



Affirmative Action Plan
2006 – 2010

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FOREWORD

An Affirmative Action Plan sets forth a results-oriented program to which an employer commits their good faith efforts to attain and maintain equal employment opportunity. The requirements for Affirmative Action Plans are contained in Federal Executive Order 11246 and in Affirmative Action Guidelines issued by the U. S. Departments of Labor and Justice. This plan is in compliance with these guidelines and affirms the College's commitment to ensure equal employment opportunity and affirmative action.

INTRODUCTION

The State of Washington has a long established employment policy of non-discrimination on the basis of characteristics that are not directly related to the ability of an individual to perform a job. The state requires that its agencies and institutions undertake affirmative action programs to recruit and promote into all levels of employment women, people of color, persons with disabilities, persons over the age of 40, and disabled and Vietnam-era veterans.

ROLES AND RESPONSIBILITIES

Listed below are the roles and responsibilities of the following agencies, institutions and commissions:

- 1) **Human Rights Commission:** Under Chapter 49.74 of the Revised Code of Washington (RCW), the commission is provided enforcement authority for affirmative action with Washington state government agencies and institutions of higher education. The commission is also given the responsibility to provide training and assistance in equal employment matters under the Washington State Executive Order on Diversity (E.O. 93-07).
- 2) **Department of Personnel (DOP):** Under Chapters 356 *and* 251 of the Washington Administrative Code and the Washington State Executive Order on Diversity, the DOP is responsible for administering the state's affirmative action program. This responsibility includes providing guidance and assistance to agencies and institutions, and monitoring and reporting their progress.
- 3) **State Agencies and Institutions of Higher Education:** Under the Revised Code of Washington (RCW) 41.06.150 and the Washington State Executive Order on Diversity, agencies and institutions (A/I) must maintain an affirmative action program promoting affirmative action and equal employment opportunity in recruitment, appointment, promotion, transfer, training, and career development.
- 4) **Governor's Affirmative Action Policy Committee (GAAPCom):** Under the Washington State Executive Order on Diversity, the GAAPCom supports the implementation strategies and goal objectives of affirmative action plans that are developed by state agencies and

institutions. The GAAPCom also advises the Governor regarding state affirmative action policies, to include periodic reporting of the state's progress in meeting its goals.

5) **Affirmative Action Triad (Triad)**: The Triad is the principal medium for monitoring the Affirmative Action policies and progress of the State of Washington General Government Agencies and Institutions of Higher Education. It consists of the Affirmative Action Officer (AAO) of an Agency or Institution, the Department of Personnel assigned Human Resource Consultant (DOPRep), and the assigned GAAPCom representative (GAAPRep). It is the principal medium for developing the plan/update of the A/I, including progress in meeting goals and maintaining current affirmative action policies.

AFFIRMATIVE ACTION REQUIREMENTS

The Walla Walla Community College is required to:

- ❖ Maintain an annual Affirmative Action/Equal Employment Opportunity Policy Statement, approved by the President.
- ❖ Maintain a Sexual Harassment and Reasonable Accommodation Policy Statement.
- ❖ Submit an Affirmative Action Plan (AAP) to the Department of Personnel on a four-year cycle with an Update to the plan two years into the cycle.

**Walla Walla Community College
Affirmative Action Policy**

Walla Walla Community College District No. 20 (WWCC) is committed to provide equal opportunity and nondiscrimination for all applicants as well as for its employed staff, without regard to race, creed, color, national origin, age, gender, marital status, religion, sexual orientation, physical, sensory, or mental disability, Vietnam and/or disabled veteran status.

The College supports affirmative action for African Americans, Hispanics, Asians, American Indians, persons of disability, Vietnam Veterans, disabled veterans, and persons aged 40 years and over. It will strive to eliminate barriers to employment and education for these underrepresented group members.

WWCC will recruit, hire, train, and promote individuals in all job classifications based upon their qualifications and their ability or potential ability to succeed in assuming the responsibilities and performing the duties of a position. Other personnel actions, such as compensation, benefits, layoff, return from layoff, transfer, termination, college-sponsored training, education, tuition assistance, social and recreational programs will be administered in accordance with the equal opportunity and nondiscrimination commitment of the College.

The President has assigned overall Affirmative Action program responsibility to Sherry Hartford, Human Resources Director, (509)527-4382. It is considered to be the day-to-day obligation of each WWCC staff member to support this plan and to ensure that fair and equitable treatment is provided to all persons accessing the services of the College. The Board of Trustees, the administration, and the employees of WWCC have made known their commitment to diversity, equal opportunity, and nondiscrimination with the November 17, 1999 adoption of a Walla Walla Community College Commitment to Diversity statement, Resolution #2000-2. This document, which is attached to this policy statement, is posted in enlarged format in the College entryways and is published in the WWCC catalog.



Steven L. VanAusdle, President

April 26, 2006

**Walla Walla Community College
Commitment to Diversity**

WHEREAS, Walla Walla Community College (WWCC) represents a community of people of diverse cultures, ages, sexual orientation, races, religions, abilities, ethnicities, and nationalities working and learning in an atmosphere of intellectual freedom and mutual respect; and

WHEREAS, WWCC remains committed to diversity in its students and employees that reflects the diversity of our communities; and

WHEREAS, WWCC is committed to offering courses and campus-wide activities that are inclusive and is committed to offering a diversity of perspectives and support for individual and cultural differences; and

WHEREAS, WWCC is committed to creating an educational environment that is welcoming to and encouraging of all students and community members; and

WHEREAS, WWCC believes in the importance of providing role models among our employees that reflect the diversity of our community; and

WHEREAS, WWCC is committed to the vision of inclusiveness of all people in a climate of equality; and

WHEREAS, WWCC has no tolerance for discrimination or harassment; now

THEREFORE BE IT RESOLVED that WWCC reaffirms its commitment to initiatives that increase diversity and reflect the communities we serve; and

BE IT THEREFORE RESOLVED that WWCC strongly encourages all members of the college community to oppose acts of discriminatory behavior; and

BE IT FURTHER RESOLVED that WWCC encourages its employees and students actively to promote, develop, and value diversity on campus and in the community.

WALLA WALLA COMMUNITY COLLEGE

ATTEST:

By: /s/ Kayleen Bye

/s/ Steven L. VanAusdle 11/17/99

Kayleen Bye, Chair

Steven L. VanAusdle, Secretary

Board of Trustees

Board of Trustees

Walla Walla Community College

Policy Against Sexual Harassment

It is the policy of Walla Walla Community College that employees and students have the right to work and learn in an environment where mutual respect and consideration are demonstrated by all community members, male and female. No member of the college community may sexually harass another.

Definition of Sexual Harassment

Sexual harassment does not refer to occasional compliments. It includes such behavior as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct when:

1. submission to such conduct is made either explicitly (stated) or implicitly (implied) as a term or condition of an individual's employment or academic standing; or
2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting an individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment.

Sexual harassment often involves relationships of unequal power and contains elements of coercion – as when compliance for sexual favors becomes a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, such as student to student, as when repeated sexual advances or demeaning verbal behavior have a harmful effect on a person's ability to study or work.

- ❖ Sexual harassment may include, but is not limited to the following:
- ❖ Persistent, unwelcome flirtation, advances and/or propositions of a sexual nature
- ❖ Repeated, offensive, and unwelcome insults that are sexual in nature
- ❖ Jokes about gender-specific traits
- ❖ Repeated, unwelcome comments of a sexual nature about an individual's body or clothing
- ❖ Deliberate and unwelcome touching, such as patting, pinching, hugging, or repeated brushes against an individual's body
- ❖ Pressure for dates or sex, if unwelcome and repeated
- ❖ Stating or implying to an employee or student that sexual relations are a condition of employment or grades
- ❖ Displayed offensive sexual graffiti, pictures, language, cartoons, or other materials

Responsibilities

All members of the college community are responsible for ensuring that their conduct is not sexually harassing to any other member of the college community. Administrators and supervisors have the responsibility of helping to prevent and eliminate sexual harassment within the areas they oversee. If administrators or supervisors know sexual harassment is occurring, receive a sexual harassment complaint, or obtain other information indicating possible sexual harassment, they must report this information to their immediate supervisor or to the director of human resources, even if the problem or alleged problem is not within their area of oversight.

Institutional Resources

Institutional resources are available to provide advice and assist in resolving incidents of sexual harassment. If you are an employee you may bring your concern to your supervisor, department administrator, or the human resources officer. If you are a student you may contact the instructional division administrator, the Student Development Center, the Title IX officer, the vice president of instruction, or the vice president of student services.

Complaint Procedures

Any employee or student of Walla Walla Community College who believes s/he is being sexually harassed is encouraged to take steps to stop the harassing behavior. A copy of the College Grievance Procedure is attached to this policy statement, and includes steps which progress from an informal meeting to a presidential appeal. If an individual wishes, s/he may bypass the grievance procedure and file a claim directly with the Office of Civil Rights, the Equal Employment Opportunity Commission, or the Human Rights Commission, as provided in the attached Grievance Procedure.

When an allegation of sexual harassment progresses to the Official Hearing stage of the college Grievance Procedure, the presiding administrator will take immediate steps to:

1. Obtain a statement from the complainant regarding the times, dates, places, and circumstances surrounding the allegations;
2. Discuss the matter with the accused;
3. Obtain statements of witnesses or possible witnesses, if any;
4. Prepare a written report of the investigation.

Due to damage that could result to the career and reputation of any person falsely or in bad faith accused of sexual harassment, all investigations and hearings surrounding such matters will be confidential and designed to the maximum extent possible to protect the privacy of, and minimize suspicion toward, the accused as well as the complainant. Only those persons responsible for investigating and enforcing civil rights matters will have access to confidential communications as allowed by law.

If there appears to be no foundation to the allegation of sexual harassment, no record shall be made of the allegation in either the accused or the accuser's employee records. However, bad faith allegations may result in disciplinary action against the accuser.

If a foundation for the allegation exists and the complaint is resolved informally at Step 1 of the Grievance Procedure, no formal record need be made of the incident. An admission of guilt, an acknowledgement of a verbal warning, a promise not to commit such abuses again, and action taken to provide appropriate relief for the aggrieved party is sufficient. A record of informal resolutions will be kept in the office of the supervisor or human resources director participating in Step 1.

If the allegation cannot be resolved at the Step 1, Informal Meeting level, or if the accused does not follow through with the agreement reached at the Informal Meeting level, the complaint may be taken directly to Step 2, the Official Hearing level.

If it is determined at the Official Hearing that sexual harassment has occurred, disciplinary action may be taken. If the accused is a student, the Vice President of Student Services will proceed to Initiation of Disciplinary Action, item #(4) in the Student Code of Conduct. If the accused is an employee, existing procedures negotiated in faculty and classified staff collective bargaining agreements shall be used.

January 2004

Walla Walla Community College

Procedure for Reasonable Accommodation of Applicants and Employees of Disability

I. AUTHORITY

Americans with Disabilities Act of 1990
Rehabilitation Act of 1973
Chapter 49.60 RCW
Chapter 162-22 WAC
Chapter 251-10 WAC
Chapter 251-19 WAC
Executive Order 93.03

II. PURPOSE AND SCOPE

This procedure describes the responsibilities of Walla Walla Community College for providing reasonable accommodation to applicants and employees of WWCC in compliance with State Policy Guidelines on Reasonable Accommodation of Persons with Disabilities Related to State Employment. Persons with disabilities have the right to request and receive reasonable accommodation in all aspects of employment, including but not limited to: application; recruitment, selection/hiring; promotion; testing; medical examinations; layoff/recall; assignments; termination; evaluation; compensation; disciplinary actions; leave; training; the terms; conditions, and benefits of employment including insurance benefits; and employer supported activities. This procedure should not be construed as providing rights or obligations not provided under applicable laws.

III. DEFINITIONS

A. Equal Employment Opportunity means an opportunity to perform the essential functions or to enjoy equal benefits and privileges of employment as are available to a similarly-situated applicant or employee without a disability.

B. Essential Functions means the fundamental job duties or the position that the individual with the disability holds or desires. The term “essential functions” does not include the marginal functions of the position. The following criteria should be considered in identifying the essential functions of a position:

- Are employees in the position actually required to perform the function;
- Would removing that function fundamentally change the job;
- Was the position established to perform the function;
- Are there a limited number of other employees available to perform the function, or among whom the function can be distributed; and
- Is the function highly specialized, and is the person in the position hired for special expertise or ability to perform it?

C. Healthcare Professional means a person who has completed a course of study and is licensed to practice in a field of health care, which includes the diagnoses, and assessment of the particular disability or disabilities in question.

D. Person with Disability means: 1) Under 42 U.S.C. 12102, a person with a physical or mental impairment that substantially limits one or more major life activities; or 2) Under chapters 49.60 RCW and WAC 162-22, a person who has an abnormal condition that is medically cognizable or diagnosable, and who is denied reasonable accommodation or is discriminated against the basis of that condition.

E. Qualified Individual with a Disability means an individual with a disability who meets the skill, experience, education, and other job-related requirements of the position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of the job.

F. Reasonable Accommodation means modification or adjustment to a job, work environment, policies, practices, or procedures that enables a qualified individual with a disability to enjoy equal employment opportunity. Reasonable accommodations may include, but are not limited to the following actions:

- Changes in work schedules or job structure;
- Physical changes or office relocation to make facilities accessible and useable;
- Assignment to a different available position within the current class;
- Opportunity to apply for other employment, for which the individual qualifies (including promotion, transfer, lateral movement and demotion opportunities) within the institution as per WAC 251-17-090 and WAC 251-19-100;
- Appointment to an available temporary or exempt position in accordance with WAC 251-01-415(1) and (3) and WAC 251-04-040(5);
- Leave of absence per WAC 251-22-165 or WAC 251-22-167.;

G. Undue Hardship means an excessively costly, extensive, substantial, or disruptive modification, or one that would fundamentally alter the nature or operation of the agency/institution. The following criteria shall be considered in determining undue hardship:

- The nature and net cost of the accommodation needed, taking into consideration the availability of outside funding;
- The overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation, the number of employees, and the effect on expenses and resources;
- The overall financial resources of the covered entity with respect to the number of employees and the number and type and location of its facilities;

- The type of operation or operations of the covered entity, including the composition, structure and functions of the workforce of such entity, and the geographic separateness, and administration of fiscal relationship of the facility or facilities in question to the covered entity; and
- The impact of the accommodation on the operation of the facility including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business.

OBLIGATIONS/RIGHTS OF EMPLOYEE/APPLICANT

It is the obligation of an individual with a disability to request a reasonable accommodation. When an applicant or employee makes a request for a reasonable accommodation, and the disability is not readily apparent and has not been previously documented, the institution may request that the applicant or employee provide verification from a health care professional, at the applicant's expense, that s/he has the disability as claimed and that it has the effect of necessitating the reasonable accommodation requested. Certification of the disability shall include the following:

- The date on which the condition commenced;
- The probable duration of the condition;
- The appropriate medical facts within the knowledge of the health care provider regarding the condition.
- A statement that has the employee in unable to perform the essential function of his/her position without an accommodation.

The need for a reasonable accommodation shall not adversely affect the consideration of an individual with a disability for employment, training, promotion or opportunity to enjoy equal terms, benefits, privileges, and conditions of employment.

A qualified individual with a disability has the right to refuse an accommodation. However, if the individual cannot perform the essential functions of the job without the accommodation, s/he will not be considered to be an otherwise qualified individual with a disability after refusing the accommodation.

When an accommodation in an employee's present position is not reasonable, or would cause undue hardship, and the College is attempting to locate other positions or assist the employee in applying for other positions, the employee is responsible for providing current information showing skills, abilities, training, and experience; identifying the types of jobs s/he is interested in and qualified for; applying for vacant positions; and advising the employer of any change of address.

OBLIGATIONS/RIGHTS OF WALLA WALLA COMMUNITY COLLEGE

Walla Walla Community College must provide reasonable accommodation to the known physical, mental or sensory limitations of an otherwise qualified individual with a disability. This obligation is ongoing (may arise any time a person's disability or job changes) and applies to all aspects of employment. Coverage shall apply to:

- Selection and promotion
- Training
- Travel
- Participation in projects, committees, developmental work assignments or any opportunity which may have an impact on an employee's career development;
- Employer supported social or recreational activities.

The college must provide timelines for these activities and opportunities and shall allow adequate opportunity for arranging reasonable accommodation.

Information regarding these activities and opportunities must be provided in a format which is readily accessible to a disabled employee.

Information regarding the presence or nature of an employee's or applicant's disability must be treated as a confidential medical record and shall be maintained in a secure manner, apart from personnel files with access restricted to designated personnel on a need to know basis.

The College's internal grievance procedure as set forth its collective bargaining agreements shall be used for addressing disputes related to requests for reasonable accommodation. Should a party wish to file a complaint outside of the College, the following agency may be contacted:

Washington State Human Rights Commission
711 S. Capitol Way, Suite 402
P.O. Box 42490
Olympia, Washington 98504-2490

Information on reasonable accommodation, this policy, the College's internal procedure and the names of appropriate state and federal compliance agencies will be determined to employees and discussed during orientations. Applicants and employees will be notified of the College's obligation to provide reasonable accommodation and the methods to be used to initiate such a request.

When an applicant or employee makes a request for a reasonable accommodation for a disability that is not readily apparent and has not been previously documented, the College may request that the applicant or employee provide verification from a health care professional. The College may obtain a second opinion at its own expense from a health care professional of its selection. Such inquiries must be limited to verification of the employee's claims, except that the College may also request that the health care professionals suggest possible effective alternative accommodations. The College may consult with an appropriate organization, such as Services

for the Blind, DSHS-Division of Vocational Rehabilitation, etc.

Notification of the right to make an accommodation request and information on how to initiate such a request must be included with all position announcements and bulletins. The College will respond to such requests in a timely way and will extend application and other deadlines, if necessary.

Qualifications standards, employment tests, or other selection criteria must not screen out or tend to screen out an individual with a disability unless they are job-related and necessary for the employer. Employment tests must be used in the most effective manner to measure actual abilities and must accurately reflect the skills, aptitude or other factors being measured and not the impaired sensory, manual or speaking skills of an employee or applicant with a disability unless those are the skills the test is designed to measure.

The personnel office staff are the designated contacts for information about job openings and the application process. They have authority to initiate the College's process for the provision of reasonable accommodations.

PROCEDURES

Upon receiving a reasonable accommodation request, the Director of Personnel or designee shall consult with the individual with a disability to find out his or her specific physical or mental abilities and limitations as they relate to the essential job functions, identify the barriers to job performance and assess how an accommodation can overcome these barriers.

The College shall consult with the employee/applicant and may consult with other knowledgeable sources to identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.

If there are two or more effective accommodations that would allow the individual with a disability to perform essential job functions, after considering the preference of the individual with a disability, the employer may select the accommodations to be provided.

When an accommodation in an employee's present position is not reasonable or would cause an undue hardship, the College will attempt to accommodate the employee through reassignment to a vacant position at the same pay range or lower for which s/he is qualified. Within practical limitations, the College may assist the employee in identifying and applying for vacant positions at other agencies/institutions for which s/he is qualified.

Written justification, signed by the College President, must be provided for any decision not to provide a reasonable accommodation because of undue hardship. The justification should demonstrate a consideration of the Disability Accommodation Revolving Fund at the Department of Personnel and should explore the practical and available limits of the institution's ability to draw upon resources available elsewhere within state government.

If the cost of a reasonable accommodation would impose an undue hardship and there are no other financial resources available, the individual with a disability must be given the option of providing the accommodation or paying that portion of the cost which constitute an undue hardship.

If a reasonable accommodation of a disabled employee cannot be made, separation from employment at the College will be initiated. Classified employees will be notified of their rights to reemployment and their appeal rights in accordance with WAC 251-10-080 (Reemployment), 251-10-090 (Reemployment—Probationary Period), 251-17-090 (Examination—Eligibility), 251-18-180 (Eligible Lists). The employee will be provided assistance with COBRA, disability retirement and social security information and assistance in contracting appropriate local agencies.

Total Workforce Profile Roll-Up

YEAR	TOTAL	WOMEN		TOTAL PEOPLE OF COLOR		AFRICAN AMERICAN		HISPANIC		ASIAN PAC. ISL.		NATIVE AMERICAN		PERSONS WITH DISABILITY		DISABLED VETERAN		VIETNAM VETERAN		40 AND OVER*	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2001	252	145	57.5	24	9.5	3	1.2	12	4.8	5	2.0	4	1.6	13	5.2	0	0	15	6.0	210	83.3
2003	257	149	57.9	28	10.9	3	1.2	13	5.1	5	2.0	7	2.7	10	3.9	0	0	14	5.5	216	84.1
2005	298	168	56.3	33	11.0	2	0.7	20	6.7	6	2.0	5	1.6	3	1.0	1	0.3	14	4.6	246	82.5

Total Workforce Profile 2005¹

AA Plan CATEGORY	TOTAL EMPLOYEES		NON-MINORITY		AFRICAN AMERICAN		NATIVE AMERICAN		ASIAN/PACIFIC ISLANDER		HISPANIC		TOTAL PEOPLE OF COLOR		FEMALE	VIETNAM ERA VETERAN	DISABLED VETERAN	PERSONS WITH DISABILITIES
OFFICIALS AND ADMINISTRATORS	24		22		0		0		0		2		2		13	0	0	0
FACULTY – ACADEMIC	57		52		0		2		2		1		5		26	4	0	0
FACULTY – PROF/TECHNICAL	60		54		1		1		2		2		6		19	7	1	1
PROFESSIONALS-NON-FACULTY	56		52		0		0		0		4		4		35	2	0	1
OFFICE AND CLERICAL	63		54		1		2		1		5		9		62	0	0	1
TECHNICIANS AND PARA-PROFESSIONALS	18		17		0		0		1		0		1		9	0	0	0
SKILLED CRAFT & SERVICE – MAINTENANCE	20		14		0		0		0		6		6		4	1	0	0
GRAND TOTALS	298		265		2		5		6		20		33		168	14	1	3
PERCENT	100%		88.9%		0.6%		1.7%		2.0%		6.8%		11.0%		56.4%	4.7%	0.3%	1.0%
GENDER	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
NUMBER	130	168	115	150	1	1	2	3	2	4	10	10	15	18				

¹ As of 12/31/05

Utilization and Goals Report²

Job Group - Officials & Adm.	TOTAL	WOMEN	TOTAL POC*	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	PERS. WITH DISB.	DISB. VET.	VIET- NAM VET.	40 AND OVER*
Current Utilization #	24	13	2	0	2	0	0	0	0	0	23
Current Utilization %		54	8.3	0	8.3	0	0	0	0	0	95.8
Availability % ³		35.5	9.2	0.6	6.3	1.9	0.4	5.7	1.1	7.8	
Goals Set (Y/N)		N	Y	Y	N	Y	Y	Y	Y	Y	

Job Group - Faculty- Academic	TOTAL	WOMEN	TOTAL POC*	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	PERS. WITH DISB.	DISB. VET.	VIET- NAM VET.	40 AND OVER*
Current Utilization #	57	26	5	0	1	2	2	0	0	4	47
Current Utilization %		45.6	8.8	0	1.8	3.5	3.5	0	0	7.0	82.5
Availability % ⁴		50.6	14.8	2.5	2.9	7.8	1.6	5.2	1.1	5.9	
Goals Set (Y/N)		Y	Y	Y	Y	Y	N	Y	Y	N	

² Walla Walla County census data unavailable for Persons with Disability, Disabled & Viet Nam Vets- Quick Find Washington State Table availability data utilized

³ Employment Security Department 200 Census File 4 EEO1 Job Categories by Race/Ethnicity & Sex: Walla Walla County-Officials & Managers

⁴ Quick Find Tables Civilian Labor Force Availabilities: Washington State-Professionals

Job Group - Faculty- Prof/Technical	TOTAL	WOMEN	TOTAL POC*	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	PERS. WITH DISB.	DISB. VET.	VIET- NAM VET.	40 AND OVER*
Current Utilization #	60	19	6	1	2	2	1	1	1	7	56
Current Utilization %		31.7	10	1.7	3.3	3.3	1.7	1.7	1.7	11.7	93.3
Availability % ⁵		6.6	10.3	0	7.2	1.1	2.0	8.4	1.1	11.7	
Goals Set (Y/N)		N	Y	N	Y	N	Y	Y	N	N	

Job Group - Prof Non-Faculty	TOTAL	WOMEN	TOTAL POC*	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	PERS. WITH DISB.	DISB. VET.	VIET- NAM VET.	40 AND OVER*
Current Utilization #	56	35	4	0	4	0	0	1	0	2	41
Current Utilization %		62.5	7.1	0	7.1	0	0	1.8	0	3.6	73.2
Availability % ⁶		54.1	11.0	0.7	7.8	1.5	1.0	5.2	1.1	5.9	
Goals Set (Y/N)		N	Y	Y	Y	Y	Y	Y	Y	Y	

⁵ Employment Security Department 200 Census File 4 EEO1 Job Categories by Race/Ethnicity & Sex: Walla Walla County-Craft Workers

⁶ Employment Security Department 200 Census File 4 EEO1 Job Categories by Race/Ethnicity & Sex: Walla Walla County-Professionals

Job Group - Office & Clerical	TOTAL	WOMEN	TOTAL POC*	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	PERS. WITH DISB.	DISB. VET.	VIET- NAM VET.	40 AND OVER*
Current Utilization #	63	62	9	1	5	1	2	1	0	0	51
Current Utilization %		98.4	14.3	1.6	7.9	1.6	3.2	1.6	0	0	81.0
Availability % ⁷		81.7	12.6	0.4	6.7	3.2	2.3	7.0	1.1	3.9	
Goals Set (Y/N)		N	N	N	N	Y	N	Y	Y	Y	

Job Group - Techs & Para Profs	TOTAL	WOMEN	TOTAL POC*	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	PERS. WITH DISB.	DISB. VET.	VIET- NAM VET.	40 AND OVER*
Current Utilization #	18	9	1	0	0	1	0	0	0	0	12
Current Utilization %		50	5.6	0	0	5.6	0	0	0	0	66.7
Availability % ⁸		62.0	18.6	0	11.2	3.0	4.4	6.5	1.1	6.6	
Goals Set (Y/N)		Y	Y	N	Y	N	Y	Y	Y	Y	

⁷ Employment Security Department 200 Census File 4 EEO1 Job Categories by Race/Ethnicity & Sex: Walla Walla County-Administrative Support Workers

⁸ Employment Security Department 200 Census File 4 EEO1 Job Categories by Race/Ethnicity & Sex: Walla Walla County-Technicians

Job Group - Skilled Craft & Svc Maintenance	TOTAL	WOMEN	TOTAL POC*	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	PERS. WITH DISB.	DISB. VET.	VIET- NAM VET.	40 AND OVER*
Current Utilization #	20	4	6	0	6	0	0	0	0	1	16
Current Utilization %		20	30	0	30	0	0	0	0	5	80.0
Availability % ⁹		48.4	16.7	0.9	13.0	1.4	1.4	9.1	1.1	6.4	
Goals Set (Y/N)		Y	N	Y	N	Y	Y	Y	Y	Y	

⁹ Employment Security Department 200 Census File 4 EEO1 Job Categories by Race/Ethnicity & Sex: Walla Walla County-Consolidated (Craft Workers & Laborers and Helpers)

Utilization Summary 2006

EEOC CATEGORY	AFRICAN AMERICAN	NATIVE AMERICAN	ASIAN/PACIFIC ISLANDER	HISPANIC	TOTAL PEOPLE OF COLOR	FEMALE	VIETNAM ERA VETERAN	DISABLED VETERAN	PERSONS WITH DISABILITIES
OFFICIALS AND ADMINISTRATORS	Goal	Goal	Goal	Met	Goal	Met	Goal	Goal	Goal
FACULTY – ACADEMIC	Goal	Met	Goal	Goal	Goal	Goal	Met	Goal	Goal
FACULTY – PROF/TECHNICAL	Met	Goal	Met	Goal	Goal	Met	Met	Met	Goal
PROFESSIONALS- NON-FACULTY	Goal	Goal	Goal	Goal	Goal	Met	Goal	Goal	Goal
OFFICE AND CLERICAL	Met	Met	Goal	Met	Met	Met	Goal	Goal	Goal
TECHNICIANS AND PARA-PROFESSIONALS	Met	Goal	Met	Goal	Goal	Goal	Goal	Goal	Goal
SKILLED CRAFT & SERVICE – MAINTENANCE	Goal	Goal	Goal	Met	Met	Goal	Goal	Goal	Goal

UTILIZATION ANALYSIS

While the overall diversity of the college staff has remained constant (10.9% people of color in 2003, 11% in 2005; 57.9% female in 2003, 56.3% in 2005), the college has, in almost all categories, when women and people of color were appointed, the college consistently appointed people of color and women at a rate that exceeds our availability percent¹⁰.

From October 2003 – December 2005, thirteen percent of our appointments were people of color, a rate that exceeds availability for almost all categories. Of our separations, 11% were people of color an equal representation to our overall workforce.

Specifically, the college:

Lost 1 African American employee, and hired 2.

Lost 7 Hispanic employees, and hired 13.

Lost 2 Asian Pacifica Islanders, and hired 1.

Lost 1 Native American, and hired 2.

¹⁰ See Affirmative Action Appointment & Separation Data tables which follow

AFFIRMATIVE ACTION APPOINTMENT & SEPARATION DATA
(October 2003 – December 2005)

TOTAL WORKFORCE

	Total		Women		Total POC		African American		Hispanic		Asian Pacific Islander		Native American		Persons with Disability		Disabled Veteran		Vietnam Veteran		40 & Over	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Separations	96		64	67	11	11	1	1	7	7	2	2	1	1	4	4	0	0	3	3	69	72
Appointments	139		82	59	18	13	2	1	13	9	1	7	2	1	0	0	0	0	3	2	87	63

Job Group 1 Executive, Administrative and Managerial

	Total	Women	Total POC	African American	Hispanic	Asian Pacific Islander	Native American	Persons with Disability	Disabled Veteran	Vietnam Veteran	40 & Over*
Separations	10	4	1		1						8
Appointments	11	6	1		1						10
Total Applicants	113	27	8	1	4	2	1	1	1	8	78
Appointment %		54.5	9.1		9.1						
Availability %		35.5	9.2		6.3						
Goals Met for Period (Placements) (Y/N)		Y	N		Y						

Job Group 2 Faculty - Academic

	Total	Women	Total POC	African American	Hispanic	Asian Pacific Islander	Native American	Persons with Disability	Disabled Veteran	Vietnam Veteran	40 & Over*
Separations	10	7	1		1			1		1	9
Appointments	22	9	2		2						14
Total Applicants	116	30	10	1	4	5		5	1	5	61
Appointment %		40.9	9.1		9.1						
Availability %		50.6	14.8		2.9						
Goals Met for Period (Placements) (Y/N)		N	N		N						

Job Group 3 Faculty – Professional Technical

	Total	Women	Total POC	African American	Hispanic	Asian Pacific Islander	Native American	Persons with Disability	Disabled Veteran	Vietnam Veteran	40 & Over*
Separations	17	8	1	1				2			14
Appointments	22	9	3	1	1	1				1	15
Total Applicants	99	17	6		5		1	2		9	62
Appointment %		9.1	13.6	4.5	4.5	4.5				4.5	
Availability %		40.9	10.3	1.1	7.2	1.1				11.7	
Goals Met for Period (Placements) (Y/N)		Y	Y	Y	Y	Y				N	

Job Group 4 Professional Non-Faculty

	Total	Women	Total POC	African American	Hispanic	Asian Pacific Islander	Native American	Persons with Disability	Disabled Veteran	Vietnam Veteran	40 & Over*
Separations	22	12	3		1	1	1				12
Appointments	39	24	4		4					2	22
Total Applicants	279	154	15	1	6	2	6	10	1	8	144
Appointment %		61.5	10.3		10.3					5.1	
Availability %		54.1	11.0		7.8					5.9	
Goals Met for Period (Placements) (Y/N)		Y	N		Y					N	

Job Group 5 Clerical

	Total	Women	Total POC	African American	Hispanic	Asian Pacific Islander	Native American	Persons with Disability	Disabled Veteran	Vietnam Veteran	40 & Over*
Separations	14	19	2		1	1					9
Appointments	24	22	6	1	3		2				14
Total Applicants	759	622	33	3	21	3	6	21	4	9	420
Appointment %		91.6	25	4.1	12.5		8.3				
Availability %		81.7	12.6	0.4	6.7		2.3				
Goals Met for Period (Placements) (Y/N)		Y	Y	Y	Y		Y				

Job Group 6 Technicians & Para Professionals

	Total	Women	Total POC	African American	Hispanic	Asian Pacific Islander	Native American	Persons with Disability	Disabled Veteran	Vietnam Veteran	40 & Over*
Separations	14	10	2		2			1			9
Appointments	14	9									8
Total Applicants	59	26	2	1		1			1	1	24
Appointment %		64.3									
Availability %		62.0									
Goals Met for Period (Placements) (Y/N)		Y									

Job Group 7 Skilled Craft & Service and Maintenance

	Total	Women	Total POC *	African American	Hispanic	Asian Pacific Islander	Native American	Persons with Disability	Disabled Veteran	Vietnam Veteran	40 & Over*
Separations	9	4	1		1					2	8
Appointments	7	3	2		2						4
Total Applicants	170	28	18		16		2	9	1	21	87
Appointment %		42.9	28.6		28.6						
Availability %		48.4	16.7		13.0						
Goals Met for Period (Placements) (Y/N)		N	Y		Y						

Total Applicants All Job Groups

	Total	Women	Total POC *	African American	Hispanic	Asian Pacific Islander	Native American	Persons with Disability	Disabled Veteran	Vietnam Veteran	40 & Over*
Total Applicants	1595	904	92	7	56	13	16	48	9	61	876

STRATEGIES

To address underutilization, Walla Walla Community College will:

Focus on recruitment by:

- Developing targeted recruitment plans for each job posting in which Affirmative Action goals have been identified.
- Incorporating the identified “best practice” for enhancing the diversity of faculty applicant pools by recruiting for full-time faculty in the month of February whenever possible.
- Participating in Job Fairs which directly target persons for whom goals have been identified
- Cultivating relationships with organizations that serve Persons with Disabilities to establish good referral channels.
- Using job rotations and on-the-job training to enhance the skills and provide upward mobility for the existing workforce.

Enhance communication about and commitment to the colleges Affirmative Action Plan by:

- Continuing to post our Commitment to Diversity, Equal Opportunity, and Non-Discrimination and Disability statement on the college web site.
- Presenting the plan at “in-service training.”
- Posting the Affirmative Action plan on the college web site.
- Updating the Sexual Harassment and Reasonable Accommodation Policy Statements.
- Incorporating a performance element into the Administrative/Exempt employee evaluation which evaluates an individuals commitment to the college’s value of Diversity and goal of promoting Diversity and Multiculturalism

Ensure accurate data by:

- Requesting staff review and update personal diversity information recorded in our personnel/payroll system.

RESPONSE TO PREVIOUS GAAPCOM RECOMMENDATIONS

In January 2005, GAAPCom recommended that Walla Walla Community College continue its efforts in the following areas:

- ❖ Focus on recruitment in under-represented groups, and given the population increase, place particular emphasis on attracting Hispanic faculty members;
- ❖ Identify opportunities and grow individuals for hard-to recruit positions;
- ❖ Support existing and explore additional outreach opportunities, such as the Transición program and the Clarkston Center campus, that will continue to build a diverse student and employee environment;
- ❖ Review the potential for establishing “visiting faculty positions” to bring additional diversity to the faculty ranks and expose potential faculty to the college’s environment and the community;
- ❖ Work with the community at large to provide educational opportunities that will create new businesses and attract and encourage more people from under-represented groups to relocate to the area.

From October 2003 to December 2005, thirteen percent of the colleges full-time staff appointments were people of color, a rate that exceeds availability for almost all categories. Of our separations, 11% were people of color, an equal representation to our overall workforce. During this time, Walla Walla Community College appointed seven (7) Hispanics, three (3) of whom were appointed to faculty positions (two Academic and one Professional Technical). Developmental/leadership opportunities for staff have been explored, and two appointments were made in which women who were already employed by the college were selected to fill higher level, hard to recruit for positions. The WWCC Foundation has nominated an African American to join their Board of Governors.

The Multicultural Center has offered a variety of activities to assist students from different ethnic backgrounds to interact and learn from each other. In the fall 2005, the following events were held: a welcome back BBQ; Work Lunch & Film series; Freedom from Discrimination month (October); a Multicultural Art Fair; and LEAD: Multicultural Leadership Conference. Winter 2006 offered the MLK Essay Contest, Black History Month and other Women’s’ Center activities. In Spring 2006 a Cinco de Mayo Celebration and the State-wide Students-of-Color Conference were held. The Intercultural Student Organization is a student led group that provides peer support and cultural enrichment activities for students. ISO meets twice per month. These activities continue to build a diverse student and employee environment

The college continues its work in the community by offering a variety of satellite programs designed to serve special populations including the Spanish speaking. Currently there are such programs at Garrison Middle School, the Farm Labor Camp, Touchet, Tyson and Worksource, and the college is pursuing the possibility of having one in Burbank. The Transitional Studies program has offered “English as a Second Language” to non-native English speakers to assist in their acquisition of language skill to enable them to further their education or enter the work force. The Family Literacy Foundations/Families that Work program integrates basic skills with work experience, building foundations for the future. The Adult Basic Education/GED program

is designed to enable those who have not completed high school or the GED or to review basic academic skills before entering college programs. The Pre-College program assists students in the areas of reading, writing, mathematics and study skills. Additionally, the College offers “Quest”, a membership driven institute for active learners 50+ years of age, which encourages learning, socializing and active participation in a dynamic program for both the mind and body.

WWCC has been successful in employing “Visiting Faculty” from Highline Community College, Tacoma Community College, Washington State University, Mercer University (Macon, Georgia). Additionally, the college has hired diverse staff to work as sabbatical replacements.

The College continues to work with the community at large to provide educational opportunities that will create new businesses and attract and encourage more people from under-represented groups to relocate to the area. The College is working collaboratively with the Confederated Tribes to establish (build and staff) a Water, Environment & Cultural Center to serve the region. The Small Business Development Center continues it’s partnership with the Washington SBDC and the Port of Walla Walla to offer classes such as “Starting your own business” and “Business and the Law”. The Center for Business & Professional Development has offered classes such as “Workplace Spanish for Health Care Professionals,” several two-week long “Intensive Spanish” classes, the “Professional Working Women’s Seminar” and the “Succeeding in Entrepreneurship” program. Additionally, the College has twenty-nine (29) Professional-Technical advisory committees which are comprised of a diverse representation of the employers in our District. These committees contribute to the overall diversity of the campus and are a great resource for identifying potential program improvements.

REVIEW AND APPROVAL PROCESS

Reviewed and approved by President
Submitted to the Department of Personnel

May 9, 2006
May 9, 2006