

SOUTHWESTERN COMMUNITY COLLEGE

DIVERSITY PLAN

Updated September 1, 2008

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

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, socioeconomics, work experience, communications style).

**PROGRESS in ACHIEVING
2007-2008 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 largest ethnic minority population in the college service area is the Native American population, with the vast majority being members of the Eastern Band of Cherokee Indians. The college has initiated a number of initiatives to meet the educational needs of this population. These initiatives include the establishment and ongoing operation of a center located on the Cherokee Indian Reservation. A variety of classes (both day and evening) and other college services are provided through this center. In addition, the college has recently added two curriculum programs, largely in response to needs expressed by leaders of the Eastern Band of the Cherokee Indians. These two programs are Gaming Management (a certificate program) and the Associate in Fine Arts program. The Associate in Fine Arts program is located at the college's Cherokee Center and all classes for this program is offered at this location. The vast majority of students enrolled in this program are Cherokee. Finally, the college regularly offers Early Childhood classes at the AgeLink Conference Center in Cherokee. This is in response to the large number of Cherokee students enrolled in the Early Childhood Education program at the college.

The college continues to provide educational programs at one Job Corps site (Lyndon B. Johnson Job Corps in Macon County). The students at this facility are primarily ethnic minorities. Educational programs provided by the college at the Lyndon B. Johnson Job Corps site include Business Technology, Cement/Masonry, Culinary Arts, and Welding. The college also provided educational programs at the Oconaluftee Job Corps in Swain County until its closure in the spring of 2007. It should be noted this closure was made by the U.S. Dept. of Labor, the federal agency which administers the Job Corps program. There is a possibility the Oconaluftee Job Corps will reopen in 2008-09, if so the college will provide educational programs at this site as well.

The college's English as a Second Language (ESL) program provides classes to those non-English speaking individuals living in the college service area. These classes are designed to for those individuals desiring to learn the English language. While many of the participants are Hispanic, other ethnic minority populations are represented as well.

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 a Job Corps site 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 2006-07, the composition of curriculum students was 64% female and 36% male as compared to a ratio of 39% female and 61% male for continuing education students. The racial composition of curriculum students for this same time period was 85.1% white, 8.3% Native American, 1.5% Black, 1.6% Hispanic, 1.2% Asian, and 2.3 % Other. For continuing education the racial composition of students for 2006-07 was 74.5% white, 11.2% Black, 6.4% Native American, 7.2% Hispanic, 0.6% Asian and less than 0.1% 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. As an added bonus, many of these cultural enrichment and community service opportunities are open to the broader college community including faculty, staff and students. Examples of activities for the 2007-08 year included hosting a Rwandan group who gave a performance featuring traditional Rwandan dance, music and dress. This group also provided a presentation on the 1994 Rwandan genocide of the Tutsis Tribe. The SSS program partnered with Western Carolina University to perform a variety of community service projects in recognition of Martin Luther King Day in January 2008. Finally, the SSS program also provided the leadership whereby a large number of faculty, staff and students assisted the community in a Special Olympics event in April, 2008. All volunteers for this event also participated in a brief training program concerning the Special Olympic population. It is anticipated that the college community will assist with this effort in 2009 as well.

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 annual Student Climate Survey included the following question- *Faculty and staff are sensitive to students' ethnic diversity*. The results for 2007 indicated that over 93% of respondents agreed that faculty and staff are sensitive to ethnic diversity (this compares with the 96% who agreed with this statement on the 2006 Survey). The percentage of respondents agreeing with this statement declined in 2007, a trend which was repeated with almost all questions on the survey. Follow-up focus groups with students indicate that the decline was attributable to statistical fluctuations rather than a genuine decline in student satisfaction with their experiences at the college.

2.3 The College will encourage and support faculty/staff, Student Life and other student clubs/organizations in their efforts to host and/or offer multicultural programs, activities and 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 (SSS) program sponsored a visit to the college by a Rwandan group who gave a performance featuring traditional Rwandan dance, music and dress. This group also provided a presentation on the 1994 Rwandan genocide of the Tutsis Tribe. The SSS program partnered with Western Carolina University to perform a variety of community service projects in recognition of Martin Luther King Day in January 2008. Finally, the SSS program also provided the leadership whereby a large number of faculty, staff and students assisted the community in a Special Olympics event in April, 2008. All volunteers for this event also participated in a brief training program concerning the Special Olympic population. It is anticipated that the college community will assist with this effort in 2009 as well.

Also, the college's Native American Society sponsored a variety of events to recognize and celebrate Native American culture. In October, 2007 the Society sponsored two speakers from Cherokee who gave a series of presentations to a Sociology class at the college. These presentations addressed traditional Cherokee culture as well as current economic development initiatives in Cherokee. In recognition of Native American Month in November, 2007, the Society sponsored a display of Native American arts and crafts at the college library. The Native American Society also sponsored the participation of the color guard from the Cherokee Veteran of Foreign Wars (VFW) chapter, as well as the Cherokee Elementary Dancers and an appearance by Miss Cherokee for the college's Veteran Day celebration on November 12, 2007. At the college's Spring Fling event in April, 2008, the Society sponsored a blow gun demonstration by Jerry Wolfe from the Cherokee Indian Museum. Finally, the Society sponsored a poetry reading to an English class at the college by a recognized poet who is a tribal member of the Eastern Band of Cherokees.

The college's Culinary Technology program provides the International Luncheon series each year during Spring Semester. This series includes authentic cuisine, along with decorations and other demonstrations designed to highlight the food and culture of the featured country. The intent of this program is to provide training for students in the Culinary program and to provide expose to other cultures and traditions. The program is offered to all SCC faculty, staff and students on a first-come basis.

2.4 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 16, 2008 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. The college's Public Information Officer also indicated that all college promotions and advertising initiatives are also reflective of the diversity at the college.

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.

The college strives to ensure all qualified applicants have a fair opportunity for job openings at the college. The Ethnic and Gender Diversity Committee typically conducts an annual analysis of hiring practices at the college. The purpose of this analysis is to ensure all applicants are given fair opportunities for job openings regardless of race, gender, age, religion, creed, national origin or disability. In March, 2008 staff from the college's Human Resources Office participated in a job fair at Harrah's Cherokee Casino on the Cherokee Indian Reservation. The college hoped participation in this fair would increase the number of Cherokee applicants for current and future job openings at the college. Human Resources staff indicated SCC's participation generated considerable interest in the college by a number of individuals attending the fair. The college plans on participating in this fair in 2009.

The Human Resources Office also plans to explore additional opportunities for posting job openings at the college with two local newspapers published on the Cherokee Indian Reservation- The Cherokee One Feather and the Cherokee Times. The Human Resources Office also plans to pursue more interaction with the Tribal Education Office in Cherokee to market employment opportunities at the college. Hopefully, this will generate more applicants from Cherokee for job openings at the college.

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

This objective was not achieved. However, plans are underway to provide this training during the 2008-09 academic year. The Human Resources Office recently added a new Human Resources Specialist position. This addition to the Human Resources Office will provide this area with the necessary staff to provide this training during 2008-09.

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. The Ethnic and Gender Diversity Committee typically conducts an annual analysis of hiring practices at the college. The purpose of this analysis is to ensure all applicants are given fair opportunities for job openings regardless of race, gender, age, religion, creed, national origin or disability. Due to the conversion to the new Colleague management information system, an analysis for 2006-07 was not possible. However the analysis was reinstated for the 2007-08 year and is included as part of this report.

Institutional Goal 7: Effectively Promote the College to the Community

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

The college sponsored a number of programs and activities during the past year which raised the level of awareness and appreciation for ethnic diversity issues on the campus. The publicity from these activities also resulted in a positive public image for the college. The following major events were offered during the past academic year:

The Student Support Services program sponsored a visit to the college by a Rwandan group who gave a performance featuring traditional Rwandan dance, music and dress. This group also provided a presentation on the 1994 Rwandan genocide of the Tutsis Tribe. The SSS program partnered with Western Carolina University to perform a variety of community service projects in recognition of Martin Luther King Day in January 2008. Finally, the SSS program also provided the leadership whereby a large number of faculty, staff and students assisted the community in a Special Olympics event in April, 2008. All volunteers for this event also participated in a brief training program concerning the Special Olympic population. It is anticipated that the college community will assist with this effort in 2009 as well.

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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 2008-09 academic year consists of the Director of Human Resources and Facility Development, the Human Resources Specialist, the Masonry Instructor at the LBJ Job Corps, the Testing Coordinator/Enrollment Counselor, the Student Support Services Program Counselor, the Coordinator of Extension Education- Cherokee Center, the Institutional Research and Planning Officer, the Early Childhood Education instructor, the Sociology Instructor and a representative from Faculty Senate. 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
2008-2009 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.

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 a Job Corps site which is primarily designed to serve ethnic minority populations.

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 encourage and support faculty/staff, Student Life and other student clubs/organizations in their efforts to host and/or offer multicultural programs, activities and events.

2.4 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.

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.

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, Student Life and other student clubs/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, 2007-08

	Male		Female	
	Number	Percent	Number	Percent
White	80	96.4%	99	98.0 %
Black	0	0.0%	0	0.0%
Native American	0	0.0%	2	2.0%
Hispanic	2	2.4%	0	0.0%
Asian & Pacific Islander	1	1.2%	0	0.0%
TOTAL	83	100.0%	101	100.0%

Source: SCC Office of Human Resources

Table 4. SCC Full-Time Employees by Position Category and by Race/Gender, 2007-08

	Executive/ Administrative/ Managerial	Faculty	Professional	Technical & Paraprofessional	Clerical	Service/ Maintenance
White Male	8	44	11	1	0	16
White Female	8	28	31	13	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	1	0	0	1
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	8	45	12	1	0	17
TOTAL Female	8	28	32	13	16	4

Source: SCC Office of Human Resources

Table 5. SCC Employment Applicants by Gender and Race, 2007-08

	Number	Percent
Detail by Gender		
Male	183	37.4%
Female	306	62.6%
TOTAL	489	100.0%
Detail by Race		
White	455	93.0%
Black	11	2.2%
Hispanic	10	2.0%
Asian, Pacific Isl.	4	0.8%
Native American	9	1.8%
TOTAL	489	100.0%

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 2007-08 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 sixteen executive/managerial positions at the college, half were held by females in 2007-08. Similarly, females accounted for a significant portion (38%) of all faculty positions at the college during this same period. In addition, this table demonstrates three of the five racial minorities employed during 2007-08 held high level positions (one being faculty and two being professional).

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 2007-08 year, women comprised the majority (55 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.

An additional element of this analysis is to examine the gender and racial composition of job applicants for positions at the college during the 2007-08 fiscal year. These results are reflected in Table 5. As this 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 two 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.

In regards to gender, the percentage of female applicants far outweighed the percentage of male applicants during the 2007-08 year. As Table 5 indicates, females accounted for almost 63 percent of applicants compared to just over 37 percent for males.

This review would suggest there are no discriminatory hiring practices at the college. Given the demographic composition of the college service area, it would appear the percentage of minorities employed at the college is reasonable. It is also apparent no discriminatory hiring practices exist based upon gender. In addition, the college did not have any EEOC claims for 2007-08 for discrimination based upon hiring/termination.

However, this report has outlined a number of steps to be pursued during 2008-09 designed to increase the number of Native American applicants for job openings at the college. The impact of these actions will be analyzed in the college's 2008-09 Diversity Plan.