



**PUEBLO COMMUNITY COLLEGE**

# **AFFIRMATIVE ACTION PLAN**

**JULY 1, 2023 – JUNE 30, 2024**

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## SECTION ONE – OVERVIEW AND PLAN

### A. Introduction

Pueblo Community College (PCC) is an equal opportunity educational institution which prohibits all forms of discrimination and harassment, including those that violate federal or state law, or the State Board for Community Colleges and Occupational Education Board Policy 3-120 and System Protocol 3-120a. PCC does not discriminate in its employment practices on the basis of race, color, religion, sex, disability, age, sexual orientation or expression, pregnancy, creed, ancestry, national origin, marital status, genetic information, military status, or any other category protected by applicable law.

Pueblo Community College is committed to and values diversity and inclusion as a key factor in a vibrant and dynamic work and learning environment. PCC recognizes that diversity is much broader and more inclusive than color, race, religion, and gender. It embraces all forms of diversity and seeks to attract and retain a diverse employee population in order to create an inviting and enriching experience for students and employees alike.

**Accordingly, it is our goal through the provisions of this Affirmative Action Plan to build an employee population that is representative to the degree possible of our students and communities in Pueblo and our diverse service areas.**

### B. Equal Employment Opportunity / Affirmative Action Plan (AAP)

As one of thirteen colleges in the Colorado Community College System, PCC is guided by System Protocol 3-120a (March 2023) that requires each college to have a designated Equal Employment Opportunity/Affirmative Action Officer and to establish a written Affirmative Action Plan (AAP) that is updated annually. The AAP must include “an analysis of the current workforce compared to the available market specific to gender, race/ethnicity, disabilities, and veteran status; setting standards by which to measure effectiveness of the program; assessment of specific areas where the College or the System Office can improve its outreach and recruiting efforts; and action items for moving toward a workforce that is reflective of the applicable labor pool and students served.”

The Vice President of Human Resources is the EEO/AA Officer for PCC and responsible for oversight and enactment of the AAP.

### C. Definition of Key Terms

- American Indian or Alaska Native (not Hispanic or Latino). A person having origins in any of the original peoples of North and South America, including Central America, and who maintain tribal affiliation or community attachment.
- Asian (not Hispanic or Latino). A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American (not Hispanic or Latino). A person having origins in any of the Black racial groups of Africa.
- Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- Individual with a Disability. A person who, generally, has a physical or mental impairment that substantially limits a major life activity, or, has a record of such impairment.
- Native Hawaiian or Other Pacific Islander (not Hispanic or Latino). A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- Two or More Races (not Hispanic or Latino): All persons who identify with more than one of the races of White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, or American Indian or Alaska Native.
- Underrepresented Minority. Any person who identifies as being American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or in any combination of these identifiers, or someone who identifies as White and as any of the other identifiers.
- Veteran of the U.S. Armed Forces. A person that has engaged in active duty in the U.S. Armed Forces (Army, Navy, Air Force, Marines, or Coast Guard), or are a National Guard or Reserve enlistee who was called to active duty for other than state or training purposes, or were a cadet or midshipman at one of the service academies and were released under a condition other than dishonorable.
- White or Caucasian (not Hispanic or Latino). A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

### D. Plan Strategy, Goals, and Objectives

Pueblo Community College has memorialized its commitment to its Affirmative Action Plan by infusing it throughout the goals, strategies, and key performance indicators (KPI's) in its [Destination 2027 strategic plan](#).

One element in the plan is dedicated to increasing diversity by seeking to, “Purposefully grow an inclusive institution by engaging in diversity at all levels of employees, curriculum, policies, and communities.” Related KPI’s include:

- Increase total percentage of underrepresented employee applicants by 1% annually.
- Increase underrepresented employee representation by 1% annually.

A second element states to, “Respectfully engage stakeholders in open dialogue opportunities and intentional communication through expanded shared governance efforts.” Under this element one specific KPI establishes to:

- Provide one college-wide cultural competency training for all employees each year with 75% engagement and successful complete of each experience.

The Vice President of Human Resources is tasked to oversee and monitor progress toward achieving these KPI’s.

To enact the provisions of the Destination 2027 strategic plan in alignment with the College’s Affirmative Action Plan, the following goals and objectives are established for Academic Year 2023-2024.

**Goal #1: to have a qualified workforce that, as closely as possible, achieves at least 80% representation of the measured demographics in the available area workforce and advances diversity, equity, and inclusion at all levels of the college.**

#### Objectives

- Ensure that the lack of English language skills or disability are not a barrier to recruitment, selection, and hiring by posting job notices in accessibility formatting, informing applicants that translation and impairment services are available throughout the process, and providing such services when requested.
- Make reasonable accommodations for individuals with disabilities and disabled veterans.
- Evaluate job applicants and employees solely on qualifications and merit during the course of recruiting, hiring, training, transferring, assigning jobs, promoting, and granting compensation and benefits.
- Brief hiring officials and selection committees on proper screening processes, the need to comply with established federal and state laws and Board policies, means for avoiding unintentional bias, and monitoring candidate ratings for excessive variation.
- Introduce PCC’s DEI goals and initiatives as part of New Employee Orientation, Faculty Orientation, and New Instructor Orientation.
- Document training, education, and events conducted by established entities such as the Inclusion, Diversity, Equity, Accessibility (IDEA) Committee, faculty

professional development, grant-funded training, and similar when measuring DEI progress.

**Goal #2: to integrate, align, and coordinate efforts of the various diversity, minority, veteran, disabled, and other groups and organizations to affect the greatest impact on student and employee populations.**

Objectives

- Ensure employee compliance with mandatory annual training.
- Disseminate information to employees about on-campus or off-campus diversity, cultural, veteran, disabled, or other meetings, events, or activities.

**Goal #3: expand diversity recruitment efforts**

Objectives

- Assist satellite campuses with specific recruiting outreaches in their communities.
- Identify targeted job posting outreaches to diversity, minority, and disabled job boards, especially groups identified in Section II of this plan.
- Attend community job fair events to elevate awareness of PCC and its staffing needs in those communities.
- Job posting notices will include: *“Pueblo Community College (PCC) believes that diversity, equity, and inclusion drive our success, and we encourage candidates from all identities, backgrounds, and abilities to apply. PCC is an equal opportunity employer committed to building inclusive, innovative work environments with employees who reflect our communities and enthusiastically serve them. We seek leaders committed to these same ideals.”*

E. Responsibility for Implementation

The duties of the Vice President of Human Resources/Affirmative Action Officer include:

- Internal and external dissemination of the AAP.
- Coordination of training to educate employees on the concepts of the AAP.
- Assisting in the identification of problem areas, and developing strategies to eliminate any problems identified.
- Designing and implementing monitoring and reporting methods that will measure the effectiveness of the AAP and indicate any need for remedial action.
- Serving as a liaison between the College and appropriate underrepresented minority, women, veteran and individuals with disabilities organizations.
- Conducting a periodic audit to ensure that the College complies in the following ways:
  - EEO posters are properly displayed.

- All employees are afforded the opportunity and are encouraged to participate in all College-sponsored educational, training, recreation, and social activities.

The College recognizes that the cooperation of staff and faculty supervisors is required to reach the full potential of the AAP. Therefore, all supervisors are expected to:

- Assist Human Resources in the identification of any problem areas and help to eliminate any barriers to equal employment opportunity.
- Whenever possible, become involved in underrepresented, women, veteran and individuals with disabilities organizations.
- Work with Human Resources to periodically review hiring and promotion patterns to isolate impediments to the attainment of affirmative action placement goals and objectives.
- Review the qualifications of employees to ensure that all qualified individuals are given full opportunity for training, transfer, and promotion.
- Distribute job announcements and utilize professional networks to identify and recruit applicants for positions.
- Adhere to the College's policy of equal employment opportunity for all employees and ensure that the policy is understood, supported and adhered to by the employees they supervise.
- Act to prevent the harassment of employees based on protected characteristics or due to a perception that an individual might have been the beneficiary of the College's affirmative action efforts.

**SECTION TWO – JOB APPLICANT AND WORKFORCE ANALYSIS**

**F. Recruitment – Analysis of Applicant Data**

Pueblo Community College utilizes an on-line applicant tracking system that automatically posts positions to over 35 diverse job sites, captures potential applicants through a job interest function that alerts potential applicants to new positions as they open, collects applicant data, and provides reporting functions. Supplemental questions ask applicants to voluntarily self-disclose information pertaining to disability, gender, ethnicity, race, and veteran status.

For the period November 1, 2021 to October 31, 2022, there were 839 applications for faculty, instructor, or APT staff positions (Classified positions are administrated at the state level and their data are not included here). An analysis of applicant data compared to the Pueblo Metropolitan Statistical Area (MSA)<sup>1</sup> data and student data reveal two areas that have not achieved at least an 80% representation in that criterion (see Table 1):

- Ethnicity – Hispanic/Latino applicants lag MSA
- Race – American Indian/Alaskan Native applicants lag MSA and students

**Table 1 – Faculty, Instructor & APT Staff Applicants Relative to Pueblo MSA and Students**

	PCC	PUEBLO / CAÑON CITY <sup>1</sup>	STUDENTS
<b>Ethnicity/ Race</b>	Hispanic / Latino – 27%	49.5%	32.6%
	American Indian / Alaskan Native – 1%	3.3%	2.3%
	Asian – 3%	0.8%	1.2%
	Black / African American – 4%	2.4%	5.1%
	Native Hawaiian / Other Pacific Islander – 0%	0.0%	0.2%
	White – 70%	74.1%	80.8%
	Two or more races – 12%	9.6%	3.0%
	Unknown / Prefer not to answer – 9%	9.8%	7.4%
<b>Gender</b>	Female – 57%	Female – 50.1%	Female – 53.6%
	Male – 41%	Male – 49.9%	Male – 46.4%
<b>Veteran</b>	Yes – 9%	7%	7.1%
<b>Disability</b>	Yes – 12%	15.9%	N/A <sup>2</sup>

<sup>1</sup>No MSA data are available from the US Census Bureau for the Southwest campus locations

<sup>2</sup>Student disability information not available



It should be noted that the male applicant population (41%) is minimally above 80% of the Pueblo MSA data (49.9% x 0.8 = 39.9%) and should be monitored this plan year.

G. Workforce – Analysis of Employee Data

PCC has over 600 regular and part-time faculty, instructors and APT employees working each semester. Comparing employee data of November 1, 2022, with the Pueblo MSA and student data reveal three areas that have not achieved at least an 80% representation in that criterion (see Table 2):

- Ethnicity – Hispanic/Latino employee population lags MSA and student percentages
- Race – American Indian/Alaskan Native employees lag MSA and student numbers
- Race – Black/African American employees lag MSA and student populations

**Table 2 – Faculty, Instructor & APT Staff Relative to Pueblo MSA and Students**

	PCC	PUEBLO / CAÑON CITY <sup>1</sup>	STUDENTS
<b>Ethnicity/ Race</b>	Hispanic / Latino – 21.8%	49.5%	32.6%
	American Indian / Alaskan Native – 1.3%	3.3%	2.3%
	Asian – 1.6%	0.8%	1.2%
	Black / African American – 1.0%	2.4%	5.1%
	Native Hawaiian / Other Pacific Islander – 0%	0.0%	0.2%
	White – 72.7%	74.1%	80.8%
	Two or more races – 0.2%	9.6%	3.0%
	Unknown / Prefer not to answer – 1.5%	9.8%	7.4%
<b>Gender</b>	Female – 59.6%	Female – 50.1%	Female – 53.6%
	Male – 40.4%	Male – 49.9%	Male – 46.4%
<b>Veteran</b>	N/A <sup>2</sup>	7%	7.1%
<b>Disability</b>	N/A <sup>2</sup>	15.9%	N/A <sup>3</sup>

<sup>1</sup>No MSA data are available from the US Census Bureau for the Southwest campus locations

<sup>2</sup>Employee veteran and disability data only collected at time of application and are based on voluntary self-disclosure; no current data available

<sup>3</sup>Student disability information not available

It should be noted that the male employee population (40.4%) is minimally above 80% of the Pueblo MSA data (49.9% x 0.8 = 39.9%) and should be monitored this plan year

## H. Recruitment and Retention Considerations

Any discussion of actions intended to bring the workforce into a closer representation of the various PCC communities must account for the vast changes that have taken place in the American workplace during and immediately following the COVID pandemic. For example, record numbers of employees have left the workforce altogether, creating a glut of unfilled job positions and very low unemployment rates. The pandemic has also led to an unprecedented retirement volume as older employees find the “new” workplace one to which they choose not to adapt. Other changes in the workplace include a demand for complete remote work or hybrid remote-in person jobs, which is being accommodated by many employers, and a work-life balance experienced during the pandemic that was unknown to previous generations of employees and is now considered normal.

The entrance of Generations Y and Z into the workplace has also changed the landscape of retention. Among these changes is an expectation for rapid advancement, a demand for ongoing professional development, preferred use of electronic systems and interactions over face-to-face processes, and a marked lack of loyalty to the organization that was a hallmark in previous workforce “generations.”