Pima Community College
Diversity, Equity and Inclusion Plan

2017-2020

EQUITY

DIVERSITY

diversity

INCLUSION

PimaCommunityCollege

Pima Community College Diversity, Equity and Inclusion Plan

Board Policy 2.01 Diversity: Pima Community College values its diverse student and employee populations and is committed to providing and supporting programs, services and training that will enable all students and employees to achieve their educational and career objectives. The same value will be utilized by PCC in employee recruitment and hiring. In order that College employees reflect the diversity of the students and its community, reasonable good faith efforts will be made to recruit highly qualified and diverse applicants. (Revised in Oct. 28, 2014)

Caminante no hay camino,

se hace camino al andar.

[Walker, there is no path,

the path is made by walking.]

— Poet Antonio Machado

Contents

    It should be noted that demographic data is self-reported,
    hence is fluid and is a snapshot of a moment in time.

For more information

- Diversity Webpage: *pima.edu/about-pima/diversity*

- Standing Committee on Diversity: *pima.edu/about-pima/diversity/resources.html*

- Questions? *PCC-diversity@pima.edu*

Executive Summary

The Pima Community College 2017-2020 Diversity, Equity and Inclusion Plan is an extension of the College's ongoing Strategic Planning process and is emblematic of the culture of continuous improvement that has taken hold at PCC. It is the result of work by a seven-person subcommittee of the Diversity Standing Committee and derives directly from Board Policy 2.01, Diversity.

Highlights

- The plan consists of six Strategic Goals that drive a total of 26 objectives. Goals are:
    - Establish a sustainable Diversity, Equity and Inclusion (DEI) infrastructure, including hiring a DEI officer
    - Improve recruitment and retention of employees from underrepresented populations
    - Build diversity and inclusion competencies for employees
    - Establish and/or strengthen partnerships with organizations that provide services to underrepresented populations in Pima County
    - Enhance and increase students' diversity and inclusion
    Prepare students, faculty and staff to adapt and succeed in a diverse, global, multicultural and multi-ethnic society
- Plan includes an Aspirational Statement loosely aligned with the Strategic Plan's Achieve60 goal.
- The Plan, the first of its kind in the College's history, has evolved substantially since work began in 2015. Throughout the process, the subcommittee has sought to collaborate with external constituents.
    - For example, the February 2017 Diversity Forum resulted in at least 12 major changes, including stronger emphasis on engaging external constituents in their communities, and the addition of objectives related to curriculum.
- While the Plan includes Strategic Goal 5, which focuses on global education, the College embraces that its prime responsibility is to Southern Arizonans, especially its underrepresented, marginalized communities.
- The College will address equity as part of its greater EEO responsibilities to employers as well as through a targeted commitment to our students to implement an Inclusive Excellence model.
- College work toward increased diversity will comply with applicable legal requirements and use approaches that promote an atmosphere of welcome and inclusion.
    - For example, while data on demographics can be useful to monitor diversity, the College will not use hiring preferences or specific quotas based on race, color, ethnicity, or any other impermissible criteria
- PCC understands it must continue to be responsive to the changing needs and expectations of our diverse communities.

Introduction

The Pima Community College 2017-2020 Diversity, Equity and Inclusion Plan is an evolving, dynamic, living document. It is emblematic of the continuous improvement that has taken hold at PCC. The Plan has been and will continue to be scrutinized by internal and external stakeholders, who will suggest alternative approaches. The revision process is to be embraced, as the document will drive adjustments in project direction, assumptions, processes, and actions. The Diversity, Equity and Inclusion Plan is meant to be an agent of change meeting the challenges and the needs of the College and its constituents.

The Plan is an extension of the College's ongoing Strategic Planning process. The Plan provides a framework for addressing themes and topics embedded in the College's institutional DNA:

Chancellor Lee D. Lambert's "North Star"

- Student success
- Community engagement
- Diversity

PCC Core Theme and Objective of Diversity, Inclusion and Global Education

- Expand and support the diversity of the College's student population
- Close the achievement gap
- Expand and support the diversity of the College's workforce
- Develop and increase the student population through global education

Strategic Direction 2: Improve access and student success

2.3. Increase college enrollment, especially first-generation college students, adult students age 25 and older, Hispanic students, and students from other underrepresented populations

Strategic Direction 3: Foster partnerships to strengthen educational opportunities in response to community needs.

3.1. Rebuild PCC image and build a more trusting relationship between PCC and traditionally marginalized populations

3.3. Expand community partnership to more fully engage all demographic segments associated with traditionally marginalized populations

3.5. Develop community-based partnerships to encourage enrollment in college

Strategic Direction 5: Increase diversity, inclusion and global education

5.3. Diversify the workforce of Pima Community College.

Diversity, equity and inclusion are integral to student success, community engagement and virtually all College operations. Thus, the Plan takes a broad, holistic approach to its primary focus, student success. To achieve student success, it is necessary to close achievement gaps and increase attainment rates. It also is necessary to examine the institution's internal culture and practices, as well as how it interacts and collaborates with the outside world, in order to recognize how they impact our ability to help students succeed.

The Plan recommends actions that initiate, build on, expand and strengthen College activities that can leverage the diversity of our community to benefit the constituencies we serve. It translates the aspirations of the College and the community regarding diversity, equity and inclusion into a series of goals and objectives, with the understanding that specific strategies and tactics; funding sources; indicators of effectiveness and accountability; and processes for ongoing review and revision will be adjusted as planning moves forward.

Institutional Goal/Statement of Aspiration

Closing the educational attainment gap among Hispanics/Latinos

The jobs of the future will require more than a high school diploma. It is estimated that by 2020, 30 percent of all jobs will require some college or an associate's degree, and another 35 percent will require a bachelor's degree.

Unfortunately, our community's Hispanic/Latino residents have a lower educational attainment level than other demographic groups. Within Pima County, 28.7 percent of residents aged 25 and over are Hispanic/Latino. Yet among county residents 25 and older with a bachelor's degree or higher, only 12.9 percent are Hispanic/Latino.

Hispanic/Latino residents of Pima County who lack postsecondary education face diminished job prospects and likely lower lifetime earnings, as jobs that require only a high school diploma historically are low-paid. Collectively, the gap in educational attainment represents a profound challenge for our community.

The College accepts the challenge. Recognizing that we are an intersection point for K-12 and university education, and that we are uniquely positioned to educate workers who will power our region's businesses and industries, the College is setting the aspirational goal of closing the gap on educational attainment for Hispanic/Latino Pima County residents, so that in 20 years, the proportion of Hispanic/Latino residents aged 25 and over with a bachelor's degree or higher mirrors the proportion of Hispanic/Latino residents aged 25 and older.

Pima County's collective prosperity increasingly will depend on an educated, skilled workforce that can thrive in a 21st century economy. We seek to shift the needle on Hispanic/Latino educational attainment in order to further the county's overall economic development.

Why Diversity, Equity and Inclusion?

As it has throughout its history, Pima Community College strives to create a climate and culture in which positive attitudes toward diverse, interconnected groups are the norm and where increased involvement and academic growth is fostered. PCC values the enrichment that the unique perspectives and experiences individuals bring to the College and seeks to create an environment where these unique perspectives can coexist and flourish. The differences between people that can engender these unique perspectives can include, but are not limited to, age, disability, ethnicity, gender, nationality, race, color, indigeneity, socioeconomic status, language, educational history, educational goals, geography, and LGBTQ status. The College is mindful that diversity is a journey, and that we may incur institutional resistance. However, we remain resolute to reach our overarching goal: ensuring the dignity and authenticity of the individual, and harmony among individuals.

The close relationship between Diversity, Equity and Inclusion and Inclusive Excellence, a topic mentioned at the Diversity and Inclusion Forum on Feb. 10, 2017 (see more on this important event below), should be noted. Inclusive Excellence is commonly defined in simple terms as the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni. (*For a more robust definition, see Glossary of Terms*).

Diversity, Affirmative Action, Equal Employment Opportunity (EEO)

The Diversity and Inclusion Plan focuses on promoting inclusion and enhancing engagement to create a welcoming and safe environment for the College's diverse communities, not on enforcing compliance with government laws, regulations and rules. Existing entities at the College are responsible for assuring compliance:

Affirmative Action (AA): PCC's Affirmative Action Plans are administered out of and enforced by the College's Equal Employment Opportunity (EEO) Office.

Executive Order 11246 supports that to be in compliance with the Office of Federal Contract Compliance Programs (OFCCP) federal contractors must demonstrate that affirmative action has been taken "…by covered employers to recruit and advance qualified minorities, women, persons with disabilities and covered veterans…" *https://www.dol.gov/general/topic/hiring/affirmativeact*

As a federal contractor, PCC supports compliance with OFCCP and effective January 2017 is implementing the College's annual Affirmative Action Plan (AAP), which focuses on utilization, underutilization and availability with emphasis placed on minorities, people with disabilities, and covered veterans. In compliance with OFCCP, AAPs are developed and implemented by the College. AAPs are updated annually and must be kept on file as long as the employer is considered a federal contractor under OFCCP standards.

Equal Employment Opportunity (EEO): PCC's EEO office also has oversight for enforcing the College's non-discrimination policy and compliance with Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older) disability or genetic information. PCC's non-discrimination policy reinforces protections under Title VII and also prohibits discrimination based on veteran status and other legally protected categories. Violations of Title VII and College policy are investigated to correct any discriminatory acts and/or behaviors that may have occurred. All members of the College community are committed to participating in the creation of a learning and/or work environment that is free of discrimination.

Equity

In benchmarking our peer institutions and expanding our review to include national trends, the Diversity Plan Subcommittee found that institutions in higher education are addressing equity in a variety of ways. Equality is understood as the proportional distribution or parity of desirable outcomes across groups. Sometimes it is confused with equity. Equity refers to outcomes, while equality connotes equal treatment where individuals or groups are dissimilarly situated, equal treatment may be insufficient for or even detrimental to equitable outcomes (*Williams, 2013*).

Often, equity is only addressed under legal auspices within an EEO framework for employees. If it is explicitly discussed from a student focus, it is usually part of an Inclusive Excellence framework, addressing the need to close student achievement gaps which statistically tend to disproportionately impact underrepresented minority groups.

We have chosen to address equity as part of our greater EEO responsibilities to our employees as well as through a targeted and intentional commitment to our students to implement an Inclusive Excellence transformative model to shift our institutional culture.

The AACU, American Association of Colleges and Universities, (2015) highlights specific actions to work toward equity-minded outcomes for students. See: *https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf* (*pages 25-26*).

The College's efforts are aligned with all 10 of these recommended AACU strategies.

Diversity and Demographics

Pima Community College aspires to a future in which its student body and workforce, including faculty, staff, and administrators, reflect well the diversity of the local Pima County community. College work toward increased diversity will comply with applicable legal requirements and use approaches that promote an atmosphere of welcome and inclusion. For instance, while data on demographics can be useful to monitor diversity, the College will not use hiring preferences or specific quotas based on race, color, ethnicity, or any other impermissible criteria. Similarly, the College will maintain its practice of seeking demographic information from applicants only on a voluntary basis and respecting the right of individuals to self-identify. Finally, the College will remain committed to recruiting qualified applicants from across the nation.

The Process

In 2016 the College released a draft Diversity Plan, the first in its history. The plan was shared with academic/diversity professionals from Tucson and across the U.S., as well as several experts attending the Hispanic Association of Colleges and Universities annual convention.

The College sought feedback from internal and external constituency groups. Members of the Governing Board, Chancellor Lambert, and College administrators received insights, which were passed on to the Diversity Committee. In all, the feedback from some 25 external individuals and groups, combined with internal feedback, totaled more than 50 pages.

Overwhelmingly, the most common criticism of the draft was that it attempted to place diversity and inclusivity on a par with international/global education. Some critics believed that emphasizing international/global education would be to the detriment of local, marginalized populations. The College was encouraged to write a plan addressing diversity, inclusivity and the challenges faced by underrepresented, marginalized communities, independent of issues related to internationalization and global education. Critics said that as a Hispanic-Serving Institution (more than 43 percent of PCC's students are Hispanic), PCC had an obligation to respond to the needs of southern Arizona's Hispanics and Latinos, who include first-generation, multicultural, underprepared, underserved and other cohorts, as well as other underrepresented groups in Pima County.

Diversity and Inclusion Forum

On Feb. 10, 2017, PCC held a Diversity and Inclusion Forum at Downtown Campus. A total of 116 people participated in roundtable discussions regarding the February 2017 draft of the Diversity and Inclusion Plan, which had been posted on the College website on Feb. 3. PCC employees from most of our six campuses, along with community members, attended. Twenty-four students from different ethnic backgrounds, who were invited by faculty and staff, as well as those who came on their own, also attended. An International student, a native of South Korea, attended, as did two refugee students.

Each of the tables reported its insights for improving the Plan. Together, forum participants generated 203 concepts, in the form of suggestions, concerns or questions. The Diversity Plan carefully considered all feedback, mapping each to a specific Plan goal or objective. The mapping revealed that out of those 203 concepts, at least 46 percent were already embedded in the Plan's goals and objectives, or in existing College goals or initiatives, such as enhancing strategic partnerships with industry and K-12; improving resources for student career development and networking; improving soft skills training; and providing course schedules more optimally, at times when students most want them.

New concepts were folded into the Plan itself or into the accompanying narrative, resulting in more than a dozen substantive changes in the draft. Among the most important outcomes from the forum:

Stronger emphasis on community engagement, Strategic Goal 3: The College defines strategic engagement as an ongoing collaboration with external constituencies to address an issue of mutual concern. The College has added additional objectives that broaden the role of community groups in recruiting, retention, and completion. The College also rewrote one of the goal's objectives to reflect the necessity of taking PCC resources into the community and meeting constituents where they live.

Addition of objectives relating to curriculum: The objectives place Diversity and Inclusion topics into Program Review and Unit Planning processes, and direct the Diversity and Inclusion Officer, in collaboration with the Provost's Office, to create instruments to assess how Diversity and Inclusion topics are being infused into PCC curriculum.

Recognition of the need for physical space: In an illustration of how development of a Diversity and Inclusion Plan can affect overall College strategic planning, the College's Education and Facilities Master Plan process will be amended to begin assessing needs for areas devoted to promoting diversity and inclusion.

In short, the critics spoke and the College listened, as it has throughout development of the Plan.

The substantial revisions to the Plan are reflective of the College's sincere embrace of collaboration with its constituents. The College lived up to the powerful promise inherent in collaboration, one that goes beyond pledges to consult or involve. In accordance with *International Association of Public Participation* precepts, PCC has looked to the public for direct advice and innovation in formulating solutions, and has incorporated those recommendations to a significant extent.

Governing Board insights

The draft plan was presented to the Pima County Community College Governing Board as an information item at its March Regular Meeting. The Board directed the plan subcommittee to add an Aspirational Statement to the plan, and to make other changes, which the subcommittee has included in this draft. The reality is that this plan is a first for PCC, and that while the plan is not perfect, it is good. Even more importantly, we recognize we have to start somewhere. The first year of the plan will provide baseline data that will inform and drive future efforts in this important area.

Strategic Goal 5 in Context

As noted previously, a common criticism of the 2016 Draft Plan was that it attempted to place diversity and inclusivity on par with international/global education. That concern was expressed by some forum participants who believed the College was overemphasizing international/global education in the draft released Feb. 3, 2017.

It should be noted that while the Draft Plan still includes Strategic Goal 5, which is focused on global education, the College acknowledges and embraces that its prime responsibility is to Southern Arizonans, especially its underrepresented, marginalized communities.

Further, our students and communities will reap the maximum benefit if the College treats localism and globalism as complementary, not opposing, forces. For example, PCC's Center for International Education and Global Engagement (CIEGE) is committed to work in accordance with the U.N. Universal Declaration of Human Rights, the U.N. Declaration of Rights of Indigenous Peoples, and the U.N. Convention on Migrants' Rights, the Covenant on Economic Social and Cultural Rights, and the Convention on Elimination of Discrimination Against Women. This universal approach envisions global networks and alliances on indigeneity, LGBTQ, disability and women's rights as support systems for empowerment in the U.S. and vice versa.

Global solidarity is the humanizing force of the global economy. As PCC Chancellor Lee D. Lambert has written, "The 21st century's global economy will value transnational leadership skills, fluency in multiple languages, and respect for and understanding of other cultures."

A Final Word

PCC looks forward to continued collaboration. PCC understands the College must continue to be responsive to the changing needs and expectations of our diverse communities. In that way we will keep alive the Diversity and Inclusion Plan, and the hope inherent in it.

2017-2020 Diversity and Inclusion Plan: Goals and Objectives

Strategic Goal 1:

Establish a sustainable Diversity, Equity and Inclusion infrastructure.

Aligns with:

Core Theme and Objective of Diversity, Inclusion and Global Education:
- Expand and support the diversity of the College's student population
- Expand and support the diversity of the College's workforce.

2014-2017 Strategic Plan:
- **2.3.** Increase college enrollment, especially first¬-generation college students, students over 25, Hispanic students, and other underrepresented populations.
- **Strategic direction 5.3:** Diversify the workforce of Pima Community College

Draft 2017-2021 Strategic Plan:
- **Strategic direction 3:** Cultivate institutional excellence through continuous improvement

Objective	Action	Unit(s) of measurement	Responsible administrator(s)	Timeline
	Hire a Diversity, Equity and Inclusion Officer.		Vice Chancellor for Human Resources, Provost	Discovery sessions completed. Job posting scheduled for May, selection process to begin in July, with hiring goal of November 2017. PCC is exploring direct appointment of Interim officer in May 2017.
	Regular Diversity, Equity and Inclusion Officer participation in meetings of the Executive Leadership Team and other College leadership groups; regular meetings with external constituents.	Numbers of meetings,interactions with internal, external constituents	Diversity, Equity and Inclusion Officer	Evaluate 2017-18 data in Spring 2018
	Transform Standing Committee on Diversity into Diversity, Equity and Inclusion Advisory Council		Diversity Standing Committee will recommend membership to Chancellor	June 30, 2017
	Create an Office of Diversity, Equity and inclusion			June 30, 2018

Improve recruitment and retention of employees from underrepresented populations.

Aligns with:

Core Theme and Objective of Diversity, Inclusion and Global Education:
- Expand and support the diversity of the College's workforce

2014-2017 Strategic Plan
- Strategic direction 5.3: Diversify the workforce of PCC

Draft 2017-2021 Strategic Plan:
- Strategic direction 3: Cultivate institutional excellence through continuous improvement

Objective	Action	Unit(s) of measurement	Responsible administrator(s)	Timeline
Create applicant pools that reflect the diversity of the community.	Regular monitoring of applicant pools	Applicant pool data	Vice Chancellor for Human Resources; EEO Office; Diversity, Equity and Inclusion Officer	Establish baseline data and evaluate 2017-18 data in Spring 2018
	Regular monitoring of search committee membership	Search committee membership data	Vice Chancellor for Human Resources, EEO Office; Diversity, Equity and Inclusion Officer	Establish baseline data and evaluate 2017-18 data in Spring 2018
	Advertise open positions on websites and other outlets focusing on underrepresented populations.	Number of advertisements on websites and other outlets focusing on underrepresented populations.	Vice Chancellor for Human Resources	Evaluate 2017-18 data in Spring 2018
Retain a diverse workforce	Monitoring the hiring process for possible barriers to diversity.	Employee demographics	Vice Chancellor for Human Resources; Diversity, Equity and Inclusion Officer.	Establish baseline data and evaluate 2017-18 data in Spring 2018

Strategic Goal 3:

Build diversity and inclusion competencies for employees.

Aligns with:

Core Theme and Objective of Diversity, Inclusion and Global Education:
- Expand and support the diversity of the College's workforce.

2014-2017 Strategic Plan:
- Strategic direction 5.3: Diversify the workforce of Pima Community College

Draft 2017-2021 Strategic Plan:
- Strategic direction 3: Cultivate institutional excellence through continuous improvement

Objective	Action	Unit(s) of measurement	Responsible administrator(s)	Timeline
	Provide mandatory trainings to employees deemed necessary on Diversity, Equity and Inclusion topics: • Compliance training • Supervisory training • Microaggressions, implicit bias, stereotyping.	Number of trainings, survey data from participants	Vice Chancellor for Human Resources	Evaluate 2017-18 trainings in Spring 2018. A minimum of 50 percent of employees will complete trainings by June 30, 2018.
	Include achievement of diversity goals in performance evaluations.	Number of performance evaluations containing diversity goals, number of employees meeting goals.	Vice Chancellor for Human Resources	Inclusion of diversity goals in performance evaluations to begin in FY 2018-19.
	Augment mandatory training with additional opportunities. • Social justice training • Retreats • Mentoring and faculty exchanges • Volunteer/ambassador programs • Unit recognitions	Number of opportunities, participants, survey data from participants	Vice Chancellor for Human Resources	Evaluate 2017-18 initiatives in Spring 2018

Strategic Goal 4:

Establish and/or strengthen partnerships with community organizations that provide services to underrepresented populations in Pima County.

Aligns with:

Core Theme and Objective of Diversity, Inclusion and Global Education:
- Expand and support the diversity of the College's student population
- Close the achievement gap

2014-2017 Strategic Plan
- Strategic direction 2.3: Increase college enrollment, especially among first generation college students, students over 25, Hispanic students, and underrepresented populations.
- Strategic direction 3.3: Expand community partnerships to more fully engage all demographic segments associated with traditionally marginalized populations.
- Strategic direction 3:5: Development community-based partnerships to encourage enrollment in college.

Draft 2017-2021 Strategic Plan:
- Strategic direction 1: Improve student success
- Strategic direction 2: Enrich the community through engagement

Objective	Action	Unit(s) of measurement	Responsible administrator(s)	Timeline
Increase collaborations with individuals and organizations that serve underrepresented populations.	Promote new and existing grant programs and enrichment initiatives that support the academic success of underrepresented student populations.	Number of co-curricular opportunities, number of students served, outcomes for students.	Vice Chancellor for External Relations, Provost	Evaluate 2017-18 initiatives in Spring 2018
Provide educationally enriching opportunities for underrepresented students and their families.	Collaborate with community agencies to organize application and program information sessions in the community.	Number of application and program information sessions, number of students served, outcomes for students	Vice Chancellor for External Relations, Provost	Evaluate 2017-18 initiatives in Spring 2018
Remove barriers to student enrollment, retention and completion.	Collaborate with community groups to identify and address barriers to enrollment, retention and completion.	Number of community-based initiatives to address barriers to enrollment, retention and completion.	Vice Chancellor for External Relations, Provost	Evaluate 2017-18 initiatives in Spring 2018

Increase and enhance students' diversity and inclusion

Aligns with:

Core Theme and Objective of Diversity, Inclusion and Global Education:
- Expand and support the diversity of the College's student population
- Close the achievement gap

2014-2017 Strategic Plan:
- Strategic direction 2.3: Increase college enrollment, especially among first-generation college students, students over 25, Hispanic students and other underrepresented populations.

Draft 2017-2021 Strategic Plan:
- Strategic direction 1: Improve student success
- Strategic direction 3: Cultivate institutional excellence through continuous improvement

Objective	Action	Unit(s) of measurement	Responsible administrator(s)	Timeline
Develop students' competencies in Diversity and Inclusion topics	Increase co-curricular opportunities that focus on Diversity and Inclusion topics • Service Learning • Scholar activism • Student Life • Participatory action research	Number of co-curricular opportunities, number of students served	Provost	Evaluate 2017-18 initiatives in Spring 2018
Develop students' competencies in Diversity and Inclusion topics	Inform students about Diversity and Inclusion resources that exist outside the College	Number of communications informing students about external Diversion and Inclusion resources	Provost, Vice Chancellor for External Relations	Evaluate 2017-18 initiatives in Spring 2018
Cultivate and support a diverse student body	Increase number of recruitment, retention and completion initiatives focusing on under-represented student populations	Number of initiatives, number of under-represented students served, outcomes for those students	Provost, Vice Chancellor for External Relations	Evaluate 2017-18 initiatives in Spring 2018
Assess ways to improve first-year retention among underserved students	Increase number of first-year recruitment, retention and completion initiatives focusing on underrepresented student populations	Number of initiatives; number of underserved students retained	Vice Chancellor for External Relations, Provost, Vice President of Student Transitions	Evaluate 2017-18 initiatives in Spring 2018
	Review and assess diversity competencies in Ethnic, Gender and Transborder Studies curricula	Number of curricula assessed	Provost/Dean and Faculty of Social Sciences	Evaluate 2017-18 progress in Spring 2018. Complete by June 30, 2019.
	Include Diversity, Equity and Inclusion topics into Unit Planning processes	Units incorporating Diversity, Equity and Inclusion topics	All College units are responsible for submitting unit plans	Evaluate 2017-18 initiatives in Spring 2018. Complete by June 30, 2019.

Strategic Goal 5

Objective	Action	Unit(s) of measurement	Responsible administrator(s)	Timeline
	Include Diversity, Equity and Inclusion topics into Program Review processes	Programs incorporating Diversity, Equity and Inclusion topics.	Assistant Vice Chancellor Curriculum and Academic Services/Academic Division Deans	Evaluate 2017-18 initiatives in Spring 2018. Complete by June 30, 2019.
Increase percentage of "sometimes," "often" and "very often" responses to the Community College Survey of Student Engagement (CCSSE) question, "In your experiences at this college during the current school year, about how often have you had serious conversations with students of a different race or ethnicity other than your own?"	Engage faculty, staff, administrators and students to determine the best ways to facilitate students' interracial and inter-ethnic conversations.	Responses to CCSSE question	Provost; Diversity, Equity and Inclusion Officer	Increase percentage of affirmative responses from 83.3 percent to 90 percent no later than June 30, 2020.
Increase percentage of "sometimes," "often" and "very often" responses to the Community College Survey of Student Engagement (CCSSE) question, "In your experiences at this college during the current school year, about how often have you had serious conversations with students who differ from you in their religious beliefs, political opinions or personal values?"	Engage faculty, staff, administrators and students to determine the best ways to facilitate students' cross-cultural conversations.	Responses to CCSSE question	Provost; Diversity, Equity and Inclusion Officer	Increase percentage of affirmative responses from 77.4 percent to 84 percent no later than June 30, 2020.

Prepare students, faculty and staff to adapt and succeed in a diverse, global, multicultural, multi-ethnic society.

Aligns with:

Core Theme and Objective of Diversity, Inclusion and Global Education:
- Expand and support the diversity of the College's student population
- Expand and support the diversity of the College's workforce
- Develop and increase the student population through global education

Draft 2017-2021 Strategic Plan:
- Strategic direction 1: Improve student success
- Strategic direction 2: Enrich the community through engagement

PCC Strategic Plan for Internationalization

Objective	Action	Unit(s) of measurement	Responsible administrator(s)	Timeline
Develop students' global awareness and sensitivity to cultural differences	Increase PCC Study Abroad Program and international learning opportunities locally and abroad	Number of PCC Study Abroad and international learning opportunities	Vice President for International Development, Provost	Evaluate 2017-18 initiatives in Spring 2018
Increase overall PCC students' exposure to different worldviews	Increase International student engagement in cross-cultural learning activities	Numbers of PCC students' cross-cultural learning activities, student participants	Vice President for International Development, Provost	Evaluate 2017-18 initiatives in Spring 2018
Design multicultural, global learning and social justice experiences for students	Increase connections between PCC and appropriate community partners	Numbers of community connections, student experiences, student participants	Vice President for International Development, Provost	Evaluate 2017-18 initiatives in Spring 2018
Design multicultural and global learning experiences for faculty and staff	Increase connections between PCC and appropriate community partners	Number of community connections; number of faculty and staff experiences	Vice President for International Development, Provost, Vice Chancellor for Human Resources	Evaluate 2017-18 initiatives in Spring 2018

PCC Diversity Statement

Pima Community College welcomes, celebrates and fosters the diversity and contributions of students, faculty, staff and administrators.

We cherish the diversity of our community and, in addition to supporting equal opportunity and educational access for all, we respect and are inclusive of all beliefs, values, abilities, personal experiences and preferences, cultural and socioeconomic backgrounds, and worldviews. We believe our differences are our strength and a source of innovation, excellence and competitiveness.

We understand that the "community" in the community college of the 21st Century extends beyond local political boundaries, thus we aspire to build a community of responsible global citizens.

We believe that the ultimate objective of diversity is the achievement of equality and social justice. Furthermore, social justice has no borders and is an essential right of the human race.

Therefore we recruit, retain and develop the potential of students and employees from historically marginalized groups in the US and from any origin in the world regardless of ethnicity, religion, disability, political views, gender, gender identity, sexual orientation, social status and other characteristics.

— *Approved by Chancellor Lee Lambert January 2015*

Chancellor's Statement on Diversity (Fall 2016)

Pima Community College is committed to student success. Through this commitment, PCC values and recognizes diversity while seeking to strengthen the ties that bind us. Our commitment is driven by our values, and shapes our mission. The result is success for students and the community, who have pledged their hopes, dreams and resources to achieve their personal vision of the American Dream.

Our model of diversity begins with universal access. Our policies are designed to ensure opportunity for all; our goal is to implement processes and practices that clearly demonstrate our commitment to diversity. The Governing Board and I work to foster the progress of our students and employees, wherever they are on their education or professional journey.

The College is committed to an institutional framework that furthers the success of students from diverse sectors of our community. We hire and retain employees who reflect our constituents and who can serve as role models and mentors. We offer a curriculum that exposes students to the widest variety of ideas. Our goal is inclusion and engagement regardless of differences. Overall, we are creating a culture of excellence.

Our unwavering support of diversity is closely connected to our commitment to giving students a global perspective. We want to take PCC to the world and bring the world to PCC.

We cannot put a price on the value of learning about and collaborating with people from other cultures and backgrounds. The 21st century's global economy will value transnational leadership skills, fluency in multiple languages, and respect for and understanding of other cultures.

As anthropologist and educator Johnnetta B. Cole has said, "We are for difference: for respecting difference, for allowing difference, for encouraging difference, until difference no longer makes a difference." Pima Community College's commitment to diversity encompasses our classrooms, policies and practices. We are working to foster a multicultural world that honors our differences and the values that unify us as a community. Our commitment will benefit all students and employees, and enhance the economic and cultural vitality of our diverse region.

Lee D. Lambert, J.D.
Chancellor

PCC Standing Committee on Diversity Charge/Membership

In 2015, to align with the adoption of a new PCC mission and vision statement, the charge of the Diversity Committee was amended to align the College's efforts to support holistic student success. The Charge of the Diversity Committee is:

To identify challenges and opportunities in the achievement of diversity and recommend institutional initiatives that increase plurality, access, retention and success of underrepresented populations. To achieve this, the Committee works in collaboration with other College areas to advance policies, guidelines, practices, and programs that enhance diversity of three dimensions:

1. Student access, retention and success as part of the global workforce and society

2. Employment, retention and development of talented staff, faculty and administrators

3. Development of multicultural and global education for the College and our community

Membership

- (*Chair*) Morales, Lorraine, Community Campus and East Campus President

- (*Co-chair*) Pyevich, Caroline, East Campus Instructional Faculty (PSY), Spring 2017

- Aldridge, Kay, Downtown Campus Program Specialist, Spring 2018

- Bolz, Rose, West Campus Student Services Advanced Specialist, Spring 2018

- Castro-Salazar, Ricardo, West Campus Vice President of International Development, Spring 2018

- Colter-Mack, Alison, District Office Assistant Vice Chancellor for Human Resources, Spring 2018

- Desjardin, Suzanne, East Campus Dean of Social Sciences and Student Affairs, Spring 2017

- Diezel, Kim, Downtown Campus Instructional Designer, Spring 2018

- Duarte, Esperanza, East Campus Special Assistant to the Chancellor, Spring 2017

- Duisberg, Stephanie, West Campus Adjunct Faculty (FRE), Spring 2018

- Felty, Trina, West Campus Interim Vice President of Instruction and Transfer Pathways, Spring 2017 (Retired)

- Gillette, Lynne, West Campus Instructional Faculty (PHY), Spring 2018

- Gregory, Dianne, Downtown Campus Instructional Faculty (WRT), Spring 2017

- Loreto, Sandra, West Campus Student Services Advanced Specialist, Spring 2018

- McBride, Sheila, Northwest Campus Student Services Coordinator, Spring 2018

- Montoya, Damian, East Campus Program Coordinator Spring 2017
- Robles-Lopez, Irene, Community Campus Vice President of Student Affairs, Academic Advising and Retention Spring 2018
- Sando, Marilynn, Desert Vista Campus Program Manager Spring 2017 (Retired)
- Schultz, Laurie-Ann, Community Campus Instructional Designer Spring 2018
- Solórzano, Rosalía, Downtown Campus Instructional Faculty (SOC) Spring 2017

Glossary of terms

Affirmative Action: In 1977, the U.S. Commission on Civil Rights Statement on Affirmative Action defined it as "any measure, beyond simple termination of a discriminatory practice, adopted to correct or compensate for past or present discrimination or to prevent discrimination from recurring in the future."
https://www.aaaed.org/aaaed/About_Affirmative_Action__Diversity_and_Inclusion.asp

"...affirmative action may be thought as political rights claimed for cultural minorities, since it was intended to redress historical inequities and correct imbalances resulting from institutional practices that favored certain groups over others" (*cited by Rice, 2015: 64*).

Affirmative Action Plan/Program: "Affirmative Action Programs, in theory, challenge conventional institutional policies and ensure that institutional procedures promote a more diverse and representative workforce and/or student body. Affirmative action, in practice, focuses on the creation of an affirmative action plan that specifies organizational and institutional priorities through the development of timetables and measurable goals, the active recruitment of women and minorities, the selection of the most qualified candidate given the goals identified in the affirmative action plan, and the coordination of informal and formal grievances" (*cited by Rice, 2015: 64*). *Rice, M.F. (2015). Diversity and Public Administration: Theory, Issues, and Perspectives. USA: Routledge.*

Discrimination: The "practice of treating similarly situated individuals differently because of race, gender, sexual orientation, appearance or national origin". *Delgado, R. & Stefancic, J. (2012). Critical Race Theory: An Introduction. New York University Press, p.160.*

Diversity: "Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity and gender — the groups that most often come to mind when the term diversity is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language and physical appearance. It also involves different ideas, perspectives and values." *From University of California-Berkeley*, *http://www.inclusive.vcu.edu/media/inclusive-excellence/DiversityandInclusionDictionary.pdf.*

Global citizen: PCC aspires "to build a community of responsible global citizens." A global citizen is someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways. Today's education for global citizenship empowers students to understand and exercise their human rights in ways that demonstrate solidarity with human beings everywhere and make a positive impact on the world (UNICEF). For further reading, please see: the *Association of American Colleges and Universities, Freedom, Diversity and Global Citizenship.* *https://www.aacu.org/publications-research/periodicals/freedom-diversity-and-global-citizenship.*

Historically marginalized: Members from the following demographic groups: Mexicans/ Mexican Americans, Native Americans, Latinos, African Americans, Asian and Pacific Islanders, refugees, LGBTQ, Disabled, among others. This category also includes economically, socially, politically, linguistically, environmentally, culturally and religiously disadvantaged groups who have been historically excluded.

Implicit bias: "Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner...The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance...these biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques." *From the Ohio State University, Kirwan Institute for the Study of Race and Ethnicity http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/.*

Inclusion: is characterized as a "distinguishing feature of a democratic society...the extent to which all members of society are included as equally empowered..." *Valencia, R. (2010). Dismantling Contemporary Deficit Thinking: Educational Thought and Practice. New York: Routledge, p.155.*

Inclusive Excellence: Comprehensive effort to link diversity and quality. It is about transitioning diversity and inclusion from isolated initiatives to catalyst for educational excellence. The four elements of inclusive excellence are:

- focus on student intellectual and social development;
- purposeful development and utilization of organizational resources to enhance student learning;
- attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.
- a welcoming community that engages all of its diversity in the service of student and organizational learning.

From: http://www.inclusive.vcu.edu/media/inclusive-excellence/DiversityandInclusionDictionary. pdf and: *Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). Toward a model of inclusive excellence and change in postsecondary institutions. Washington, DC: Association of American Colleges and Universities.*

Micro-aggressions: Subtle and unconscious acts of disregard which seek to highlight a superiority of a dominant group over a minority group. *Yosso, T., Smith, W., Ceja, M., & Solórzano, D. (2009). Critical Race Theory, racial micro-aggressions, and campus racial climate for Latina/o undergraduates. Harvard Educational Review, 79(4), 659-691.*

Privilege: The rights, benefits and advantages automatically received by being a member of the dominant group, regardless of intentions. Considering a social justice perspective, privilege refers to systemically conferred dominance (of the majority group over any others) and the institutional processes by which the beliefs and values of the dominant group are normalized and made universal. (*Ozlem, S. & DiAngelo, R. (2008) Developing Social Justice Literacy: An Open Letter to our Faculty Colleagues, Phi Delta Kappan, 90(5), 345-352*).

Refugee: Someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries. (UNHCR, *www. unrefugees.org*).

Social justice: A framework that actively addresses the dynamics of oppression, privilege, and "isms," and recognizes that society is the product of historically rooted, institutionally-sanctioned stratification along socially constructed group lines that include race, class, gender, sexual orientation, and ability, among others. (*Cochran-Smith, M. (2004). Walking the Road: Race, Diversity, and Social Justice in Teacher Education. New York: Teachers College Press*).

Unconscious racism: "Racism that operates at an unconscious or subtle level." *Delgado, R. & Stefancic, J. (2012). Critical Race Theory: An Introduction. New York University Press, p.174.*

Underrepresentation: Insufficient or disproportionately low representation of a group or groups typically associated with ethnic minority to majority class ratios, but may include other backgrounds such as gender, identity, orientation, age, and disability statuses.

Study of PCC students, faculty, and staff ethnicity

This report provides a summary of longitudinal trends in race/ethnicity among PCC students, faculty and staff. The data are based on student/employee selected race/ethnicity information. Race/ethnicity within our student body has changed from 75% white, non-Hispanic and 17% Hispanic in fall 1970 to 44% white, non-Hispanic and 40% Hispanic in fall 2013. Employee data are available from IPEDS for reports submitted for 1995-1996 to 2011-2012. For adjunct faculty there has been a large change in race/ethnicity with 85% white, non-Hispanic and 9% Hispanic in 1995-1996, compared with 68% white and 12% Hispanic. It is noted that there was a large increase in unknowns during this time (0% to 12%). A similar, though less pronounced change was seen in full time faculty data. The report also includes information on different staff position classifications from IPEDS.

Over the time period included in this report, there have been several required changes to the way PCC collects race/ethnicity and these changes impact the data included in this report. The following changes need to be considered when using the data provided in this report:

- In 1994 and earlier, PCC included "Non-resident Alien", "Two and More Races", and "Unknown" categories in the "White, non-Hispanic" category. As a result, the "White non-Hispanic" category student percentage could be exaggerated by approximately 7%, based on 2011-2013 numbers, for data prior to 1994.

- The growth of the "Unknown" category in 2007-2010 is related to the transition between two federal race/ethnicity categories. Starting in Fall 2010, PCC transitioned to the new race/ethnicity categories as mandated by the federal Integrated Postsecondary Education Data System. A survey was carried out during Fall 2010 in which students were asked if they were Hispanic/Latino and to select one or more of the five ethnic categories. If they selected "Yes" to Hispanic/Latino, they were counted in that category. If they responded "No", they were counted in the other categories. Students could choose more than one race, and those students are reported as "Two or More Races". If a student did not respond to the survey, they were mapped to the new categories based on data from previous semesters (if available). All other students are reported as unknown. The change in reporting categories could result in a person being counted in a different race/ethnicity category before and after fall 2010, depending on the information submitted through the survey. The new data collection options permit students to select "Hispanic" and, for example, "White". Before they could only select one. As a result, it is likely that Hispanic counts would increase in the new system.

- Native Hawaiian or Other Pacific Islander was a new category in Fall 2010. Prior to Fall 2010, these students were counted with Asian or Other Pacific Islander.

1970-2015 Race/Ethnicity Distribution of PCC Students.

Source: IPEDS Fall Enrollment Report and PCC Fact Books

Table 1. PCC total fall student enrollment, by race/ethnicity.

Race / Ethnicity	Fall 1970	Fall 1975	Fall 1984	Fall 1994	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
White, non-Hispanic	1,700	14,142	15,136	17,471	16,973	16,595	16,735	16,634	16,783	17,237	15,665	17,044	14,963	13,135	11,823	10,647
Hispanic/Latino	619	4,072	3,620	7,194	9,207	9,034	9,394	8,941	9,351	10,170	11,605	13,071	12,510	12,074	11,576	11,569
Black, non-Hispanic	172	773	767	1,002	1,229	1,181	1,309	1,290	1,372	1,434	1,389	1,799	1,493	1,329	1,205	1,163
Asian or Pacific Islander	26	160	489	776	978	953	985	991	1,030	1,167	938	1,199	1,030	952	802	725
American Indian or Alaskan	83	441	436	725	1,109	769	780	805	874	975	892	1,040	818	714	656	653
Non-resident Alien			434	616	473	447	432	473	437	463	502	447	360	239	185	290
Unknown or Two or More Races				176	1,576	1,905	2,897	3,848	4,289	4,434	5,832	2,369	1,814	1,639	1,737	1,738
Total	2,600	19,588	20,882	27,960	31,545	30,884	32,532	32,982	34,136	35,880	36,823	36,969	32,988	30,082	28,070	26,880

Table 2. Percent of PCC total fall student enrollment, by race/ethnicity.

Race / Ethnicity	Fall 1970	Fall 1975	Fall 1984	Fall 1994	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
White, non-Hispanic	75%	72%	74%	64%	54%	54%	51%	50%	49%	48%	43%	46%	45%	44%	42%	40%
Hispanic/Latino	17%	21%	18%	26%	29%	29%	29%	27%	27%	28%	32%	35%	38%	40%	41%	43%
Black, non-Hispanic	5%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	5%	5%	4%	4%	4%
Asian or Pacific Islander	1%	1%	3%	4%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
American Indian or Alaskan	2%	2%	2%	3%	4%	2%	2%	2%	3%	3%	2%	3%	2%	2%	2%	2%
Non-resident Alien					1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Unknown or Two or More Race					5%	6%	9%	12%	13%	12%	16%	7%	6%	5%	6%	6%

Race/Ethnicity distribution of PCC faculty and staff.

Source: IPEDS Human Resources Report

Note: The numbers are broken down by IPEDS categories. Institutions do not report by exempt/nonexempt categories.
IPEDS changed noninstructional employees' categories between November 2011 and November 2012.

Table 3. PCC faculty, by race/ethnicity.

Faculty	1995-1996		2001-2002		2005-2006		2007-2008		2009-2010		2011-2012		2013-2014		2015-2015		2015-2016	
Full time Faculty, total	335	100%	349	100%	318	100%	325	100%	330	100%	315	100%	363	100%	350	100%	346	100%
American Indian or Alaska Native	4	1%	6	2%	4	1%	4	1%	3	1%	5	2%	6	2%	6	2%	4	1%
Asian	8	2%	8	2%	9	3%	7	2%	12	4%	7	2%	8	2%	11	3%	10	3%
Black or African American total	10	3%	14	4%	8	3%	5	2%	5	2%	4	1%	8	2%	7	2%	8	2%
Hispanic or Latino total	35	10%	44	13%	37	12%	39	12%	42	13%	45	14%	61	17%	57	16%	55	16%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
White	275	82%	274	79%	253	80%	259	80%	262	79%	229	73%	258	71%	257	73%	257	73%
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	6	2%	8	2%	7	2%	6	2%
Race/ethnicity unknown	0	0%	0	0%	3	1%	4	1%	5	2%	19	6%	14	4%	3	1%	5	6%
Nonresident alien	3	1%	3	1%	4	1%	7	2%	1	0%	0	0%	0	0%	1	0%	1	0%
Part time Faculty, total	1,327	100%	1,132	100%	1,057	100%	1,269	100%	1,223	100%	1,180	100%	951	100%	876	100%	766	100%
American Indian or Alaska Native	12	1%	13	1%	9	1%	9	1%	10	1%	13	1%	12	1%	11	1%	11	1%
Asian	26	2%	22	2%	32	3%	53	4%	48	4%	39	3%	33	3%	31	4%	25	3%
Black or African American total	37	3%	34	3%	25	2%	32	3%	33	3%	26	2%	17	2%	18	2%	18	2%
Hispanic or Latino total	120	9%	137	12%	120	11%	143	11%	134	11%	138	12%	117	12%	102	12%	88	11%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	1	0%	1	0%	1	0%
White	1,132	85%	881	78%	826	78%	994	78%	960	78%	800	68%	681	72%	650	74%	563	73%
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	12	1%	14	1%	13	1%	14	2%
Race/ethnicity unknown	0	0%	30	3%	38	4%	38	3%	29	2%	145	12%	73	8%	47	5%	44	6%
Nonresident alien	0	0%	15	1%	7	1%	0	0%	9	1%	6	1%	3	0%	3	0%	2	0%
Total full-time and part-time faculty	1,662		1,481		1,375		1,594		1,553		1,495		1,314		1,226		1,112	

Table 4. PCC non-instructional employees, by race/ethnicity, in IPEDS categories of 1995-2011.

Staff	1995–1996		2001 –2002		2005 –2006		2007 – 2008		2009 – 2010		2011 – 2012	
Executive/administrative and managerial, total	45	100%	45	100%	54	100%	60	100%	52	100%	52	100%
American Indian or Alaska Native	3	7%	3	7%	2	4%	2	3%	1	2%	2	4%
Asian	0	0%	2	4%	3	6%	2	3%	2	4%	1	2%
Black or African American total	4	9%	2	4%	2	4%	0	0%	0	0%	1	2%
Hispanic or Latino total	11	24%	5	11%	7	13%	8	13%	10	19%	7	13%
White	27	60%	33	73%	40	74%	48	80%	39	75%	39	75%
Two or more races											1	2%
Race/ethnicity unknown	0	0%	0	0%	0	0%	0	0%	0	0%	1	2%
Nonresident alien	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Other professionals, total	176	100%	284	100%	342	100%	361	100%	360	100%	332	100%
American Indian or Alaska Native	2	1%	5	2%	5	1%	4	1%	3	1%	2	1%
Asian	5	3%	5	2%	7	2%	9	2%	11	3%	5	2%
Black or African American total	7	4%	16	6%	15	4%	13	4%	17	5%	15	5%
Hispanic or Latino total	29	16%	53	19%	63	18%	64	18%	64	18%	61	18%
Native Hawaiian or Other Pacific Islander											2	1%
White	133	76%	200	70%	251	73%	265	73%	265	74%	225	68%
Two or more races											7	2%
Race/ethnicity unknown	0	0%	3	1%	0	0%	0	0%	0	0%	14	4%
Nonresident alien	0	0%	2	1%	1	0%	6	2%	0	0%	1	0%
Technical and paraprofessionals, total	202	100%	116	100%	199	100%	187	100%	250	100%	260	100%
American Indian or Alaska Native	1	0%	1	1%	3	2%	6	3%	3	1%	4	2%
Asian	2	1%	0	0%	3	2%	3	2%	4	2%	1	0%
Black or African American total	8	4%	5	4%	12	6%	13	7%	15	6%	12	5%
Hispanic or Latino total	43	21%	24	21%	56	28%	43	23%	85	34%	99	38%
White	148	73%	85	73%	125	63%	117	63%	142	57%	127	49%
Two or more races											5	2%
Race/ethnicity unknown	0	0%	1	1%	0	0%	2	1%	1	0%	12	5%
Nonresident alien	0	0%	0	0%	0	0%	3	2%	0	0%	0	0%

Staff	1995–1996		2001–2002		2005–2006		2007–2008		2009–2010		2011–2012	
Clerical and secretarial, total	239	100%	307	100%	227	100%	309	100%	207	100%	205	100%
American Indian or Alaska Native	9	4%	4	1%	3	1%	7	2%	4	2%	3	1%
Asian	2	1%	6	2%	5	2%	8	3%	4	2%	0	0%
Black or African American total	12	5%	9	3%	12	5%	14	5%	9	4%	9	4%
Hispanic or Latino total	104	44%	140	46%	111	49%	146	47%	100	48%	100	49%
White	112	47%	143	47%	96	42%	131	42%	89	43%	83	40%
Two or more races											3	1%
Race/ethnicity unknown	0	0%	4	1%	0	0%	1	0%	1	0%	6	3%
Nonresident alien	0	0%	1	0%	0	0%	2	1%	0	0%	1	0%
Skilled crafts, total	39	100%	109	100%	85	100%	86	100%	79	100%	89	100%
American Indian or Alaska Native	0	0%	1	1%	1	1%	1	1%	1	1%	2	2%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American total	0	0%	5	5%	5	6%	5	6%	4	5%	5	6%
Hispanic or Latino total	18	46%	57	52%	37	44%	34	40%	35	44%	41	46%
White	21	54%	42	39%	42	49%	42	49%	39	49%	35	39%
Two or more races											0	0%
Race/ethnicity unknown	0	0%	4	4%	0	0%	2	2%	0	0%	5	6%
Nonresident alien	0	0%	0	0%	0	0%	2	2%	0	0%	1	1%
Service/maintenance, total	97	100%	29	100%	52	100%	55	100%	50	100%	40	100%
American Indian or Alaska Native	2	2%	1	3%	1	2%	1	2%	2	4%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American total	7	7%	1	3%	6	12%	6	11%	5	10%	2	5%
Hispanic or Latino total	43	44%	8	28%	19	37%	19	35%	21	42%	17	43%
White	45	46%	19	66%	26	50%	27	49%	22	44%	18	45%
Two or more races											1	3%
Race/ethnicity unknown	0	0%	0	0%	0	0%	0	0%	0	0%	2	5%
Nonresident alien	0	0%	0	0%	0	0%	2	4%	0	0%	0	0%

Table 5. PCC non-instructional employees, by race/ethnicity, in IPEDS categories of 2012-2017.

Staff	2013 – 2014		2014 - 2015		2015 – 2016	
Production, Transportation, and Material Moving	21	100%	21	100%	20	100%
American Indian or Alaska Native	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
Black or African American total	1	5%	0	0%	0	0%
Hispanic or Latino total	11	52%	11	52%	13	65%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	8	38%	10	48%	7	35%
Two or more races	0	0%	0	0%	0	0%
Race/ethnicity unknown	1	5%	0	0%	0	0%
Nonresident alien	0	0%	0	0%	0	0%
Office and Administrative Support	108	100%	101	100%	106	100%
American Indian or Alaska Native	1	1%	1	1%	1	1%
Asian	0	0%	0	0%	1	1%
Black or African American total	3	3%	3	3%	3	3%
Hispanic or Latino total	50	46%	51	50%	50	47%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	48	44%	43	43%	48	45%
Two or more races	2	2%	2	2%	2	2%
Race/ethnicity unknown	4	4%	1	1%	1	1%
Nonresident alien	0	0%	0	0%	0	0%
Service	147	100%	143	100%	145	100%
American Indian or Alaska Native	4	3%	3	2%	3	2%
Asian	0	0%	1	1%	2	1%
Black or African American total	4	3%	4	3%	4	3%
Hispanic or Latino total	57	39%	54	38%	58	40%
Native Hawaiian or Other Pacific	0	0%	1	1%	1	1%
White	76	52%	75	52%	73	50%
Two or more races	3	2%	4	3%	3	2%
Race/ethnicity unknown	3	2%	1	1%	1	1%
Nonresident alien	0	0%	0	0%	0	0%
Healthcare Practitioners and Technical	2	100%	2	100%	2	100%
American Indian or Alaska Native	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	1	50%
Black or African American total	0	0%	0	0%	0	0%
Hispanic or Latino total	0	0%	0	0%	0	0%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	1	50%	1	50%	0	0%
Two or more races	0	0%	0	0%	0	0%
Race/ethnicity unknown	0	0%	0	0%	0	0%
Nonresident alien	1	50%	1	50%	1	50%

Table 5. PCC non-instructional employees, by race/ethnicity, in IPEDS categories of 2012-2017.

Staff	2013 – 2014		2014 - 2015		2015 – 2016	
Community Service, Legal, Arts, and Media	16	100%	44	100%	17	100%
American Indian or Alaska Native	0	0%	2	5%	0	0%
Asian	0	0%	0	0%	0	0%
Black or African American total	1	6%	4	9%	1	6%
Hispanic or Latino total	3	19%	12	27%	4	24%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	12	75%	26	59%	12	71%
Two or more races	0	0%	0	0%	0	0%
Race/ethnicity unknown	0	0%	0	0%	0	0%
Nonresident alien	0	0%	0	0%	0	0%
Computer, Engineering, and Science	122	100%	124	100%	131	100%
American Indian or Alaska Native	1	1%	2	2%	2	2%
Asian	5	4%	5	4%	7	5%
Black or African American total	5	4%	6	5%	7	5%
Hispanic or Latino total	23	19%	24	19%	31	24%
Native Hawaiian or Other Pacific	0	0%	0	0%	1	1%
White	81	66%	82	66%	77	59%
Two or more races	3	2%	3	2%	4	3%
Race/ethnicity unknown	4	3%	2	2%	2	2%
Nonresident alien	0	0%	0	0%	0	0%
Business and Financial Operations	102	100%	104	100%	114	100%
American Indian or Alaska Native	1	1%	2	2%	1	1%
Asian	3	3%	3	3%	3	3%
Black or African American total	3	3%	2	2%	2	2%
Hispanic or Latino total	39	38%	39	38%	42	37%
Native Hawaiian or Other Pacific	1	1%	1	1%	1	1%
White	48	47%	51	49%	59	52%
Two or more races	4	4%	5	5%	5	4%
Race/ethnicity unknown	2	2%	0	0%	0	0%
Nonresident alien	1	1%	1	1%	1	1%
Management	83	100%	78	100%	80	100%
American Indian or Alaska Native	2	2%	0	0%	0	0%
Asian	3	4%	2	3%	2	3%
Black or African American total	4	5%	6	8%	6	8%
Hispanic or Latino total	13	16%	14	18%	15	19%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	57	69%	55	71%	55	69%
Two or more races	1	1%	0	0%	1	1%
Race/ethnicity unknown	3	4%	1	1%	1	1%
Nonresident alien	0	0%	0	0%	0	0%

Table 5. PCC non-instructional employees, by race/ethnicity, in IPEDS categories of 2012-2017.

Staff	2013 – 2014		2014 - 2015		2015 – 2016	
Student and Academic Affairs and Other Education Services	375	100%	368	100%	379	100%
American Indian or Alaska Native	3	1%	4	1%	4	1%
Asian	2	1%	5	1%	5	1%
Black or African American total	17	5%	17	5%	16	4%
Hispanic or Latino total	137	37%	144	39%	150	40%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	192	51%	183	50%	190	50%
Two or more races	13	3%	13	4%	12	3%
Race/ethnicity unknown	11	3%	1	0%	1	0%
Nonresident alien	0	0%	1	0%	1	0%
Librarians, Curators, and Archivists	14	100%	15	100%	12	100%
American Indian or Alaska Native	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
Black or African American total	0	0%	0	0%	0	0%
Hispanic or Latino total	3	21%	2	13%	1	8%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	9	64%	12	80%	11	92%
Two or more races	1	7%	1	7%	0	0%
Race/ethnicity unknown	1	7%	0	0%	0	0%
Nonresident alien	0	0%	0	0%	0	0%

Chart 1. Percent of PCC total fall student enrollment, by race/ethnicity

Legend:
- White, non-Hispanic
- Hispanic/Latino
- Black, non-Hispanic
- Asian or Pacific Islander
- American Indian or Alaskan
- Non-resident Alien
- Unknown or Two or More Races