

**EXECUTIVE ORDER 11246 AFFIRMATIVE ACTION PLAN**

**For**

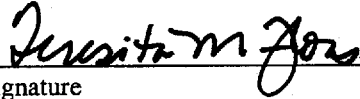
**WOMEN AND MINORITIES**

**Pima County Community College District  
4905 E. Broadway  
Tucson, Arizona 85709**

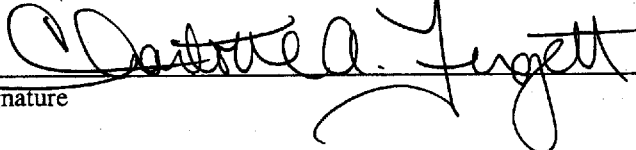
For the Period

**July 1, 2004 to June 30, 2005**

**Plan completed by: Teresita M. Flores, EEO / Affirmative Action Director**

  
\_\_\_\_\_  
Signature

**Plan read and approved by: Charlotte Fugett, Executive Vice Chancellor  
For Institutional Effectiveness and Human Resources**

  
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Signature

DUNS # 068414630  
EIN # 86-0208787A1  
EEO Control # 04-0210  
FICE Code # 007266  
Facility EEO-6 # Unit ID 105525

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## **Executive Summary**

### **What is an Affirmative Action Plan?**

President Lyndon B. Johnson issued Executive Order 11246 in 1965 to do two things: prohibit race discrimination by federal contractors, and to require contractors to undertake affirmative action to employ and promote minorities. This order was later amended to include women.

Affirmative Action Plans (AAP) or Programs are management tools. The Office of Federal Contracts Compliance Programs considers the AAP a tool designed to ensure equal employment opportunity. OFCCP regulations specifically declare the AAP must be more than a paperwork exercise, and must be a tool used in the development and implementation of all policies, practices and procedures that the College uses to ensure that all qualified applicants and employees are receiving equal opportunity in the workplace.

### **What is its function within the College?**

College administrators, managers and supervisors need to be aware of the AAP and the goals that are described in the document, and apply this information as they make decisions regarding what, when and where to recruit faculty and staff. That means using this document to consider as a factor among other factors when making employment decisions for hiring, promotion and training. This is a document that is revised annually to continually reflect and adjust for changes and improvements in the College's recruiting and hiring practices that lead to improvements in the College's stated hiring goals for women and minorities. This is always part of a qualitative analysis of the College's employment practices. The AAP is a formal mechanism by which the College uses the principles of affirmative action to test its own performance.

### **Why is it part of compliance with federal law?**

For every federal dollar the College accepts for things like Pell grants, Perkins grants and all other acceptance of federal dollars, the College also accepts this affirmative action plan requirement as a contract clause. The OFCCP requires the College, both as a federal contractor and as a specific condition of a federal contract, to engage in self-analysis for the purpose of discovering any barriers to equal employment opportunity. No other government agency conducts comparable systemic reviews of employers' employment practices to ferret out discrimination. OFCCP also investigates complaints of discrimination. As recently as the early 1990's, the University of Arizona underwent an OFCCP audit whose findings led to sweeping changes in the University's human resources practices and policies. Our aim is to operate in an environment of compliance such that when the OFCCP should audit the College, findings of discrimination will not be an issue.

## SECTION I

### **Responsibility for Implementation**

41 CFR 60-2.13(c)

(Required)

Charlotte Fugett, Executive Vice Chancellor for Institutional Effectiveness and Human Resources for the Pima County Community College District, has the overall responsibility for the implementation of the College's equal employment policy. In addition to other criteria, Executive Vice Chancellor Fugett, on behalf of the Chancellor of the Pima County Community College District, Dr. Roy Flores, evaluates all hiring on the basis of equal employment compliance efforts and commitment to diversity. She has assigned coordinator responsibilities and day-to-day management of this important function to Teresita M. Flores, Equal Employment Opportunity and Affirmative Action (EEO/AA) Director, who has the full support of administrative management.

#### **A. Duties of the Affirmative Action Director**

The EEO/AA Director reports to the Executive Vice Chancellor for Institutional Effectiveness and Human Resources, and the Chancellor, and has the following responsibilities, which include but are not limited to:

1. Developing policy statements, Affirmative Action Plans, and internal and external communication techniques.
2. Identifying problem areas.
3. Assisting College administrators and supervisors in arriving at solutions to EEO/AA related problems.
4. Designing and implementing auditing and reporting systems that:
  - i. Measure the effectiveness of the EEO programs;
  - ii. Indicate any need for remedial action; and
  - iii. Determine the degree to which the College's goals and objectives are being carried out.
5. Serving as liaison between the College and enforcement agencies on compliance matters.
6. Serving as liaison between the College and minority organizations, women's organizations, and community groups concerned with employment opportunities for women and minorities.
7. Keeping management informed of the latest developments in the equal employment area.

8. Initiating regular discussions with administrators, supervisors, and staff to be certain that the College's EEO policies are being followed.

### **B. Duties of Administrators and Management Staff**

Responsibilities of administrators and management staff include, but are not limited to:

1. Assuring that the Affirmative Action Plan objectives are carried out to the fullest extent possible in their respective areas.
2. Assuring that the EEO/AA policies and procedures are understood and observed in all College programs, services and activities.
3. Assisting the EEO/AA Director in the identification of problem areas and in the establishment of applicable organizational unit goals and objectives.
4. Assisting in the establishment of job related selection criteria for hiring, promotion, transfer, training and all other employment opportunities.
5. Ensuring a careful review of the applications of women and minority applicants for all posted positions.
6. Providing equal opportunities for professional development of all employees.
7. Performing periodic audits to ensure that:
  - i. EEO posters and College policy statements are properly displayed.
  - ii. All facilities which the College maintains, for the use and benefit of its employees, are in fact, desegregated, both in policy and in use.
  - iii. Minority and female employees are encouraged to participate in all College sponsored educational, training, recreational, and social activities.
8. Preventing unlawful harassment of all employees on account of age, race, color, religion, sex, and national origin.
9. Understanding that College work performance evaluations take into account equal opportunity compliance efforts and commitment to diversity.

10. Informing all employees in their work unit/area to bring general and specific equal opportunity and affirmative action problems to their attention or to the attention of the EEO/AA Director.

### **C. Duties of Employees**

The responsibilities of all College employees include, but are not limited to, the following:

1. Maintaining awareness of rights and areas of protection under Equal Employment Opportunity.
2. Demonstrating sensitivity and respect for gender, cultural, age and disability differences in the College work environment.
3. Submitting suggestions for strengthening the College's Affirmative Action Plan to the EEO/AA Director.

**SECTION II**  
**Identification of Problem Areas by Job Group and Organizational Unit**  
41 CFR 60-2.13(d)  
(Required)

**A. Review of Policies and Practices**  
41 CFR 60-2.13(d), -2.23(a)

As part of the College's ongoing self-auditing, a thorough analysis of the following human resource matters was conducted. Data for these analyses are on file in the EEO/AA office.

1. Composition of the workforce by minority group status and sex.  
The College has analyzed its workforce as required as 41 CFR 60-2.11.
  
2. Composition of applicant flow data by minority group and sex.  
The College regularly compared the percentage of minorities and women who apply by job group with the estimate of availability for each job group. This comparison gives us additional information about both the accuracy of our availability estimate and the results of our good faith efforts to recruit minorities and women to apply for equal opportunities at Pima Community College.

Collection of applicant flow data continues to improve in the area of competitive postings for regular full-time positions. However, all other posting activity whether for acting assignments or transfers continues to undergo modification to better track those activities.

The EEO/AA Office continues development with the recruiting area of Human Resources, on practices that have started this data flow to the EEO/AA area for purposes of tracking all job recruitment, including transfer activities and its effect on the training and promotional elements of this AAP.

3. The total selection process.  
This includes position descriptions, job announcements, position titles, position specifications, application forms, job posting procedures, referral procedures, the final selection process, and similar factors.
  - a. As positions are approved for recruitment, the position job specifications are reviewed by the Human Resources Analysts. If changes are necessary, a job analysis is completed. The job specification is used to develop the job announcement, and interview questions.
  
  - b. There are no titles that could be perceived as evidencing a preference for one gender over another.

- c. Our employment application form and our employment advertisements contain appropriate EEO language in compliance with federal regulations.
4. Transfer and promotion practices.  
All regular staff employees may apply for transfer opportunities that are posted in accordance with the College's posting policy, as shown in the appendix. The process for transfers is outlined in the employee handbooks for each job group, which govern transfer activity.  
  
Positions not filled through transfer opportunities are posted for internal and external recruitment of candidates. This allows employees to be considered for openings that may result in a promotion if they are selected. All employees, including women and minorities, are openly encouraged to take advantage of the opportunity to apply, as stated on every document and advertisement for employment, in both web-based and printed formats. Selections are made on the basis of knowledge, skills, and abilities, and without regard to race, color, religion, sex or national origin.
  5. Facilities, College-sponsored recreation and social events.  
There are no segregated facilities at Pima Community College. College-sponsored recreation and social events are open to all employees.
  6. College training and apprenticeship programs.  
There are no formal apprenticeship programs currently in operation at Pima Community College.
  7. Seniority Practices  
There is no seniority practice in place at the College that would contribute to any disparities based on race or sex.
  8. Attitude of workforce managers and supervisors.  
There is an ongoing effort on the part of the College to educate, foster, and sustain a positive attitude, towards EEO, Affirmative Action, and all of the College's diversity practices, policies and issues. This has manifested in the form of more outreach practiced within the EEO/AA office, more training directed at all levels of the College, and more inclusion on efforts to continue to improve practices in the EEO/AA office.
  9. Technical phases of compliance, such as posters, retention of applications, etc.
    - a. Current posters have been placed on employee bulletin boards throughout the College district.
    - b. The College Human Resources department does not accept unsolicited applications or resumes for regular positions.

- c. The College retains solicited applications and resumes for a period of two years from the date they are received, or from the date a selection decision is made, whichever is later.

### **B. Identification of Problem Areas by Job Group**

41 CFR 60-2.13(d)

The College has conducted a Utilization Analysis, pursuant to 41 CFR 60-2.11(b) in an effort to determine if there are any Job Groups in which there are fewer minorities and/or women in a Job Group than would reasonably be expected, based on their availability in the recruitment area for the position, or “underutilization” as defined by the regulation.

### **C. Identification of Problem Areas by Organizational Unit**

41 CFR 60-2.13(d)

We have regularly examined selection decisions by organizational unit, as well as by Job Group (pursuant to the OFCCP preference), and by job title (pursuant to the regulations), where there were sufficient selections to make such an analysis possible. The College has not identified any problem areas by organizational unit.

Our understanding of current OFCCP policies, and with the added understanding that there is no mention of “problem areas” or “deficiencies” by organizational unit, the agency looks for the establishment of “goals and objectives” if and where the contractor has identified “problem areas” in an organizational unit. There is no regulatory definition on what constitutes a “problem area.” There is no description in the published regulations regarding the nature of any required goals. It is our understanding that such goals and objectives are not numerical (in contrast to goals in underutilized Job Groups), but rather are action-oriented efforts, such as improved recruitment methods and efforts.

#### Identified Action Areas at Pima Community College

1. Tracking and collection of transfer and promotional opportunities will continue to develop as we maintain the effort to work with Human Resources Operations staff and create the internal modules that will allow the EEO/AA office to capture and analyze this data.
2. Production of compliance reports has grown more automated, and the information has grown more available for use as another tool in the hiring process. The practice of sharing of this information with Human Resources has increased also.
3. The challenges present in previous years remains, regarding the struggle with recruitment for non-traditional positions for women in the College, as well as increasing the size and diversity of our maintenance technician position pools, information technology exempt position pools and faculty pools in technology fields. The Tucson metropolitan statistical area, and the national unemployment rates are not improving with any kind of notable increase in

employment opportunities, though the College's attention to and changes made to the compensation table have been appropriate, and directed at maintaining market currency as best as possible within current constraints.

4. Poster management is in place on each campus. Posting guidelines were successfully developed and implemented per the 2002 AAP.

**SECTION III**  
**Development and Execution of Action-Oriented Programs**

21 CFR 60-2.12(f)  
(Required)

**A. Policies and Practices**

1. Cyclical review, a system where given job groups are audited on three annual cycles, is in place. Its purpose is to determine what changes may have occurred within the job classification or group. Individual rights to review for complaints focusing on working out of class are handled on an individual basis, through the Human Resources department.
2. Human Resources has successfully launched its Organizational and Professional Development department, headed by a director whose job it is to develop and implement internal training opportunities for employees that will supplement their existing work skills, or improve them. This area is also working on developing individual training plans that would allow for career path exploration and development and encourage employee growth and help them to qualify for better positions within the organization.
3. The reorganization of the Human Resources department is now in full effect, which includes the presence of human resources analysts who conduct all of the recruiting activity for the college, not including the targeting of employment opportunities for women and minorities, nor including final decisions on recruiting efforts. The Human Resources analysts take care of the process once the recruitment has started, and they must intersect with the EEO/AA office many times along the way, for data collection on the applicant pools, interview questions, and documentation of the rationale for hiring as well (as rationale for not hiring a particular individual), with the EEO/AA office conducting integrity checks for fairness in the application of the hiring criteria, among other things.
4. Employee handbooks are no longer printed and given to each employee, but instead are located on the College website for all employees to view anywhere, anytime. Major areas and individuals with management responsibilities are provided hard copies of the handbooks, as are any individuals who ask for them.
5. Sharing of census data has increased, with specific changes made in the EEO Office practice to share the census data, confidentially, with the hiring administrators for their use in tracking the results of employment decisions made at each cut in the applicant pool and its effect on diversity within that pool. This practice will continue for future College recruitment.

Training will continue, out of the EEO/AA office, for those persons who are new to these documents, to provide them with enough understanding to use this as an effective tool to help them with their hiring practices.

6. The EEO/AA office has authored a Standard Practice Guide, centralizing the Discrimination Complaint process, to provide relief to the campuses as well as re-establish the balance between the complainants and those who are respondents at the campuses.

#### Recruitment

1. The Human Resources Operations area continues to maintain a wide array of contacts for recruitment efforts, aimed at national publications, local and national forums, and professional/trade publications for women and minorities.
2. The College continues to participate in local and state job fairs on a case by case basis once each opportunity is evaluated for potential effectiveness, and conducted its own Adjunct Faculty job fair in 2004.
3. The College continues to expand its use of technology as a recruitment tool for applicants, particularly for faculty positions. Recruitment activity includes discipline-specific advertising, minority job banks, college placement offices, and web site advertising have proven to be most effective and continue to receive primary focus.

### **C. Education and Training**

1. The EEO/AA Office staff has started providing live presentations of information and training to incoming faculty, new employees, and for campus cabinets on EEO/AA and ADA issues, and shall continue to provide this training throughout the year.
2. The EEO/AA Office is building ongoing training into the College's Human Resources organization, working with the Director for Human Resources Operations and staff, on all issues and practices that touch on all aspects of recruitment, from advertising, job announcements, interview questions, and review and analysis of the applicant pools, up to applicant selection.
3. The EEO/AA Office has started an information campaign, including successful development of an EEO/AA web page under the College's PCC website, pamphlets and memoranda development and distribution on EEO/AA and ADA subject matter.
4. The EEO/AA Office is working closely with the PCC Organizational Development Director and staff to integrate all administrator, management/supervisor training, and all other organizational development opportunities, with EEO/AA and ADA training and education.
5. The College Mediation Program has been designated as a function of the Human Resources Director for Employee Relations office.
6. The College has begun implementation of professional and leadership development to enhance internal applicants' ability to compete with external candidates, and to provide ample internal opportunity for advancement based upon improved qualifications and training for employees.
7. The Human Resources Organizational Development office continually offers a wide array of training opportunities to enhance professional development on a monthly basis.

**SECTION IV**  
**Reporting and Internal Audit Systems**

41 CFR 60-2.13(g)  
(Required)

The EEO/AA Director is responsible for the design and implementation of the auditing and reporting system. The EEO Advanced Analyst monitors the new hire personnel transactions. The reporting and monitoring system provides for:

1. Maintaining institutional records on all applicants, hires, and internal selections.
2. Reviewing the selection process for all regular positions to ensure they are non-discriminatory.
3. Monitoring progress toward established goals, providing feedback to selecting officials on numbers of opportunities and number/percent of selections of minorities and women into job groups with goals, and comparing selections rate to the established goals.
4. Informing top management on a regular basis about the effectiveness of the policy and recommendations for improvements, if any.
5. Reviewing policy and procedure for the post-offer medical exams to ensure that they are carried out consistently and within established procedures.

**SECTION V**  
**Establishment of Goals by Job Group and Organizational Unit**  
41 CFR 60-2.12  
(Required)

Overview and Methodology

This selection contains the parameters for the workforce analysis, job group analysis, and availability analysis. Together, these form the utilization analysis that is used to establish affirmative action goals for areas of underutilization. The College has established a one-year timetable during which it will make every good faith effort to select minorities and women into all job groups where they are underutilized at a rate at least equal to their availability. We have taken into account any anticipated expansion or contraction of the workforce.

As with the rest of the Affirmative Action Plan, these goals will be reviewed and updated annually. Where no underutilization exists, it is our intention to continue to employ and advance women and minorities in a non-discriminatory manner. A detailed description of the methodology employed to perform all analyses required by federal regulations is part of the appendix.

**A. Workforce Analysis**

The date of the workforce analysis is May 2004. See appendix. The College does not have lines of progression identified in the current class and compensation system, implemented in July 2001. The Human Resources area has a cyclical review process to monitor changes in job groups, as well as placed a sharper focus on the development of internal career enhancement strategies to assist employees to move within and across job families.

**B. Job Group Analysis**

Categories

The job groups were designed, taking into consideration the size of the job group, knowledge, skills and abilities needed to perform the jobs, benefits, pay and opportunities available to each member within a job group. These guidelines were applied as consistently as possible within the structure and organization of the College. A job group list and rationale for structure is in the appendix. A list of all job titles assigned to each group is available for review, upon request.

**C. Availability Analysis**

This is the third Plan year for the 2-factor analysis.

### Administrator Positions

The College recruits nationally for all administrative and faculty positions, and national statistics were used as the reasonable recruitment area for Factor 1. Hiring activity in the administrative job groups for the past six years was reviewed and weighted to develop Factor 2 - hiring activity for those who are promotable, transferable and trainable from within the College.

### Exempt and Non-exempt Positions

Exempt positions are recruited state wide, and state statistics are used for the reasonable recruitment area for Factor 1. Non-exempt positions are recruited from the local Tucson area, and the Tucson metropolitan statistical area (MSA) statistics are used for Factor 1. Factor 2, for both exempt and non-exempt positions, is based on an analysis of the hiring activity in these jobs over the past six years.

### Faculty

The College recruits nationally for all faculty positions, and national statistics are used for Factor 1. Hiring activity over the past five years is reviewed to develop Factor 2. New hires from the adjunct faculty ranks, and hires from outside the College were analyzed and weighted as appropriate for Factor 2. Not all faculty positions had hiring activity during the past six years, such as physical education/fitness and sports, so adjunct faculty representation was used.

The changes of recent years, particularly implementation of the 2 Factor test, as well as ongoing adjustments and analysis of the College's class and compensation system, continues to affect the baseline for goals, and will continue to need attention and refinement. Institutional Research and the EEO/AA office met two different times during the '03-'04 plan year to discuss job titles, families and job group issues, as well as the need for accurate data in Banner, related to the Human Resources data fields. This is the form the EEO/AA office needs for its reports. Preparation of the current plan's goals availability analyses was greatly improved. More work is needed and will continue during this plan year. This is expected to enhance improvement in the way data is collected and analyzed to match the Factor 2 requirements.

## **D. Utilization Analysis**

Underutilization, as defined by the regulations, means having fewer women or minorities in a job group than might reasonably be expected given their availability; that is, the difference between availability and actual participation must be statistically significant, or the disparity is not underutilization.

Whenever the discrepancy between actual participation and "expected" participation is less than one whole person, no further analysis is necessary to conclude that such disparity occurred merely by chance – that is it is not statistically significant. The

measure of statistical significance approved by the court in *Firestone Tire and Rubber Co., Inc. v. Marshall*, 507 F.Supp.1330, 24 FEP (BNA) 1699 (Eastern District Texas 1980), upholding the decision of the Administrative Law judge), as well as many other federal courts, is standard deviation analysis.

**E. Affirmative Action Goals by Job Group**

**EMPLOYMENT GOALS FOR 2004 – 2 FACTOR ANALYSIS**

<b>EEO Staff Position Job Groups</b>	<b>Female % Goal</b>	<b>Minority % Goal</b>	<b>EEO Faculty Position Job Groups</b>	<b>Female % Goal</b>	<b>Minority % Goal</b>
<b>10 Administrators</b> Administrators 1A			<b>20 Instructional Faculty</b>		
<b>30 Professionals</b> Management 3A			Business/Accounting 2A		
Educational 3B			Computer Science 2B	<b>20%</b>	<b>33%</b>
Information Tech 3C			English/Writing 2C		<b>12%</b>
Fiscal 3D			Engineering 2D		
Instructors 3E			Fine Arts 2E		
<b>40 Technical/Paraprofessional</b> Library Services 4A			Foreign Language 2F		
Information Tech Support 4C			Health Related 2G		
Comm/Media/Theater 4D			Mathematics 2H		
Instructional Lab Support 4E			Physical Education 2I		<b>14%</b>
<b>50 Clerical/Secretarial</b> General Clerical Support 5A			Physical/LifeScience 2J		
Student Services Support 5C	<b>89%</b>		Reading 2N		
Fiscal Clerical Support 5D			Social/Behavioral Science 2O		
			Vocational Education 2P		
<b>60 Skilled Trades</b> Skilled Crafts 6A			<b>22 Education Support Faculty</b>		
			Educational Support Faculty Misc. 2M *	<b>58%</b>	<b>30%</b>
<b>70 Service Maintenance</b> Public Safety 7A			Counselors 2K		
			Librarians 2L		

*\* NOTE: GOAL does not equal “number of people” GOAL means: Percentage of hiring activity in job groups with goals for minorities and women should be equal to the goal, or percentage, identified*

**The employer is required by federal law to monitor progress toward meeting goals. This involves good faith efforts to meet the goals as well as actually hiring a minority or a female**

EEO Data Sources: EEO Report PERPGAN 7/03 Faculty & Staff

## **F. Affirmative Action Goals by Organizational Unit**

For the 2004 AAP year, we have not identified any problem areas by organizational unit. Our goal for every job group, whether underutilized or not, and our objective for every organizational unit, is to continue to take affirmative action to ensure that our employment practices and policies are in fact, non-discriminatory.

### **XIII APPENDIX\***

1. Posted Policy Statement
2. Harassment Policy Statement
3. College Standard Practice Guild Filling Authorized Vacant  
Regular Positions
4. Sample Job Announcement
5. Sample Application and EEO Identification Form
6. Sample Census of Applicant Pools
7. Workforce Analysis Sample Page
8. Job Groups Rationale
9. Availability Analysis Rationale
10. Utilization Analysis – Goals Report
11. Utilization Analysis Worksheet and Rationale
12. Personnel Policy Statement for College Employees  
EEO Statement  
Harassment (Including Sexual Harassment) Policy  
Employment Section  
Leave Section  
Meet and Confer Statement
13. Sample Purchase Order and Contracts
14. College Organizational Chart
15. Sample College Publications and Projects

**\*Appendix Items are located in the EEO/AA Office and available for review upon request.**