be included on the annual student climate survey regarding the sensitivity of college employees to the ethnic diversity of its students.

The 2006 Student Climate Survey included the following question- *Faculty and staff are sensitive to students' ethnic diversity*. The results indicated that over 96% of respondents agreed that faculty and staff are sensitive to ethnic diversity (this compares with the 98% who agreed with this statement on the 2005 Survey).

2.3 Student orientation will include multi- cultural issues.

This objective was not achieved.

2.4 The College will sponsor student activities for multicultural events.

In order to raise the level of awareness and appreciation for ethnic diversity issues on the campus, the following major events were offered during the past academic year:

The Student Support Services program sponsored a variety of diversity related events for students during the 2005-06 year. These included sponsoring a trip in Fall Semester 2005 to attend the North Carolina Stage Company presentation of "Home." The play focuses on the experiences of African Americans and was nominated for a Tony Award. Also in Fall Semester 2005, the Student Support Services program sponsored a student trip to attend "The Syringa Tree." This play was the winner of the Off-Broadway 2001 Obie Award for Best Play. The play tells the story of two families, one black, one white that share a household in South Africa. In Spring Semester 2006, the Student Support Services program sponsored a student trip to the "Unto These Hills" outdoor drama which tells the story of the Cherokee Indians.

The Student Leadership Association (SLA) also sponsored events for students (as well as for faculty and staff) designed to raise multicultural awareness. These included the Fall 2005 Welcome Back concert featuring WestSound, an African-American ensemble and the April 2006 Spring Fling concert featuring jazz musician of Kat Williams, an African-American artist.

Also, the college's Ethnic and Gender Diversity Committee sponsored a series of events during the 2005-06 to raise awareness on various multicultural issues. These events were open to students, faculty/staff and the public. These events included a presentation on the Holocaust and the Nuremberg Trails by a college faculty member in April, 2006 to commemorate Holocaust Remembrance Day. In February, 2006 the Committee coordinated a photography and poetry display from students at the Lyndon B. Johnson Job Corps which honored influential African-Americans. This was part of the college effort to celebrate Black History Month.

Finally, the college's Native American Society sponsored a variety of events in November, 2005 to celebrate Native American Month. These events included a display of Native American arts and crafts at the college library, an art exhibit in the lobby of the Balsam Center by a prominent Cherokee artist, and a showing of the movie "Wind Talkers," based on the role of Navajo Code Talkers in World War II. The Native American Club also hosted Robert Youngdeer, the former Chief of the Eastern Band of the Cherokees as the college's speaker for its Veteran Day celebration on November 10, 2005. Youngdeer, a Marine Corps veteran of World War II, shared his experiences with SCC students, faculty and staff.

2.5 The Public Information Officer will regularly review all campus publications to ensure the diversity of the campus is adequately reflected, and that publications are sensitive to the needs of diverse populations in the college service area.

The college's Public Information Officer verified on July 28, 2006 that all college publications were reviewed during the prior year to ensure that those publications accurately reflected the diversity of the college and that all publications were sensitive to the needs of the diverse populations in the college service area.

Institutional Goal 4: Attract and Retain Quality Employees and Provide for Their Personal and Intellectual Growth

4.1 Southwestern Community College will encourage applications by diverse populations for any employment opportunity at the college and will provide fair opportunities to all qualified applicants regardless of race, sex, age, religion, creed, national origin or disability.

This was accomplished. The Ethnic and Gender Diversity Committee conducts an annual analysis of hiring practices at the college. The analysis for 2005-06 indicates the college actively encourages the application of diverse populations for job openings at SCC. The analysis also indicates all applicants are given fair opportunities for job openings regardless of their race, sex, age, religion, creed, national origin or disability.

4.2 The Human Resources Office will develop an annual in-house training session on diversity and disability issues.

The Human Resources Office partnered with Student Support Services staff to provide disability awareness training to college faculty and staff in February, 2006. The session was led by the Director of the Student Support Services program.

4.3 The college will implement and maintain policies and procedures which support and enhance diversity at the institution.

This objective was accomplished. The SCC Policies and Procedures Manual includes a policy on Equal Employment Opportunity. The policy states that neither race, religion, color, creed, national origin, sex, age, political affiliation nor personal disability is to be considered in the hiring, promotion, termination, etc. of any individual at the college. Refer to Attachment One for the entire text of this policy.

4.4 The college will develop and maintain a database of EEO information on job applicants.

This was accomplished. Please refer to the analysis of 2005-06 job applicants which is included in this Diversity Plan.

Institutional Goal 7: Effectively Promote the College to the Community

7.1 The college will partner with business and industry on activities to increase awareness of doing business in a global economy.

The Diversity Committee agreed that it would be more appropriate to delegate this objective to the college's Global Education Committee. This Committee deals with the issue of doing business in a global economy and would be in a better position to document college activities in this area. Beginning with the 2006-07 year this objective will be removed from the Diversity Plan.

7.2 The college will encourage and support faculty/staff, SLA and other student organizations in their efforts to host and/or offer multicultural programs and activities.

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Attachment One

Southwestern Community College - Policies and Procedures Manual

Policy Title: **Equal Employment Opportunity 4.16**

Responsible Division: Administrative Services

Date Approved: January 2000

1. It is the policy of the college that neither race, religion, color, creed, national origin, sex, age, political affiliation, nor personal disability is to be considered in the:
 - a. Recruitment and employment of new employees of the college.
 - b. Promotion, demotion, transfer, lay-off, termination, or selection of employees of the college for training and development.
 - c. Establishment of rates of pay including the awarding of salary adjustments and/or annual salary increases.
2. The commitment to equal career opportunity is undertaken through a continuing program of affirmative action in order to assure that all personnel policies and practices relevant to total employment by the college will guarantee equal opportunities for all persons. The college is committed to increase the representation of minorities at all levels in the work force. Equal employment opportunity and equal educational opportunity are viewed as integral parts of the mission and purpose of the college.
3. Special Provisions Relative to Age

Equal employment opportunity as to age applies to persons age 40 and above. State and federal laws forbid employment discrimination on the basis of age. It is unlawful "to fail or refuse to hire or to discharge any individual or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's age."
4. Special Provisions Relative to Disabled
 - a. Equal employment opportunity for persons with disabilities includes the making of a reasonable accommodation to the known physical and mental limitations of a qualified disabled applicant or employee who would be able to perform the essential duties of the job if such accommodation is made. This may include: making facilities used by employees readily accessible to and usable by such persons; job restructuring (reassigning non-essential duties and/or using part-time or modified work schedules), acquisition or modification of equipment or devices; provision of readers or interpreters; and/or other similar actions. The college will make such adjustments for the known limitations of otherwise qualified disabled applicants and employees, unless it can be demonstrated that a particular adjustment or alteration would impose an undue hardship on the operation of the college.
 - b. Whether an accommodation is reasonable must depend on the facts in each case. Factors to be considered in determining this include: the nature and cost of the accommodation needed; the type of operation, including the composition and structure of its work force; and the overall size of the particular program involved, with respect to number of employees, number and type of facilities, and size of budget.

5. Bona Fide Occupational Qualifications

- a. Age, sex, or physical requirements may be considered if they constitute a bona fide occupational qualification necessary for job performance in the normal operation of the college. Whether such a requirement is a bona fide occupational qualification will depend on the facts in each case. This exemption will be construed very narrowly and the college will have the burden of proving the exemption is justified.
- b. Physical fitness requirements based upon pre-employment physical examinations relating to the minimum standards for employment may be a reasonable employment factor other than age or sex. Provided, however, that such standards are reasonably necessary for the specific work to be performed and are uniformly and equally applied to all applicants for the particular job category, regardless of age or sex.
- c. A differentiation based on a physical examination may be recognized as reasonable in certain job situations which necessitates stringent physical requirements due to inherent occupational factors such as the safety of the individual employees or other persons in their charge, or those occupations which by nature are particularly hazardous. Job classifications which require reflexes or a high degree of speed, coordination, dexterity and endurance would fall in this category.
- d. To establish age, sex, or physical requirements as a bona fide occupational qualification, it will be necessary to submit a recommendation to the Director of Human Resources and Facility Development, setting forth all facts and justification as to why the requirement should be considered as an employment factor in each of the classifications in question.

MONITORING AND EVALUATION

The college's Human Resources Office has primary responsibility for the Diversity Plan as well as for all equal opportunity and affirmative action activities at Southwestern Community College. The Human Resources Office will be assisted in this role by the college's Diversity Team. The composition of this team for the 2006-07 academic year consists of the Director of Human Resources and Facility Development, the Coordinator of Procurement & Inventory, the Instructor of Business Administration Program at the LBJ Job Corps Center, the Testing Coordinator/Enrollment Counselor, the Assistant to the Vice President for Extension Education and Economic Development, the Student Support Services Program Counselor and the Institutional Research and Planning Officer. The team will be responsible for updating the Diversity Plan on an annual basis. Copies of the updated Diversity Plan will be forwarded to the college's Executive Council, which is the primary decision-making body at the college. The Institutional Research and Planning Officer will include the Diversity Plan in the annual submission of SCC's Institutional Effectiveness Plan to the North Carolina Community College System.

**SOUTHWESTERN COMMUNITY COLLEGE
2006-2007 DIVERSITY PLAN OBJECTIVES**

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Institutional Goal 2: Maintain a Nurturing Learning Environment by Providing Comprehensive Support and Intervention Services for Every Individual

2.1 A wide range of counseling and support services will be provided to a diverse student body.

2.2 A question will be included on the annual student climate survey regarding the sensitivity of college employees to the ethnic diversity of its students.

2.3 The college will sponsor student activities for multicultural events.

2.4 The college will encourage and support faculty/staff, SLA and other student organizations in their efforts to host and/or offer multicultural programs and activities.

2.5 The Public Information Officer will regularly review all campus publications to ensure the diversity of the campus is adequately reflected, and that publications are sensitive to the needs of diverse populations in the college service area.

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4.1 Southwestern Community College will encourage applications by diverse populations for any employment opportunity at the college and will provide fair opportunities to all qualified applicants regardless of race, sex, age, religion, creed, national origin or disability.

4.2 The Human Resources Office will develop an annual in-house training session on diversity and disability issues.

4.3 The college will implement and maintain policies and procedures which support and enhance diversity at the institution.

4.4 The college will develop and maintain a database of EEO information on job applicants.

Institutional Goal 7: Effectively Promote the College to the Community

7.1 The college will encourage and support faculty/staff, SLA and other student organizations in their efforts to host and/or offer multicultural programs and activities which will be of interest to the general public.

Affirmative Action Program

Southwestern Community College

Purpose

The Affirmative Action Program (AAP) is a management tool designed to ensure equal employment opportunity. The college embraces this philosophy and conducts a number of quantitative analyses designed to evaluate the composition of the workforce to ensure that over time, the institution's workforce will generally reflect the composition of the college service area.

If women and minorities are not being employed or promoted at a rate to be expected given their availability in the labor pool, the college's AAP includes specific actions designed to address under utilization. Southwestern's AAP includes internal auditing and reporting systems as a means of measuring progress toward achieving the workforce that would be expected in the absence of discrimination.

Content

- The college will develop an organization profile depicting the staffing pattern of the institution. The profile will be updated during fall semester each year. The profile provides an overview of the college workforce that may assist in identifying organizational units where women or minorities are underrepresented or concentrated.
- A job group analysis will be performed to establish a comparison of the presence of minorities and women in the college workforce with the estimated availability of women and minorities to be employed.
- The college will analyze the placement of incumbents in job groups. The percentages of minorities and women employed in each job group will be stated.
- The college will determine the number of eligible minorities and women available in each job group expressed as a percentage of all eligible persons in the job group. This will establish a benchmark against which the demographic composition of the workforce can be compared in order to determine whether barriers to equal employment opportunity may exist within particular job groups.
- The college will compute the ratio of incumbency to availability. This analysis will compare the percentage of minorities and women in each job group with the availability of those job groups. Where the percentage is less than would reasonably be expected we will establish a placement goal.

Areas of Responsibility

Responsibility for implementation of equal opportunity and affirmative action activities at the college is assigned to the Director of Human Resources and Facility Development. This individual will perform analysis of the employment structure, compensation determinations, personnel actions and hiring patterns at the college to determine whether and where impediments to equal employment opportunity exist. When areas of impediments are identified the college will take actions to correct them. The Director of Human Resources will be assisted by the college's Diversity Team in developing and implementing an auditing system that periodically measures the effectiveness of its total affirmative action program. The audit will consist of:

- monitor records of all personnel activity to ensure the nondiscriminatory policy is carried out,
- will generate a report for college leadership which will advise top management of program effectiveness and provide recommendations to improve unsatisfactory performance,
- the Ethnic and Gender Diversity/Affirmative Action Program Report will be available in the Office of Human Resources.

Analysis of Female and Ethnic Minority Representation in SCC Workforce

This analysis of the Affirmative Action Program at the college includes a review of the presence of females in the college workforce as well as ethnic minorities. A critical component of this analysis is a comparison of the racial and ethnic composition of the college workforce with the racial and ethnic composition of the college service area population. The service area of the college includes the counties of Jackson, Macon and Swain. According to the 2000 Census of Population, these counties had a combined population of 75,900. As the following table indicates, the racial composition of the service area is predominately White. Almost 87 percent of the service area population is White. The next largest racial group is Native American, which comprises almost ten percent of the service area population. All other racial groups comprise less than four percent of the total population of the college service area.

Table 1. 2000 Population by Race, SCC Service Area

	Jackson		Macon		Swain		Service Area	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	28,378	85.7%	28,969	97.2%	8,602	66.3%	65,949	86.9%
Black	552	1.7%	357	1.2%	221	1.7%	1,130	1.5%
Native American	3,379	10.2%	84	0.3%	3,765	29.0%	7,228	9.5%
Asian & Pacific Islander	175	0.5%	122	0.4%	21	0.2%	318	0.4%
Other	181	0.5%	91	0.3%	63	0.5%	335	0.4%
Two or More Races	456	1.4%	188	0.6%	296	2.3%	940	1.2%
TOTAL	33,121	100.0%	29,811	100.0%	12,968	100.0%	75,900	100.0%

Source: 2000 Census of Population, U.S. Census Bureau

The preceding table does not address the prevalence of one segment of the population- namely, Hispanics. The reason they are not included is that the Census Bureau considers Hispanics to belong to an ethnic group, rather than a distinct racial category. As a result, an individual of Hispanic origin could belong to one of several racial categories (White, Black, Native American, etc.). However, it is important to examine the presence of people of Hispanic origin in the college service area. The following table examines this issue.

Table 2. Hispanic Population in the SCC Service Area

Jackson		Macon		Swain		Service Area	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
577	1.7%	454	1.5%	191	1.5%	1,222	1.6%

Source: 2000 Census of Population, U.S. Census Bureau

As the preceding table demonstrates, the presence of Hispanics in the service area population at this time is very low (less than 2 percent of the total population). It is apparent that the population of the college service area is primarily comprised of non-Hispanic Whites, with Native Americans being the largest minority group. The next step in this analysis is to compare this racial profile to the racial profile of employees at the college. The two following tables detail the 2005-06 composition of SCC full-time employees by race and gender by job category.

Table3. SCC Full-Time Employees by Race and Gender, 2005-06

	Male		Female	
	Number	Percent	Number	Percent
White	79	98.8%	87	97.8 %
Black	0	0.0%	0	0.0%
Native American	0	0.0%	2	2.2%
Hispanic	0	0.0%	0	0.0%
Asian & Pacific Islander	1	1.3%	0	0.0%
TOTAL	80	100.0%	89	100.0%

Source: SCC Office of Human Resources

Table 4. SCC Full-Time Employees by Position Category and by Race/Gender, 2005-06

	Executive/ Administrative/ Managerial	Faculty	Professional	Technical & Paraprofessional	Clerical	Service/ Maintenance
White Male	7	36	14	2	1	19
White Female	8	31	19	10	15	4
Black Male	0	0	0	0	0	0
Black Female	0	0	0	0	0	0
Native American Male	0	0	0	0	0	0
Native American Female	0	0	1	0	1	0
Hispanic Male	0	0	0	0	0	0
Hispanic Female	0	0	0	0	0	0
Asian & Pacific Islander Male	0	1	0	0	0	0
Asian & Pacific Islander Female	0	0	0	0	0	0
TOTAL Male	7	37	14	2	1	19
TOTAL Female	8	31	20	10	16	4

Source: SCC Office of Human Resources

As Table 3 demonstrates, the employment structure of the college generally mirrors that of the college service area. However, the percent of minorities employed, particularly Native Americans is slightly lower than one would expect given the demographics of the service area. Table 4 provides an additional level of analysis by examining 2005-06 employment at the college by race/gender by job category. This table indicates females are well represented at the college, particularly among the higher-level positions such as executive/managerial, professional, and faculty. For example, of the fifteen executive/managerial positions at the college, over half (53%) were held by females in 2005-06. Similarly, females accounted for almost half (46%) of all faculty positions at the college during this same period. In addition, this table demonstrates two of the three racial minorities employed during 2005-06 held high level positions (one being faculty, and one being professional).

An additional element of this analysis is to examine the racial composition of job applicants for positions at the college. This data is available for the 2005-06 fiscal year. These results are available in the following table.

Table 5. SCC Employment Applicants by Gender and Race, 2005-06

	2005-06	
	Number	Percent
Detail by Gender		
Male	57	30.6%
Female	117	63.0%
Unknown	12	6.4%
TOTAL	186	100.0%
Detail by Race		
White	161	86.6%
Black	4	2.1%
Hispanic	2	1.1%
Asian, Pacific Isl.	1	0.5%
Native American	5	2.7%
Race Unknown	13	7.0%
Two or More Races	0	0.0%
TOTAL	186	100.0%

Source: SCC Office of Human Resources

As the preceding table indicates, the overwhelming majority of applicants are White. This is consistent with the racial composition of the college service area. What is surprising is the low number of Native American applicants. Native Americans comprise almost ten percent of the service area's population, yet comprise just under three percent of job applicants at the college during the past year. The percentage of applications by members of other racial groups is consistent with their representation within the overall population of the college service area.

The low number of Native American applicants may be due to factors beyond the control of the college. During the past several years there has been a dramatic growth in employment opportunities on the Tribal Boundary. This is primarily due to the development associated with Harrah's Cherokee Casino. The casino heavily recruits the Native American population and gives employment preference to this population. In addition, Harrah's is widely recognized as paying above average wages in the regional job market. For additional analysis on job applicants for 2005-06, refer to Attachment Two.

This analysis also reviewed the presence of females in the college workforce. The results of the analysis indicate that females are well represented in the college workforce. For the 2005-06 year, women comprised the majority (53 percent) of the full-time employees at the college. In addition, females appear to be well represented in higher level categories such as Executive/Administrative/Managerial, Faculty, and Professional. In addition, the percentage of females represented in the Executive/Administrative/Managerial category has steadily increased from 47 percent in 2003-04, to 53 percent in 2005-06.

The conclusion of the review was that there appear to be no discriminatory hiring practices at the college. Minorities and females appear to have equal opportunity for employment at the college. However, the college will continue to monitor its hiring practices to ensure fairness and will continue to seek innovative solutions to increasing the number of minority applications.

Attachment Two

Review of Minority Applicants Who Applied for Full-Time Positions During the Period of July 1, 2005 – June 30, 2006

- **Administrative Assistant – Student Records.** Of the forty-two applicants, five were members of an ethnic minority. None of these were selected to be interviewed because of unrelated experience or they did not meet the qualifications set forth.
- **GEAR UP Director.** There were thirteen applicants for this position. Of these, two candidates were minority applicants. Both of these candidates were selected for interview; one withdrew her name from consideration. The other candidate meets minimum qualifications but was employed primarily in the unrelated field of clinical psychology.
- **GEAR UP Administrative Assistant.** Of the twenty-one applicants, four were minority applicants. One of these candidates was interviewed, but not selected for this position. She was subsequently hired by the college in another department on a part-time basis. The other three minority candidates were not selected for interview; two of these were not qualified due to unrelated experience. The committee had no information prior to interviews as to the racial status of applicants.
- **Administrative Assistant – Cashiers Center.** There were ten candidates for this position with one being a member of an ethnic minority. This candidate notified the college that she had accepted other employment and was no longer to be considered.
- **Physics Instructor.** Eleven candidates applied for this position. Of these, six were members of an ethnic minority. Telephone interviews were conducted (no face to face interviews were held) of two of these candidates. One withdrew his application after an offer was extended for an on-campus interview. The other candidate was found to have plagiarized his teaching philosophy. Of the remaining four minority candidates, three had limited teaching experience (labs only) and the fourth was being dismissed from his one year teaching position. The position remains unfilled