

SANTA MONICA COLLEGE

Faculty & Staff Diversity Report

Santa Monica College is within one of the most racially and ethnically diverse counties within the United States. The diversity of Los Angeles County is enhanced by its location in the State of California, the comfortable climate, the stunning geography, the variety of things to do and most importantly the easy access to a multitude of options and opportunities for the people who live here. Santa Monica College's reputation as a premier institution of higher education continues to reinforce its popularity and respected status with educators, students and the communities that this college serves.

2023



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Faculty and Staff Diversity Report 2023

Executive Summary

Santa Monica Community College District (SMCCD, District) is a significant employer within the city of Santa Monica, CA, and Los Angeles County. The District is a community of students, faculty, and staff, which is committed to providing a safe, inclusive, and vigorous learning and working environment to all, while being dedicated to its students and employees. The District is a leader in student transfers to the University of California, California State Universities, and private colleges and universities. Additionally, the District offers several certificate programs and is one of the few community colleges that has a bachelor's degree program.

The District has over 1,700 employees with a variety of educational and cultural backgrounds. The employee population at SMCCD is diverse. This report presents the most recent employment data at SMCCD.

SMCCD is dedicated to achieving a highly representative workforce that is reflective of its student population. This report presents data for the last decade in the following areas: race/ethnicity, sex/gender, and age. Please refer to the prior Diversity Report for years not highlighted in this report. SMCCD's Diversity Reports can be found here: [Santa Monica College Diversity Reports](#).

The Trend

Over the last decade, students who identified as Hispanic or Latino have been the predominant ethnic group at SMCCD. As of Fall 2023, out of 23,178 enrolled students, 9,456 identified as Hispanic or Latino. This represented approximately 41%, nearly half of the total student population. The next major student group were students who identified as White with a headcount of 6,068, this represented approximately 26% of the student population. Students who identified as Black or African American numbers have remained relatively steady since 2016 at 8%, until 2023 when it grew to 9%. This was the only group to show an increase in 2023. The number of students who identified as Asian have dropped significantly since 2016. As of Fall 2023, they represented 8% of the total student population. In 2016, it was 15%.

Please see the table below for a headcount per race/ethnicity in the Fall semesters from 2016-2023.

Table 01. Student Headcount (Fall Terms 2016 to 2023)

	2016	2017	2018	2019	2020	2021	2022	2023
Asian	5,055	4,711	4,057	3,278	2,717	2,596	2,450	1,972
Black or African American	2,866	2,766	2,638	2,436	2,193	2,088	2,085	2,095
Hispanic or Latino	12,557	12,320	11,960	11,660	11,127	10,128	9,601	9,456
American Indian or Alaskan Native	57	63	60	62	47	48	38	31
Native Hawaiian or Pacific Isander	82	85	57	61	55	47	37	23
White	10,654	10,311	10,110	9,080	9,015	8,285	7,758	6,068
Two or More	1,259	1,337	1,418	1,259	1,320	1,288	1,224	1,272
Unreported	1,696	1,709	2,267	3,656	2,860	2,304	2,323	2,261
Total*	34,226	33,302	32,567	31,492	29,334	26,784	25,516	23,178

Source: Precision Campus Overall Student Headcount/2023 Fast Facts

Categories to Watch

Overall Employee Statistics

As of Fall 2023, SMCCCD had a total of 1,778 employees. This number shows a decrease in employees of 5.9% since Fall 2013. SMCCCD is comprised of the following employee groups: academic administrators, classified managers, classified staff (including classified confidential staff and SMCCCD police officers), full-time faculty, and part-time faculty. During that time, all employee groups' numbers fluctuated up and down.

The largest employee group at SMCCCD were part-time faculty, representing almost half of all employees at 48.84% as of Fall 2023. They showed a decrease of 7%, from 55.8% to 48.84% in the last ten years.

The second largest employee group at SMCCCD was classified staff representing 26.94% of all employees as of Fall 2023. Their numbers increased by 9.4%. This was an increase of 3.94% in the last ten years.

Two other employee groups' numbers had increased by Fall 2023. The classified managers numbers grew by 5.8%. Full-time faculty experienced the highest increase of 8.7%, from 16.3% in the Fall 2013 to 18.84% as of Fall 2023.

Full-time faculty numbers increased in the last ten years by 8.7%,

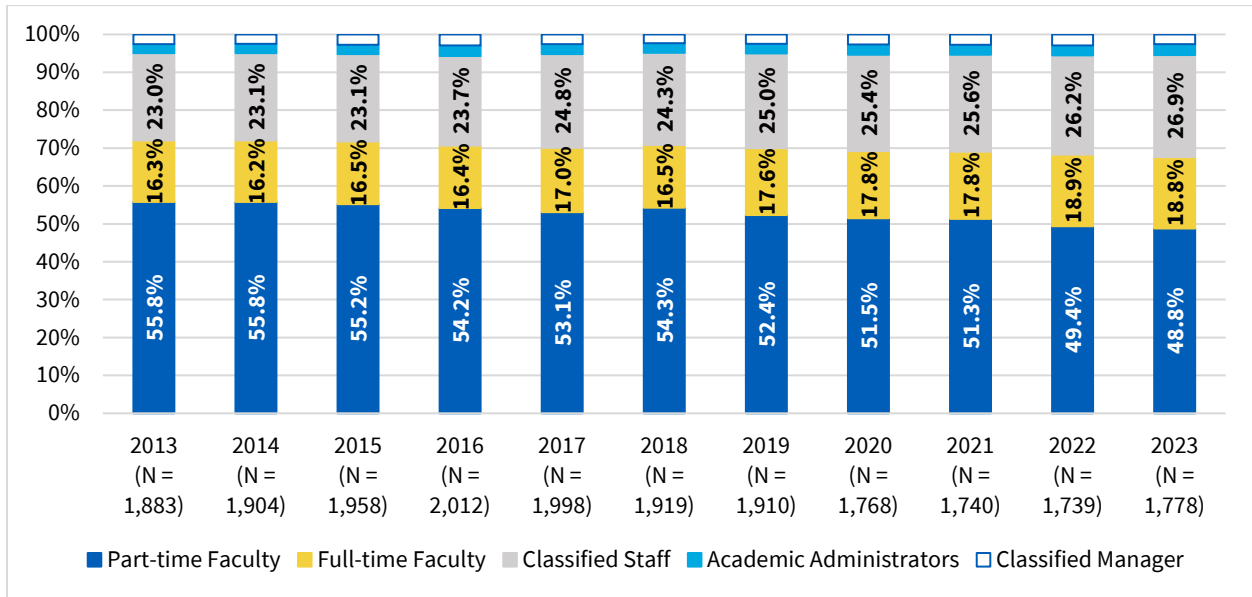
The manager groups, academic administrators, and classified managers were the smallest employee group at 5.4% as of Fall 2023. Their numbers have remained the same over the last several years. Both groups' numbers and percentages were similar with approximately a 0.3% difference in 2023.

Table 02. Number and Percentage of Employees by Employee Category (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Academic Administrator	45	46	48	55	51	48	48	48	45	45	45
	2.4%	2.4%	2.5%	2.7%	2.6%	2.5%	2.5%	2.7%	2.6%	2.6%	2.53%
Classified Manager	48	47	53	59	52	45	48	47	48	51	51
	2.5%	2.5%	2.7%	2.9%	2.6%	2.3%	2.5%	2.7%	2.8%	2.9%	2.87%
Classified Staff	434	440	452	477	495	467	478	449	445	455	479
	23.0%	23.1%	23.1%	23.7%	24.8%	24.3%	25.0%	25.4%	25.6%	26.2%	26.94%
Full-time Faculty	306	309	324	330	339	317	336	314	309	329	335
	16.3%	16.2%	16.5%	16.4%	17.0%	16.5%	17.6%	17.8%	17.8%	18.9%	18.84%
Part-time Faculty	1,050	1,062	1,081	1,091	1,061	1,042	1,000	910	893	859	868
	55.8%	55.8%	55.2%	54.2%	53.1%	54.3%	52.4%	51.5%	51.3%	49.4%	48.82%
Total	1,883	1,904	1,958	2,012	1,998	1,919	1,910	1,768	1,740	1,739	1,778
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: CCCCCO MIS Database for report period Fall terms

Figure 03. Number of SMC Employees by Employee Category (Fall Terms 2013 to 2023)



Source: CCCCO MIS Database for report period Fall terms

In comparison to similar-sized single-college districts such as El Camino Community College District (ECCCD), Long Beach Community College District (LBCCD), and Pasadena City College District (PCCD) within the Los Angeles County (in terms of student annual FTES), SMCCD employed more people in Fall 2023, SMCCD has more part-time faculty than other colleges, but fewer full-time faculty compared to the same colleges. The full-time faculty at SMCCD represented 18.9%, in comparison to smaller districts; LBCCD with a full-time faculty population of 20.5%, ECCCD with 22.7%, and PCCD with 26.5%. The number of employees who identified as classified staff was lower at SMCCD when compared to two of the three similar districts, ECCCD, and LBCCD. However, the percentage of employees who identified as classified managers were slightly higher at SMCCD when compared to the same two districts, with a classified manager population of 5.5%. In recent years, the District has seen an increase in the number of project managers who were hired to manage a grant throughout its duration.

Figure 04. Comparison # Employees Similar Sized Single-College Districts in Los Angeles County (2022-2023)

Single College Districts in Los Angeles County	El Camino College Community College District (ECCCD)	Long Beach Community College District (LBCCD)	Pasadena City College District (PCCD)	Santa Monica Community College District (SMCCD)
FTES 2022-2023*	19,641.67	18,811.26	19,044.59	19,226.41
Classified Managers**	63 4.6%	85 5.2%	86 5.7%	96 5.5%
Full-time Faculty	314 22.7%	334 20.5%	404 26.5%	329 18.9%
Part-time Faculty	602 43.5%	661 40.5%	673 44.2%	859 49.4%
Classified Staff	404 29.2%	551 33.8%	359 23.6%	455 26.2%
Total	1,383 100.0%	1,631 100.0%	1,522 100.0%	1,739 100.0%

*FTES value is calculated by summing the “total hours” in all enrollment records reported to CCCCO MIS during 2022-2023, then dividing by 525. All activities in classes eligible for state apportionment funding are included. This methodology is not the same as the methodology used in calculating FTES for CCFS-320 report.

**Includes both academic administrators and classified managers

Factors Potentially Impacting Student Populations

SMCCD, like many other community colleges, attracts traditional college aged students 18 to 24 as well as adult students 25 and older, and tends to serve low-income students and students of color. Political decisions affecting international travel, the lasting effects of the COVID-19 worldwide pandemic especially on low income and people of color, the financial situations families experienced which meant students delayed their education in favor of work, and the rising expenses in cost of living in Los Angeles (has been designated as one of the most expensive urban areas) has highly influenced the enrollment of all students, especially, international students.

Furthermore, an article published by The Hill and linked here: [more impacts](#), has listed an unwelcoming environment, higher enrollment in 4-year institutions, and devalue in education which is leading students to skip college and to start working sooner.

As with other institutions of higher education, student enrollment is critical at SMCCD. Student headcount at SMCCD has continued to decline in the last few years. The headcount in Fall 2016 was 34,226; and the headcount in Fall 2023 was 23,178, representing a decrease of more than 30%.

The District's largest loss has been with international students who in Fall 2016 had a headcount of 3,305 and in Fall 2023 had a headcount of only 1,771, representing a decrease of approximately 53%. That decrease was due mainly to Chinese international students whose enrollment numbers went from 1,423 in Fall 2016 to 352 in Fall 2023. Though there had been a significant drop in international students at SMCCD, since Fall 2022 their numbers have been steadily increasing. The top four countries where international students came from were China, Korea, Japan, and Sweden. Though the order fluctuates, the same countries have remained the top four since 2016, with China consistently at number one.

Forecasting future attendance for all students is difficult to predict as many political decisions are pending, and the lasting effects of the COVID-19 pandemic are still being evaluated and will reshape the community college landscape. For example:

The National Student Clearinghouse, a research center has indicated that enrollment is stabilizing in community colleges, but it is not enough to turn around the longer-term decline. The trend shows that students who identified as males whose enrollment numbers had been falling, are coming back to community colleges, while the number of students who identified as female is continuing to fall. Additionally, the dual enrollment population (students under 18 years old) is growing, while adult student enrollment is still on the decline. Enrollment trends for all races/ethnicities have steadied. However, students who identified as Black or African American, American Indian and Alaska Native, and White were still experiencing enrollment declines in Fall 2022, with students who identified as White showing the largest drop (-3.2%). Community college students who identified as Hispanic or Latino were showing growth rates of 3.5%; Students who identified as male and Hispanic or Latino accounted for most of this growth in Fall 2022. The age of students was also shifting, with community college students now younger than they were pre-pandemic. Dual enrollment students were the only age group that grew in Fall 2022, growing 11.7% (+87,900). In contrast, traditionally aged college student enrollment steadied (+0.3%), while older student enrollment continued multi-year declines that began before the pandemic (-5%, -77,800 in Fall 2022).

Source: <https://nscresearchcenter.org/current-term-enrollment-estimates/>

The decrease in student headcount can lead to a decrease in resources provided to and from the District, which may impact employees, wages, benefits, and recruitment. Budget cuts have limited what the District can do to attract and retain students which also impacts transfer and graduation rates. The number of students enrolled at SMCCD also affects SMCCD's funding and employee numbers.

Census Data

This report has included the most recent census data to provide an overall picture of California and Los Angeles County, as state and county numbers of impact college enrollments. The diversity within California and Los Angeles County is also relevant as most SMCCD students are from that geographic area, when addressing diversity within SMCCD.

Census information for California and the County of Los Angeles was drawn from the website of the [US Census Bureau](https://www.census.gov). The current 2020 census results showed that the overall population for California was 39,782,419. In Los Angeles County, the 2020 Census results showed that as of July 1, 2020, the population grew to 10,171,593, an increase of 2% over the previous year.

State of California	39,782,419
County of Los Angeles, California	10,171,593

In 2020, persons who identified as Hispanic or Latino comprised 49% of the total population of the Los Angeles County. By 2030, persons who identified as Hispanic or Latino are projected to represent 51%, and by 2060, 54% of the total number of people living in the Los Angeles County. Persons who identified as Black or African Americans are projected to decrease slightly from 8% to 7.8%, and persons who identified as Asians are projected to decrease from 13% to 11%. Persons who identified as White represented approximately 26% in 2020 and is expected to decline to about 23% in 2060.

Additionally, persons who identified as female represented more than 50% of the population in the Los Angeles County.

Ethnicity	California	Los Angeles County	United States
Asian	15.5%	15.4%	5.9%
Black or African American	6.5%	9.0%	13.4%
Hispanic or Latino	39.4%	48.6%	18.5%
American Indian and Alaska Native	1.6%	1.4%	1.3%
Native Hawaiian or Pacific Islanders	0.5%	0.4%	0.2%
White	36.5%	26.1%	60.1%
Two or More Races	4.0%	3.1%	2.8%

Source: <https://www.census.gov/quickfacts/fact/table/CA,losangelescountycalifornia,US/POP010220>

Data Collection

The data in this report was collected by multiple departments at SMCCD, including Human Resources, Institutional Research, International Education Center, Management Information Systems, Academic Affairs, and the Personnel Commission. The data is divided by employee category and covers the academic years starting in Fall 2013 and ending in Fall 2023. Please refer to the prior Diversity Report for years not highlighted here. SMCCD's Diversity Reports can be found here: [Santa Monica College Diversity Reports](#).

The following information demonstrates race/ethnic, gender, and age data within the District's employee groups and compares it to the student population.

Comparison of Employee Groups by Race/Ethnicity

Academic Administrators

The trend for the last decade has demonstrated that academic administrators at SMCCD have become more racially diverse.

The number of academic administrators who identified as White has decreased by 6.6% over the last ten years from 44.4% to 37.8%. During the same period, the percentage of academic administrators who identified as Black or African American has increased by 8.9%, from 20.0% in Fall 2013 to 38.9% as of Fall 2023.

The number of academic administrators who identified as Hispanic or Latino also experienced growth over the last ten years. As of Fall 2023, employees who identified as Hispanic or Latino represented 20% of all academic administrators, an increase of 6.7% when compared to Fall 2013.

The representation of academic administrators who identified as Asian has decreased by 6.7% in the last ten years. This has been the largest decline experienced by a racial/ethnic group during this period, the number of academic administrators who identified as Asian decreased from 15.6% in Fall 2013 to 8.8% as of Fall 2023.

In the last decade, academic administrators who identified as Native Hawaiian or Pacific Islander has remained at approximately 2.2%, while academic administrators who identified as two or more races has decreased from 2.2%, in Fall 2013, to 0% as of Fall 2023. No academic administrators have identified as American Indian or Alaskan Native in the last decade.

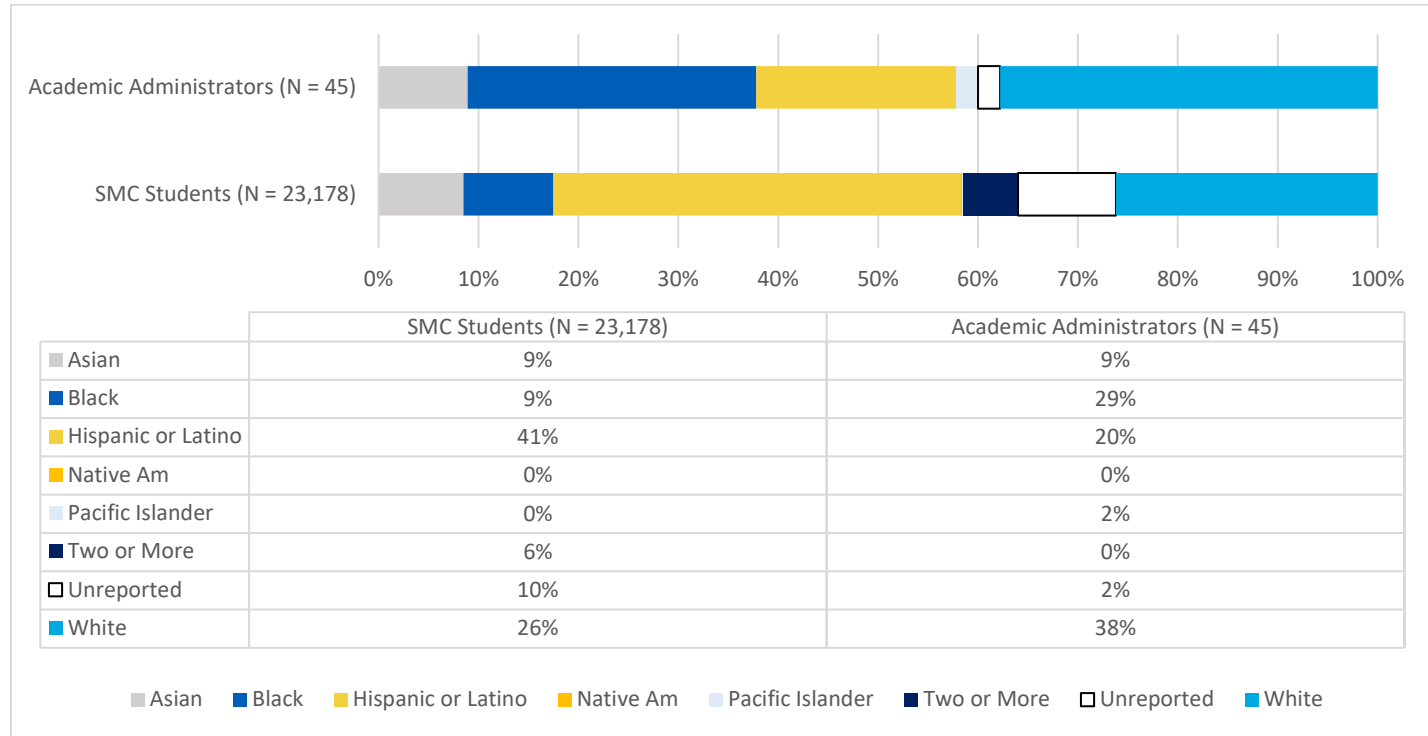
Academic administrators who identified as Asian and Hispanic or Latino were lower when compared to the student representation of the same racial/ethnic groups during the same term as of Fall 2023.

Table 05. Number of Academic Administrators by Race/Ethnicity (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Asian	7 15.6%	6 13.0%	5 10.4%	4 7.3%	2 3.9%	1 2.1%	1 2.1%	2 4.2%	1 2.2%	2 4.4%	4 8.9%
Black or African American	9 20.0%	9 19.6%	11 22.9%	14 25.5%	15 29.4%	14 29.2%	12 25.0%	14 29.2%	13 28.9%	14 31.1%	13 28.9%
Hispanic or Latino	6 13.3%	9 19.6%	9 18.8%	10 18.2%	9 17.6%	9 18.8%	11 22.9%	8 16.7%	10 22.2%	9 20.0%	9 20.0%
American Indian or Alaskan Native	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Native Hawaiian or Pacific Islander	1 2.2%	1 2.2%	1 2.1%	1 1.8%	1 2.0%	1 2.1%	1 2.1%	1 2.1%	1 2.2%	1 2.2%	1 2.2%
White	20 44.4%	19 41.3%	20 41.7%	24 43.6%	22 43.1%	20 41.7%	20 41.7%	20 41.7%	17 37.8%	16 35.6%	17 37.8%
Two or More	1 2.2%	1 2.2%	1 2.1%	1 1.8%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Unreported	1 2.2%	1 2.2%	1 2.1%	1 1.8%	2 3.9%	3 6.3%	3 6.3%	3 6.3%	3 6.7%	3 6.7%	1 2.2%
Total	45 100%	46 100%	48 100%	55 100%	51 100%	48 100%	48 100%	48 100%	45 100%	45 100%	45 100%

Source: CCCCO MIS Database for report period Fall terms

Figure 06. Comparison of Race/Ethnicity of Academic Administrators vs. Student Population (Fall 2023)



Source: CCCC MIS Database for report period Fall terms (Academic Administrators); SMC Institutional Research (Students)

Classified Managers

Similarly, to the trends observed with academic administrators, classified managers have become more racially diverse over the last decade, with an increase in representation of those who identified as Black or African American by 7.0%, Asian by 5.1%, and Hispanic or Latino by 1.1%.

The number of classified managers who identified as White has decreased in the last decade. In Fall 2013, classified managers who identified as White represented 54.2% of all classified managers; however, as of Fall 2023, that percentage dropped to 33.3%. Although there has been a significant decrease over the last ten years, classified managers who identified as White continue to represent the largest racial/ethnic group amongst classified managers.

In the last decade, classified managers who identified as American Indian or Alaskan Native has remained steady at approximately 2%, while classified managers who identified as two or more races has increased from 2.1%, in Fall 2013, to 3.9% as of Fall 2023. No classified managers have identified as Native Hawaiian or Pacific Islander in the last decade.

As of Fall 2023, classified managers who identified as Hispanic or Latino represented 16% of the total number of classified managers; however, their number was not representative of the diversity of SMCCD students when compared to the number of students who identified as Hispanic or Latino. Students who identified as Hispanic or Latino represented approximately 41% of the student population, therefore classified managers who identified as Hispanic or Latino were lower by 25%.

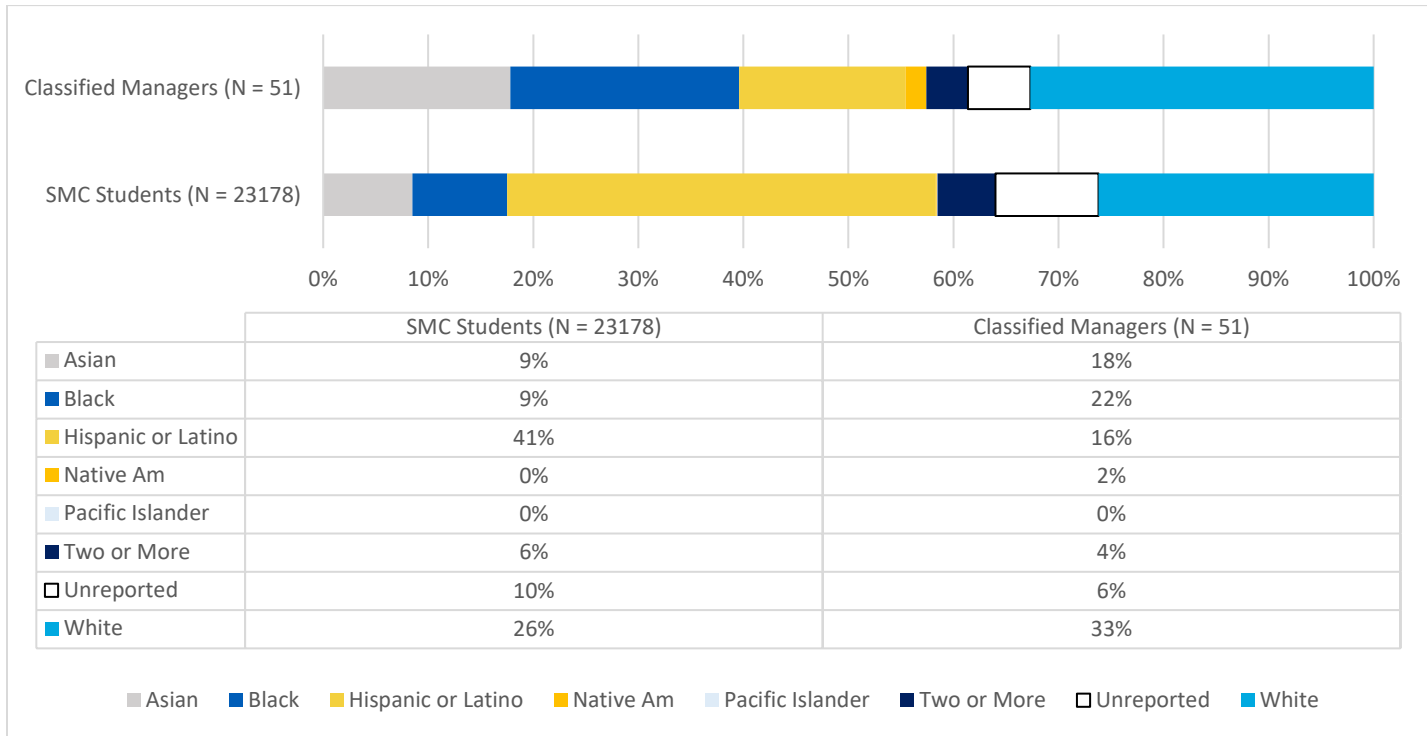
Employees who identified as Asian, Black or African American, and White were higher among classified managers when compared to the same racial/ethnic groups in the student population.

Table 07. Number of Classified Managers by Race/Ethnicity (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Asian	6 12.5%	6 12.8%	8 15.1%	11 18.6%	8 15.4%	6 13.3%	7 14.6%	7 14.9%	7 14.6%	9 17.6%	9 17.6%
Black or African American	7 14.6%	8 17.0%	10 18.9%	9 15.3%	11 21.2%	10 22.2%	13 27.1%	11 23.4%	11 22.9%	11 21.6%	11 21.6%
Hispanic or Latino	7 14.6%	8 17.0%	7 13.2%	6 10.2%	4 7.7%	6 13.3%	8 16.7%	8 17.0%	8 16.7%	8 15.7%	8 15.7%
American Indian or Alaskan Native	1 2.1%	1 2.1%	1 1.9%	1 1.7%	1 1.9%	1 2.2%	1 2.1%	1 2.1%	1 2.1%	1 2.0%	1 2.0%
Native Hawaiian or Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
White	26 54.2%	24 51.1%	27 50.9%	28 47.5%	25 48.1%	19 42.2%	16 33.3%	17 36.2%	18 37.5%	17 33.3%	17 33.3%
Two or More	1 2.1%	0 0.0%	0 0.0%	2 3.4%	2 3.8%	2 4.4%	2 4.2%	2 4.3%	2 4.2%	2 3.9%	2 3.9%
Unreported	0 0.0%	0 0.0%	0 0.0%	2 3.4%	1 1.9%	1 2.2%	1 2.1%	1 2.1%	1 2.1%	3 5.9%	3 5.9%
Total	48 100%	47 100%	53 100%	59 100%	52 100%	45 100%	48 100%	47 100%	48 100%	51 100%	51 100%

Source: CCCCO MIS Database for report period Fall terms

Figure 08. Comparison of Race/Ethnicity of Classified Managers vs. Student Population (Fall 2023)



Source: CCCC MIS Database for report period Fall terms (Classified Managers); SMC Institutional Research (Students)

Classified Staff

Classified staff were the most diverse of all the employee groups at SMCCD.

The largest representation in this employee group was classified staff who identified as Hispanic or Latino with 34.4% as of Fall 2023. Followed by classified staff who identified as White with 23.8 %, followed by Black or African American with 19.4%.

The percentage of classified staff who identified as Hispanic or Latino increased by 9.7% over the last decade. During the same period, the percentage of classified staff who identified as White decreased by 11.7%. The percentage of classified staff who identified as Black or African American also decreased by 5% over the last decade, from 24.4% in Fall 2013 to 19.4% as of Fall 2023.

Classified staff who identified as Hispanic or Latino were still significantly lower at 34% when compared to the representation of the same racial/ethnic groups in the student population of 41% as of Fall 2023.

Additionally, classified staff who identified as Black or African American were higher at 19% among classified staff when compared to the representation of students who identified as Black or African American in the student population of 9%.

Classified staff and students have comparable representation in terms of the representation of those who identified as Asian at 11% (employees) and 9% (students) and White at 24% (employees) and 26% (students).

In the last decade, classified staff who identified as two or more races has increased from 0.2%, in Fall 2013, to 1.3% as of Fall 2023. Classified staff who identified as American Indian or Alaskan Native has increased by 1%, while no classified staff have identified as Native Hawaiian or Pacific Islander in the last decade.

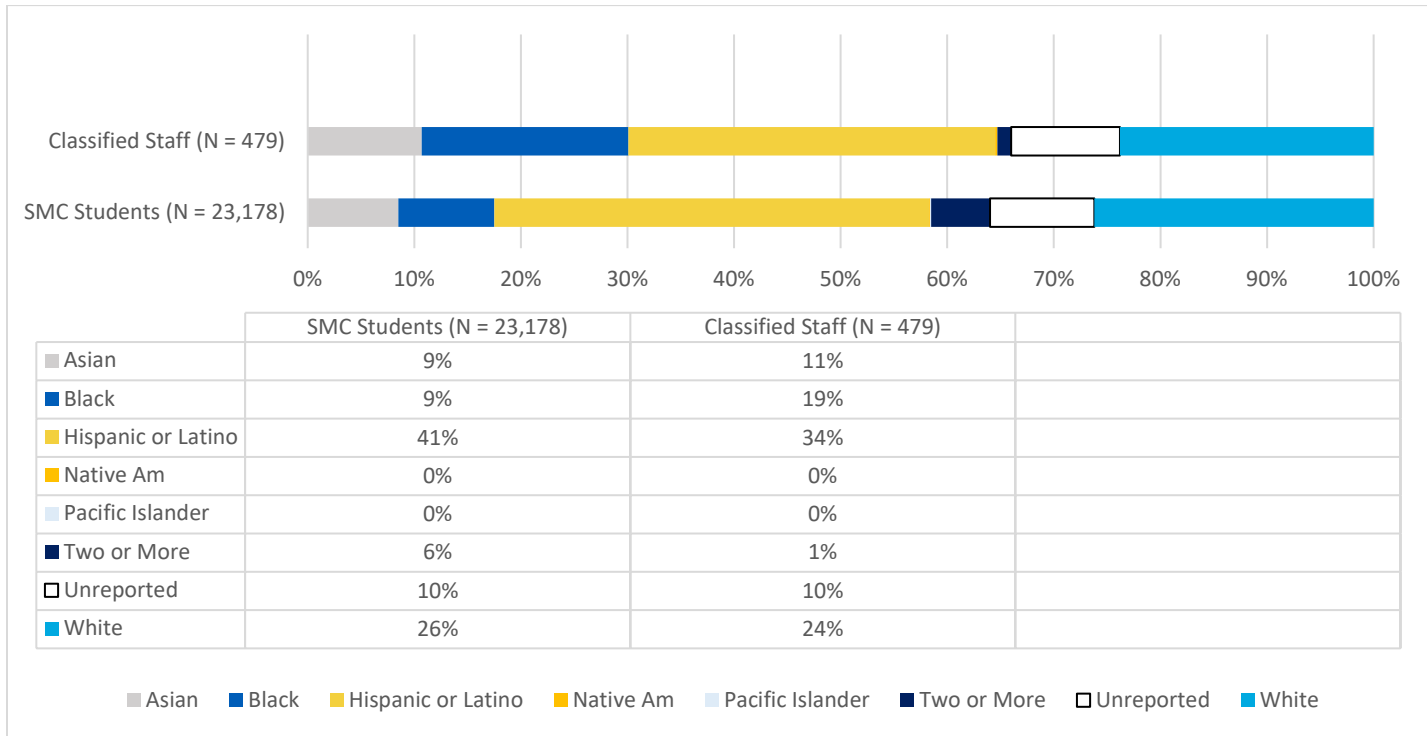
The following data for classified staff includes classified confidential staff and campus police officers. The District has also provided the race/ethnicity data for both groups in their own subsection.

Table 09. Number of Classified Staff by Race/Ethnicity (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Asian	51 11.8%	53 12.0%	57 12.6%	54 11.3%	59 11.9%	57 12.2%	57 11.9%	52 11.6%	50 11.2%	51 11.2%	51 10.7%
Black or African American	106 24.4%	99 22.5%	98 21.7%	106 22.2%	109 22.0%	101 21.6%	102 21.3%	96 21.4%	93 20.9%	95 20.9%	93 19.4%
Hispanic or Latino	107 24.7%	118 26.8%	126 27.9%	141 29.6%	145 29.3%	138 29.6%	149 31.2%	145 32.3%	146 32.8%	154 33.8%	165 34.4%
American Indian or Alaskan Native	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.2%
Native Hawaiian or Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
White	154 35.5%	149 33.9%	150 33.2%	146 30.6%	151 30.5%	137 29.3%	135 28.2%	122 27.2%	123 27.6%	119 26.2%	114 23.8%
Two or More	1 0.2%	1 0.2%	1 0.2%	2 0.4%	2 0.4%	3 0.6%	3 0.6%	3 0.7%	3 0.7%	2 0.4%	6 1.3%
Unreported	15 3.5%	20 4.5%	20 4.4%	28 5.9%	29 5.9%	31 6.6%	32 6.7%	31 6.9%	30 6.7%	34 7.5%	49 10.2%
Total	434 100%	440 100%	452 100%	477 100%	495 100%	467 100%	478 100%	449 100%	445 100%	455 100%	479 100%

Source: CCCC MIS Database for report period Fall terms

Figure 10. Comparison of Race/Ethnicity of Classified Staff vs. Student Population (Fall 2023)



Source: CCCCO MIS Database for report period Fall terms (Classified Staff); SMC Institutional Research (Students)

Classified Confidential

The Educational Employment Relations Act (EERA) defines “confidential employee” to mean: any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. [Gov. Code sec. 3540.I(c).] (EERA is codified at Gov. Code sec. 3540, et seq.)

As of Fall 2023, there were six confidential employees in the following positions: Administrative Assistant III, Administrative Assistant IV, and Coordinator, District/Board of Trustees Office.

The largest representation of classified confidential staff identified as Hispanic or Latino by 50%.

Table 11. Number of Classified Confidential Staff by Race/Ethnicity (Fall 2023)

		2023
Asian		0 0.0%
Black or African American		1 16.7%
Hispanic or Latino		3 50.0%
American Indian or Alaskan Native		0 0.0%
Native Hawaiian or Pacific Islander		0 0.0%
White		2 33.3%
Two or More		0 0.0%
Unreported		0 0.0%
Total		6 100%

Source: SMC Office of Human Resources

SMCCD Police Officers

As of Fall 2023, there were 14 police officers at SMCCD.

SMCCD police officers are one of the most diverse groups in the District. The largest representation of police officers was equal between those who identified as Black or African American, Hispanic or Latino, and White at 28.6%.

Table 12. Number of SMCCD Police Officers by Race/Ethnicity (Fall 2023)

2023	
Asian	1 7.1%
Black or African American	4 28.6%
Hispanic or Latino	4 28.6%
American Indian or Alaskan Native	0 0.0%
Native Hawaiian or Pacific Islander	0 0.0%
White	4 28.6%
Two or More	1 7.1%
Unreported	0 0.0%
Total	14 100%

Source: SMC Office of Human Resources

Full-time Faculty

Full-time faculty as an employee group are the least racially/ethnically diverse of all employee groups, however, the latest numbers as of Fall 2023 showed that the racial/ethnicity diversity within this group is changing.

Full-time faculty who identified as Hispanic or Latino represented approximately 20% (the second largest within this employee group) of all full-time faculty. This group has increased by 5% over the last decade.

The representation of full-time faculty who identified as Black or African American has increased slightly over the last decade by 0.4%, as well as full-time faculty who identified as Asian by 1.6%.

Although the percentage of full-time faculty who identified as White has decreased by 9% over the last decade, this racial/ethnic group continues to represent the largest group amongst full-time faculty at 59.6% as of Fall 2023.

Full-time faculty are the least racially/ethnically diverse employee group compared to SMCCD's student population. When compared to the racial/ethnic makeup of the student population as of Fall 2023, full-time faculty who identified as White were higher by over 20% (White faculty = 50% and White students = 26%).

The numbers/percentages of full-time faculty who identified as Asian, and Black or African American was also higher compared to the student population; however, this margin was only by a few percentage points of 5% (Asian), and 3% (Black or African American).

In the last decade, compared to the student population, full-time faculty who identified as Native Hawaiian or Pacific Islander has remained at approximately 0.6%, while full-time faculty who identified as two or more races has increased from 0.3% in Fall 2013, to 2.1% as of Fall 2023. No full-time faculty have identified as American Indian or Alaskan Native in the last decade.

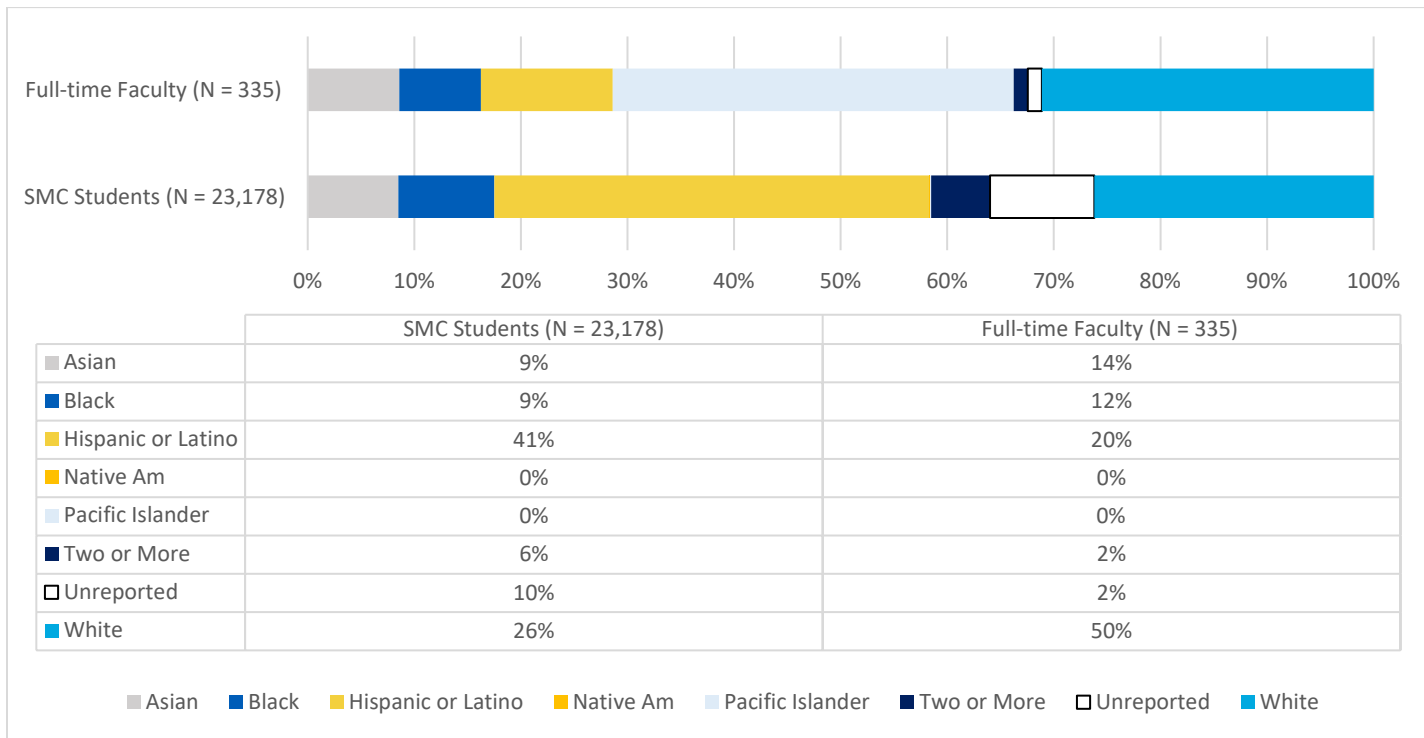
Full-time faculty who identified as Hispanic or Latino was lower at 20% when compared to the percentage of students who identified as Hispanic or Latino at 41%.

Table 13. Number of Full-time Faculty by Race/Ethnicity (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Asian	37 12.1%	40 12.9%	42 13.0%	40 12.1%	39 11.5%	39 12.3%	42 12.5%	43 13.7%	42 13.6%	44 13.4%	46 13.7%
Black or African American	36 11.8%	35 11.3%	36 11.1%	39 11.8%	42 12.4%	37 11.7%	39 11.6%	35 11.1%	35 11.3%	36 10.9%	41 12.2%
Hispanic or Latino	45 14.7%	46 14.9%	50 15.4%	48 14.5%	54 15.9%	50 15.8%	57 17.0%	59 18.8%	57 18.4%	64 19.5%	66 19.7%
American Indian or Alaskan Native	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Native Hawaiian or Pacific Islander	2 0.7%	1 0.3%	0 0.0%	1 0.3%	1 0.3%	1 0.3%	2 0.6%	2 0.6%	2 0.6%	2 0.6%	2 0.6%
White	179 58.5%	182 58.9%	189 58.3%	195 59.1%	195 57.5%	181 57.1%	188 56.0%	167 53.2%	164 53.1%	169 51.4%	166 49.6%
Two or More	1 0.3%	1 0.3%	1 0.3%	2 0.6%	3 0.9%	3 0.9%	3 0.9%	3 1.0%	3 1.0%	6 1.8%	7 2.1%
Unreported	6 2.0%	4 1.3%	6 1.9%	5 1.5%	5 1.5%	6 1.9%	5 1.5%	5 1.6%	6 1.9%	8 2.4%	7 2.1%
Total	306 100%	309 100%	324 100%	330 100%	339 100%	317 100%	336 100%	314 100%	309 100%	329 100%	335 100%

Source: CCCCO MIS Database for report period Fall terms

Figure 14. Comparison of Race/Ethnicity of Full-time Faculty vs. Student Population (Fall 2023)



Source: CCCCO MIS Database for report period Fall terms (Full-time Faculty); SMC Institutional Research (Students)

Part-time Faculty

Part-time faculty are the second least racially/ethnically diverse employee group at SMCCD behind full-time faculty. However, the trend has shown that racial/ethnic diversity among part-time faculty is changing.

The racial/ethnic trends of part-time faculty were also similar to full-time faculty, with part-time faculty who identified as White representing the largest racial/ethnic group at 54% as of Fall 2023. However, the percentage of part-time faculty who identified as White has experienced a decline of 12.8% over the last decade.

During the same period, the percentage of part-time faculty who identified as Asian, Black or African American, and Hispanic or Latino have increased.

Part-time faculty are also the least racially/ethnically diverse compared to SMCCD's student population. When compared to the racial/ethnic makeup of the student population as of Fall 2023, part-time faculty who identified as White were higher by 28% (White faculty = 54% and White students = 26%).

Part-time faculty who identified as Asian and Black or African American were slightly higher compared to these student groups, by a few percentage points of 3% (Asian) and 1% (Black or African American).

The largest ethnic employee group were part-time faculty who identified as Hispanic or Latino, which was lower when compared to the equivalent student group. Part-time faculty who identified as Hispanic or Latino represented 18% of all part-time faculty, and students make up 41%.

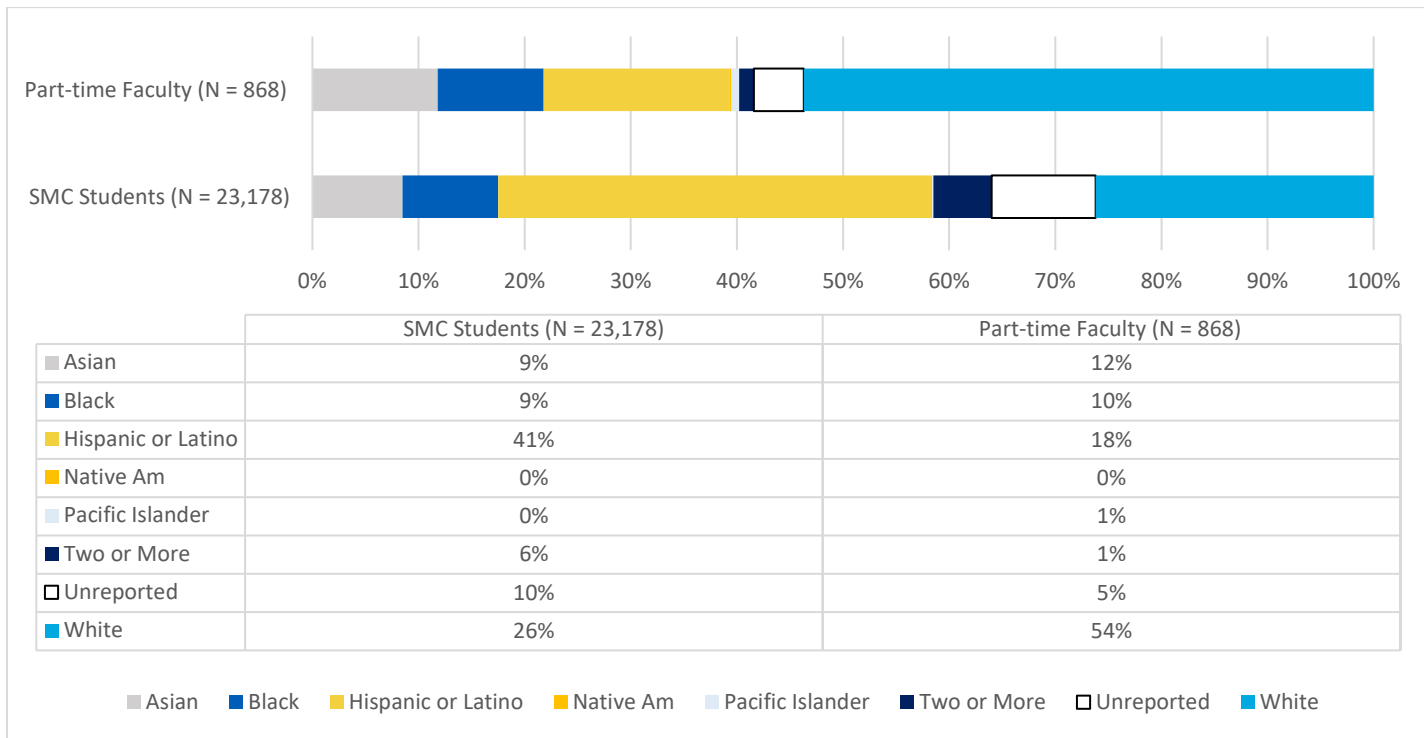
In the last decade, part-time faculty who identified as Native Hawaiian or Pacific Islander has increased from 0.4% in Fall 2013, to 0.7% as of Fall 2023, while part-time faculty who identified as two or more races and as American Indian or Alaskan Native has remained approximately the same at 1.4% and 0.2%.

Table 15. Number of Part-time Faculty by Race/Ethnicity (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Asian	100 9.5%	102 9.6%	106 9.8%	118 10.8%	127 12.0%	124 11.9%	116 11.6%	110 12.1%	114 12.8%	103 12.0%	102 11.8%
Black or African American	79 7.5%	86 8.1%	90 8.3%	98 9.0%	100 9.4%	99 9.5%	98 9.8%	89 9.8%	85 9.5%	83 9.7%	87 10.0%
Hispanic or Latino	107 10.2%	114 10.7%	130 12.0%	139 12.7%	150 14.1%	154 14.8%	144 14.4%	136 14.9%	134 15.0%	146 17.0%	152 17.5%
American Indian or Alaskan Native	1 0.1%	1 0.1%	3 0.3%	1 0.1%	1 0.1%	1 0.1%	2 0.2%	2 0.2%	2 0.2%	1 0.1%	2 0.2%
Native Hawaiian or Pacific Islander	4 0.4%	5 0.5%	4 0.4%	5 0.5%	5 0.5%	5 0.5%	5 0.5%	4 0.4%	5 0.6%	6 0.7%	6 0.7%
White	698 66.5%	684 64.4%	682 63.1%	663 60.8%	615 58.0%	593 56.9%	561 56.1%	495 54.4%	493 55.2%	470 54.7%	466 53.7%
Two or More	14 1.3%	14 1.3%	17 1.6%	15 1.4%	15 1.4%	18 1.7%	18 1.8%	17 1.9%	14 1.6%	9 1.0%	12 1.4%
Unreported	47 4.5%	56 5.3%	49 4.5%	52 4.8%	48 4.5%	48 4.6%	56 5.6%	57 6.3%	46 5.2%	41 4.8%	41 4.7%
Total	1,050 100%	1,062 100%	1,081 100%	1,091 100%	1,061 100%	1,042 100%	1,000 100%	910 100%	893 100%	859 100%	868 100%

Source: CCCCO MIS Database for report period Fall terms

Figure 16. Comparison of Race/Ethnicity of Part-time Faculty vs. Student Population (Fall 2023)



Source: CCCCO MIS Database for report period Fall terms (Part-time Faculty); SMC Institutional Research (Students)

Comparison of Employee Groups by Sex/Gender

This report is using the words “female” and “male” to represent information on sex/gender. See the glossary for a definition.

Academic Administrators

As of Fall 2023, most academic administrators who identified as female represented 64.4% of the total number of academic administrators; however, over the last decade the percentage of academic administrators who identified as female has decreased by 8.9%.

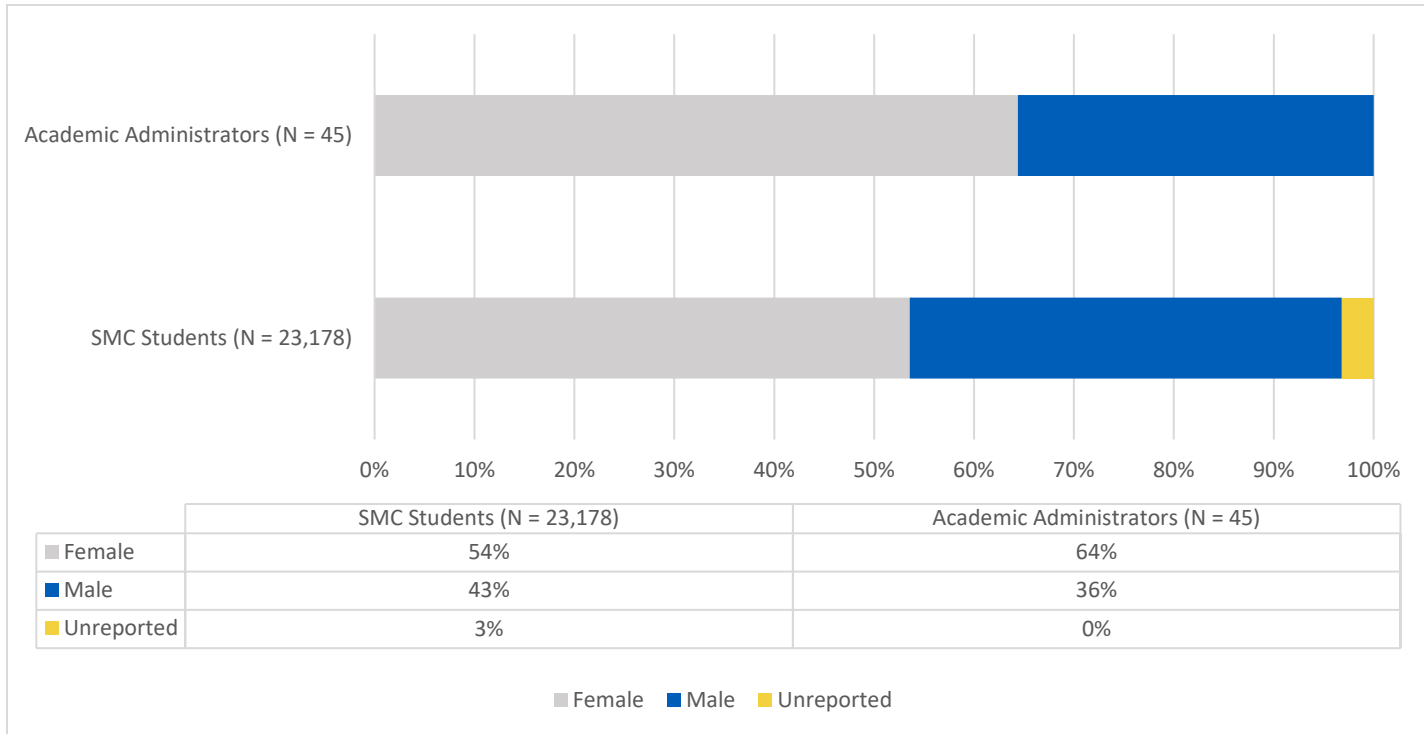
When compared to the sex/gender makeup of the student population, more academic administrators identified as female at 64%, compared to students who identified as female represented 54% of the student population.

Table 17. Number of Academic Administrators by Sex/Gender (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Female	33 73.3%	34 73.9%	35 72.9%	40 72.7%	41 80.4%	38 79.2%	36 75.0%	34 70.8%	28 62.2%	30 66.7%	29 64.4%
Male	12 26.7%	12 26.1%	13 27.1%	15 27.3%	10 19.6%	10 20.8%	12 25.0%	14 29.2%	17 37.8%	15 33.3%	16 35.6%
Total	45 100%	46 100%	48 100%	55 100%	51 100%	48 100%	48 100%	48 100%	45 100%	45 100%	45 100%

Source: CCCC MIS Database for report period Fall terms

Figure 18. Comparison of Sex/Gender of Academic Administrators vs. Student Population (Fall 2023)



Source: CCCC MIS Database for report period Fall terms (Academic Administrators); SMC Institutional Research (Students)

Classified Managers

Classified managers were the only employee group that had more male identified employees. All the other employee groups had more female identified employees. The percentage of classified managers who identified as male was 56.9% compared to females at 43.1%.

The percentage of classified managers who identified as male also decreased by 9.8% over the last decade. In recent years, the gap between the number of classified managers who identified as female to those who identified as male has become closer.

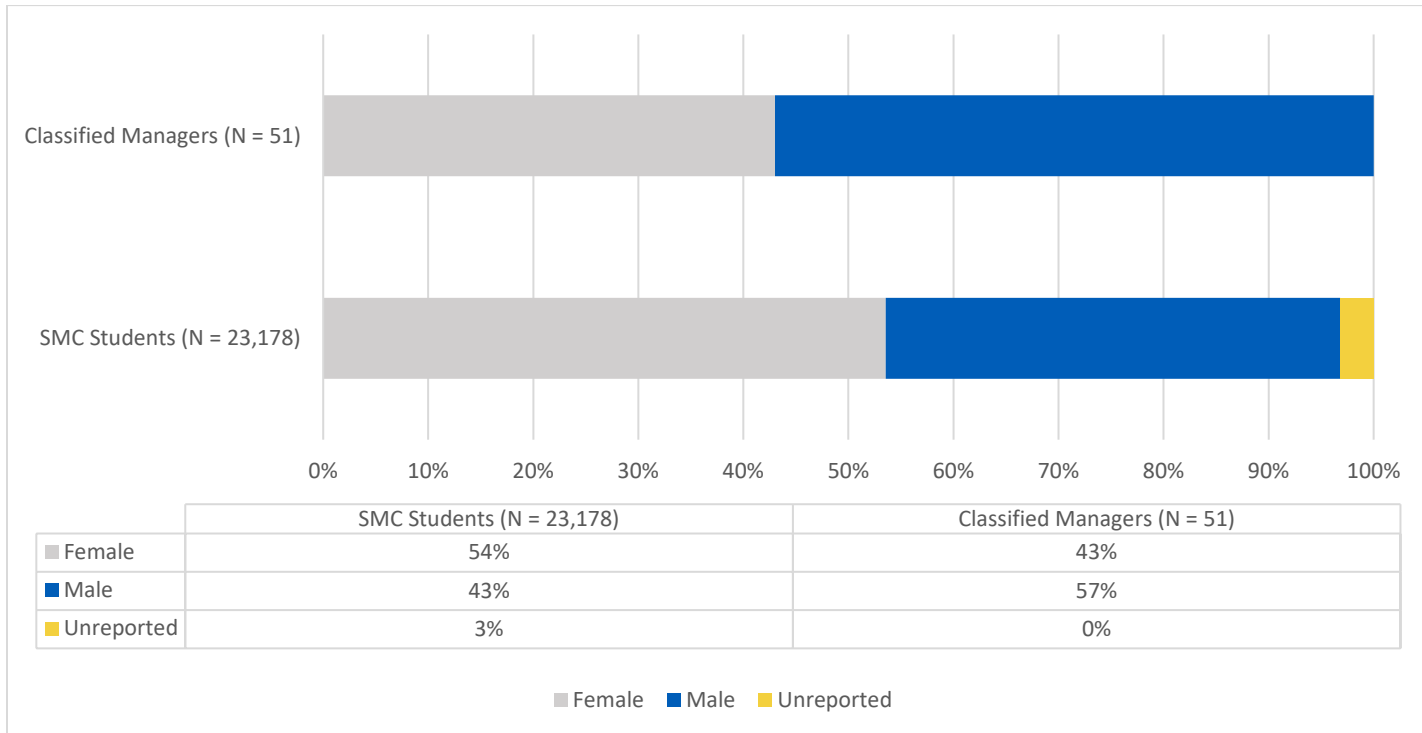
Additionally, more classified managers identified as male at 57% when compared to students who identified as male at 43%.

Table 19. Number of Classified Managers by Sex/Gender (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Female	16 33.3%	13 27.7%	20 37.7%	21 35.6%	22 42.3%	20 44.4%	21 43.8%	19 40.4%	20 41.7%	22 43.1%	22 43.1%
Male	32 66.7%	34 72.3%	33 62.3%	38 64.4%	30 57.7%	25 55.6%	27 56.3%	28 59.6%	28 58.3%	29 56.9%	29 56.9%
Total	48 100%	47 100%	53 100%	59 100%	52 100%	45 100%	48 100%	47 100%	48 100%	51 100%	51 100%

Source: CCCCO MIS Database for report period Fall terms

Figure 20. Comparison of Sex/Gender of Classified Managers vs. Student Population (Fall 2023)



Source: CCCCO MIS Database for report period Fall terms (Classified Managers); SMC Institutional Research (Students)

Classified Staff

In Fall 2013, there were more classified staff who identified as female at 54.1% compared to classified staff who identified as male at 45.9%, reflecting an 8.2% difference. As of Fall 2023, the sex/gender gap has decreased to 4.4%, with females at 52.2% compared to males at 47.8%.

The sex/gender gap between classified staff and SMCCCD students was smaller compared to academic and classified managers. The other employee groups where the gap was closer between those who identified as males and females was with full-time and part-time faculty. When compared to the sex/gender breakdown of the student population as of Fall 2023, those identified as male students were higher by 5%, and those identified as females were higher by 2% amongst classified staff.

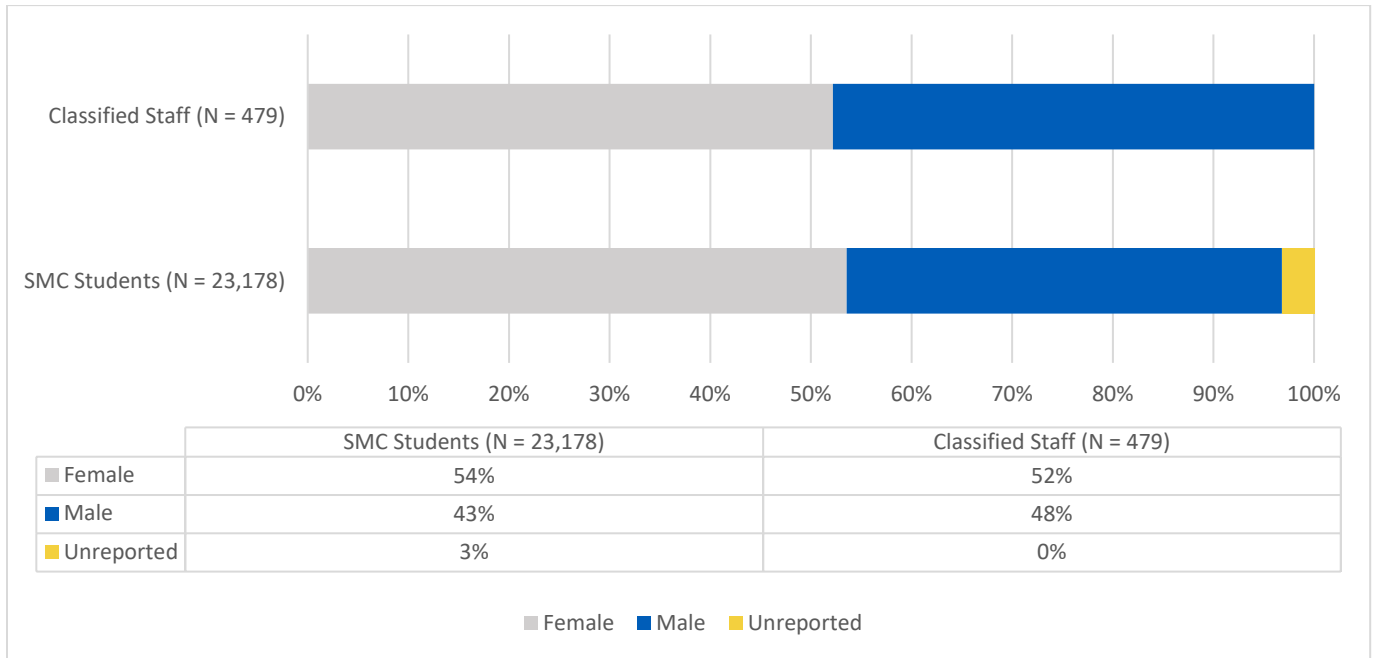
The following data for classified staff includes classified confidential staff and SMCCCD police officers. As of Fall 2023, 100% of classified confidential staff identified as female. Additionally, more SMCCCD police officers including two sergeants identified as female than in the previous decade.

Table 21. Number of Classified Staff by Sex/Gender (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Female	235 54.1%	235 53.4%	243 53.8%	253 53.0%	256 51.7%	234 50.1%	243 50.8%	229 51.0%	224 50.3%	228 50.1%	250 52.2%
Male	199 45.9%	205 46.6%	209 46.2%	224 47.0%	239 48.3%	233 49.9%	235 49.2%	220 49.0%	221 49.7%	227 49.9%	229 47.8%
Total	434 100%	440 100%	452 100%	477 100%	495 100%	467 100%	478 100%	449 100%	445 100%	455 100%	479 100%

Source: CCCCCO MIS Database for report period Fall terms

Figure 22. Comparison of Sex/Gender of Classified Staff vs. Student Population (Fall 2023)



Source: CCCC MIS Database for report period Fall terms (Classified Staff); SMC Institutional Research (Students)

Full-time Faculty

As of Fall 2023, full-time faculty who identified as female represented 57.3% compared to male at 42.7%. The sex/gender breakdown of full-time faculty has not changed over the last decade.

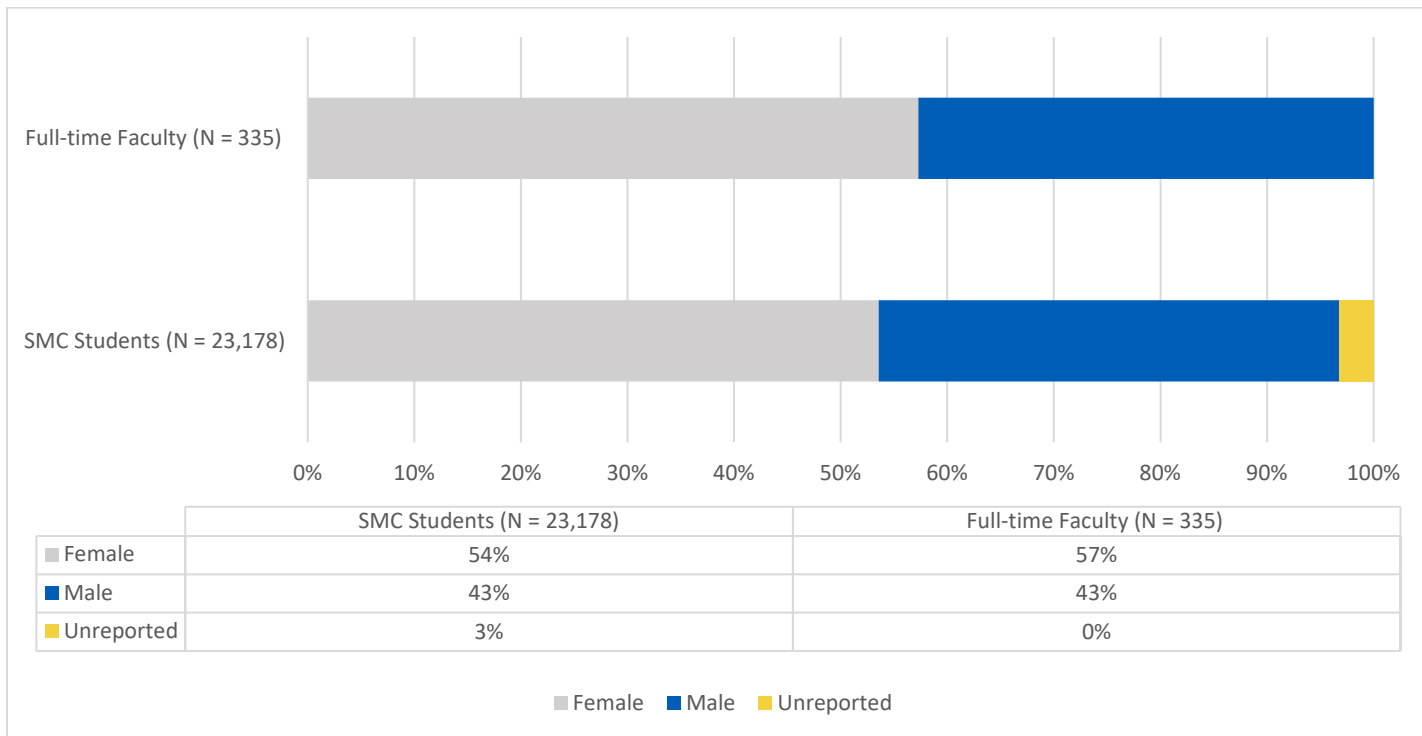
The sex/gender gap between full-time faculty who identified as female (57%) and SMCCD students (54%) who identified as female was 3%. Students who identified as male were equally represented amongst full-time faculty coming in at 43% in both groups.

Table 23. Number of Full-time Faculty by Sex/Gender (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Female	175	174	182	187	190	178	190	178	177	188	192
	57.2%	56.3%	56.2%	56.7%	56.0%	56.2%	56.5%	56.7%	57.3%	57.1%	57.3%
Male	131	135	142	143	149	139	146	136	132	141	143
	42.8%	43.7%	43.8%	43.3%	44.0%	43.8%	43.5%	43.3%	42.7%	42.9%	42.7%
Total	306	309	324	330	339	317	336	314	309	329	335
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: CCCC MIS Database for report period Fall terms

Figure 24. Comparison of Sex/Gender of Full-time Faculty vs. Student Population (Fall 2023)



Source: CCCC MIS Database for report period Fall terms (Full-time Faculty); SMC Institutional Research (Students)

Part-time Faculty

As of Fall 2023, part-time faculty who identified as female represented 57.8% compared to males at 42.2%. The number of part-time faculty who identified as female increased by 3.3% over the last decade.

The sex/gender makeup of full-time and part-time faculty were similar.

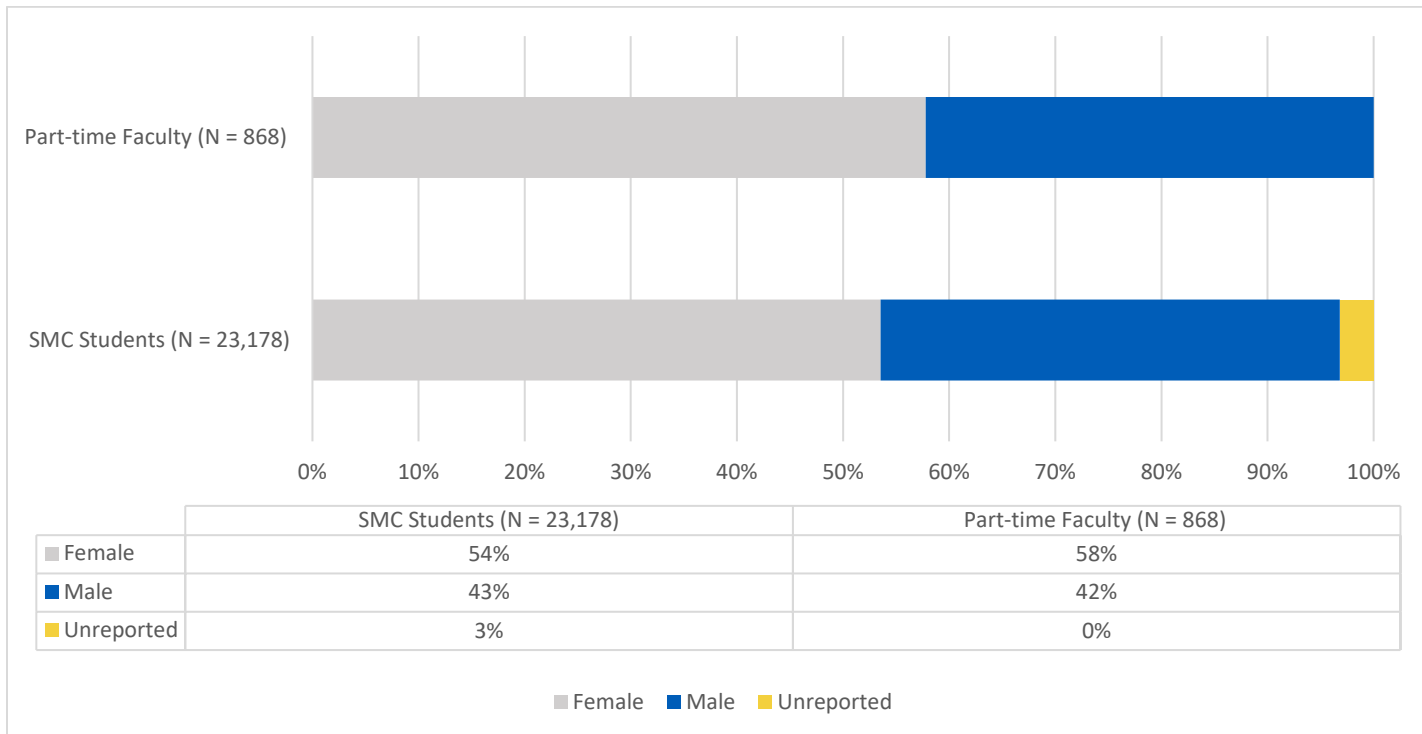
The sex/gender gap between part-time faculty who identified as female (58%) and SMCCD students (54%) who identified as female was 4%. This gap is slightly larger than the sex/gender gap with full-time faculty. Students who identified as male were almost equally represented amongst full-time faculty both being at approximately 43%.

Table 25. Number of Part-time Faculty by Race/Ethnicity (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Female	572	574	597	607	608	600	565	532	510	491	502
	54.5%	54.0%	55.2%	55.6%	57.3%	57.6%	56.5%	58.5%	57.1%	57.2%	57.8%
Male	478	488	484	484	453	442	435	378	383	368	366
	45.5%	46.0%	44.8%	44.4%	42.7%	42.4%	43.5%	41.5%	42.9%	42.8%	42.2%
Total	1,050	1,062	1,081	1,091	1,061	1,042	1,000	910	893	859	868
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: CCCC MIS Database for report period Fall terms

Figure 26. Comparison of Sex/Gender of Part-time Faculty vs. Student Population (Fall 2023)



Source: CCCC MIS Database for report period Fall terms (Part-time Faculty); SMC Institutional Research (Students)

Comparison of Employee Groups by Age

Academic Administrators

As of Fall 2023, the largest number of academic administrators were between the ages of 40 to 49 and the ages 50 to 59, at 31.1% (40 to 49) and 33.3% (50 to 59) respectively. Academic administrators under the age of 35 years and the ages of 60 to 64 represented the smallest age group at 8.9% each.

In recent years, the number of academic administrators between the ages of 60 to 64 has declined by nearly 33%, when compared to a decade ago. This decrease may be due to retirements, including those academic administrators who participated in the Supplemental Retirement Program (SRP) in 2020.

Table 27. Number of Academic Administrators by Age Group (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<=34	3 6.7%	3 6.5%	2 4.2%	3 5.5%	2 3.9%	3 6.3%	5 10.4%	5 10.4%	2 4.4%	3 6.7%	4 8.9%
35-39	3 6.7%	5 10.9%	4 8.3%	4 7.3%	6 11.8%	8 16.7%	4 8.3%	4 8.3%	5 11.1%	4 8.9%	3 6.7%
40-49	13 28.9%	14 30.4%	14 29.2%	14 25.5%	11 21.6%	9 18.8%	13 27.1%	14 29.2%	18 40.0%	15 33.3%	14 31.1%
50-59	14 31.1%	11 23.9%	13 27.1%	16 29.1%	16 31.4%	16 33.3%	13 27.1%	13 27.1%	12 26.7%	15 33.3%	15 33.3%
60-64	6 13.3%	8 17.4%	9 18.8%	9 16.4%	7 13.7%	5 10.4%	6 12.5%	5 10.4%	3 6.7%	3 6.7%	4 8.9%
65+	6 13.3%	5 10.9%	6 12.5%	9 16.4%	9 17.6%	7 14.6%	7 14.6%	7 14.6%	5 11.1%	5 11.1%	5 11.1%
Total	45 100%	46 100%	48 100%	55 100%	51 100%	48 100%	48 100%	48 100%	45 100%	45 100%	45 100%

Source: CCCC MIS Database for report period Fall terms

Classified Managers

The largest number of classified managers were between the ages of 50 to 59, representing nearly 50% of all employees in this group.

Classified managers who were under the age of 35 and the age of 65 years and older represented the smallest age groups at 2% and 5.9% respectfully.

Table 28. Number of Classified Managers by Age Group (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<=34	2 4.2%	2 4.3%	2 3.8%	4 6.8%	3 5.8%	4 8.9%	4 8.3%	3 6.4%	2 4.2%	1 2.0%	1 2.0%
35-39	2 4.2%	2 4.3%	4 7.5%	2 3.4%	3 5.8%	3 6.7%	3 6.3%	6 12.8%	4 8.3%	4 7.8%	4 7.8%
40-49	15 31.3%	13 27.7%	16 30.2%	18 30.5%	14 26.9%	12 26.7%	15 31.3%	11 23.4%	10 20.8%	13 25.5%	13 25.5%
50-59	24 50.0%	24 51.1%	25 47.2%	26 44.1%	22 42.3%	21 46.7%	23 47.9%	24 51.1%	25 52.1%	22 43.1%	22 43.1%
60-64	2 4.2%	3 6.4%	4 7.5%	7 11.9%	8 15.4%	5 11.1%	3 6.3%	2 4.3%	3 6.3%	8 15.7%	8 15.7%
65+	3 6.3%	3 6.4%	2 3.8%	2 3.4%	2 3.8%	0 0.0%	0 0.0%	1 2.1%	4 8.3%	3 5.9%	3 5.9%
Total	48 100%	47 100%	53 100%	59 100%	52 100%	45 100%	48 100%	47 100%	48 100%	51 100%	51 100%

Source: CCCC MIS Database for report period Fall terms

Classified Staff

As of Fall 2023, the largest number of classified staff were between the ages of 40 to 49 at 25.1% and the ages of 50 to 59 at 26.1%. These two age groups have been consistently the largest age groups amongst classified staff over the last decade.

The number of employees between the ages of 35 to 39 has slightly increased over the last decade by 0.4%, while the number of employees between the ages 60 to 64 has decreased by 3.4%.

The following data for classified staff includes classified confidential staff and SMCCD police officers.

Table 29. Number of Classified Staff by Age Group (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<=34	70 16.1%	81 18.4%	96 21.2%	101 21.2%	100 20.2%	98 21.0%	99 20.7%	89 19.8%	73 16.4%	76 16.7%	79 16.5%
35-39	39 9.0%	44 10.0%	52 11.5%	57 11.9%	63 12.7%	67 14.3%	69 14.4%	69 15.4%	65 14.6%	65 14.3%	67 14.0%
40-49	103 23.7%	100 22.7%	98 21.7%	113 23.7%	120 24.2%	120 25.7%	110 23.0%	110 24.5%	113 25.4%	113 24.8%	120 25.1%
50-59	125 28.8%	129 29.3%	120 26.5%	127 26.6%	127 25.7%	120 25.7%	126 26.4%	124 27.6%	129 29.0%	125 27.5%	125 26.1%
60-64	59 13.6%	52 11.8%	54 11.9%	51 10.7%	49 9.9%	38 8.1%	48 10.0%	35 7.8%	39 8.8%	44 9.7%	49 10.2%
65+	38 8.8%	34 7.7%	32 7.1%	28 5.9%	36 7.3%	24 5.1%	26 5.4%	22 4.9%	26 5.8%	32 7.0%	39 8.1%
Total	434 100%	440 100%	452 100%	477 100%	495 100%	467 100%	478 100%	449 100%	445 100%	455 100%	479 100%

Source: CCCCCO MIS Database for report period Fall terms

Full-time Faculty

As of Fall 2023, the largest number of full-time faculty were between the ages of 40 to 49 at 31.9%, and the ages 50 to 59 at 28.7%. These two age groups were consistently the largest age groups amongst full-time faculty over the last decade. The number of employees between the ages of 60 to 64, and the age of 65 years and older has decreased over the last decade.

At the same time, the number of employees aged 35 or younger, and between the ages of 35 to 39, has increased, suggesting that the full-time faculty group has become younger over time, however, full-time Faculty 40 years of age and older still represented the majority of faculty at 82.7%.

Table 30. Number of Full-time Faculty by Age Group (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<=34	11 3.6%	13 4.2%	20 6.2%	27 8.2%	27 8.0%	22 6.9%	17 5.1%	14 4.5%	10 3.2%	17 5.2%	20 6.0%
35-39	27 8.8%	30 9.7%	41 12.7%	42 12.7%	43 12.7%	41 12.9%	50 14.9%	51 16.2%	44 14.2%	42 12.8%	38 11.3%
40-49	66 21.6%	69 22.3%	66 20.4%	76 23.0%	84 24.8%	85 26.8%	97 28.9%	97 30.9%	93 30.1%	103 31.3%	107 31.9%
50-59	99 32.4%	88 28.5%	93 28.7%	89 27.0%	88 26.0%	89 28.1%	92 27.4%	92 29.3%	99 32.0%	103 31.3%	96 28.7%
60-64	57 18.6%	51 16.5%	43 13.3%	38 11.5%	45 13.3%	43 13.6%	40 11.9%	35 11.1%	34 11.0%	31 9.4%	38 11.3%
65+	46 15.0%	58 18.8%	61 18.8%	58 17.6%	52 15.3%	37 11.7%	40 11.9%	25 8.0%	29 9.4%	33 10.0%	36 10.8%
Total	306 100%	309 100%	324 100%	330 100%	339 100%	317 100%	336 100%	314 100%	309 100%	329 100%	335 100%

Source: CCCCCO MIS Database for report period Fall terms

Part-time Faculty

As of Fall 2023, the largest number of part-time faculty were between the ages of 40 to 49 at 23.5%, and the ages 65 and older 21.8%.

At the same time, the number of employees aged 35 or younger, and the ages of 35 to 39, has slightly decreased in the last decade. Part-time faculty 40 years of age and older still represented the majority of part-time faculty at 78.2%.

Table 31. Number of Part-time Faculty by Age Group (Fall Terms 2013 to 2023)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<=34	128 12.2%	143 13.5%	154 14.2%	172 15.8%	166 15.6%	156 15.0%	144 14.4%	129 14.2%	102 11.4%	92 10.7%	90 10.4%
35-39	126 12.0%	121 11.4%	127 11.7%	118 10.8%	109 10.3%	111 10.7%	115 11.5%	101 11.1%	104 11.6%	100 11.6%	99 11.4%
40-49	234 22.3%	219 20.6%	223 20.6%	208 19.1%	212 20.0%	214 20.5%	199 19.9%	198 21.8%	202 22.6%	208 24.2%	204 23.5%
50-59	249 23.7%	261 24.6%	246 22.8%	255 23.4%	246 23.2%	228 21.9%	228 22.8%	213 23.4%	193 21.6%	185 21.5%	186 21.4%
60-64	123 11.7%	118 11.1%	128 11.8%	121 11.1%	116 10.9%	116 11.1%	102 10.2%	91 10.0%	95 10.6%	86 10.0%	100 11.5%
65+	190 18.1%	200 18.8%	203 18.8%	217 19.9%	212 20.0%	217 20.8%	212 21.2%	178 19.6%	197 22.1%	188 21.9%	189 21.8%
Total	1,050 100%	1,062 100%	1,081 100%	1,091 100%	1,061 100%	1,042 100%	1,000 100%	910 100%	893 100%	859 100%	859 100%

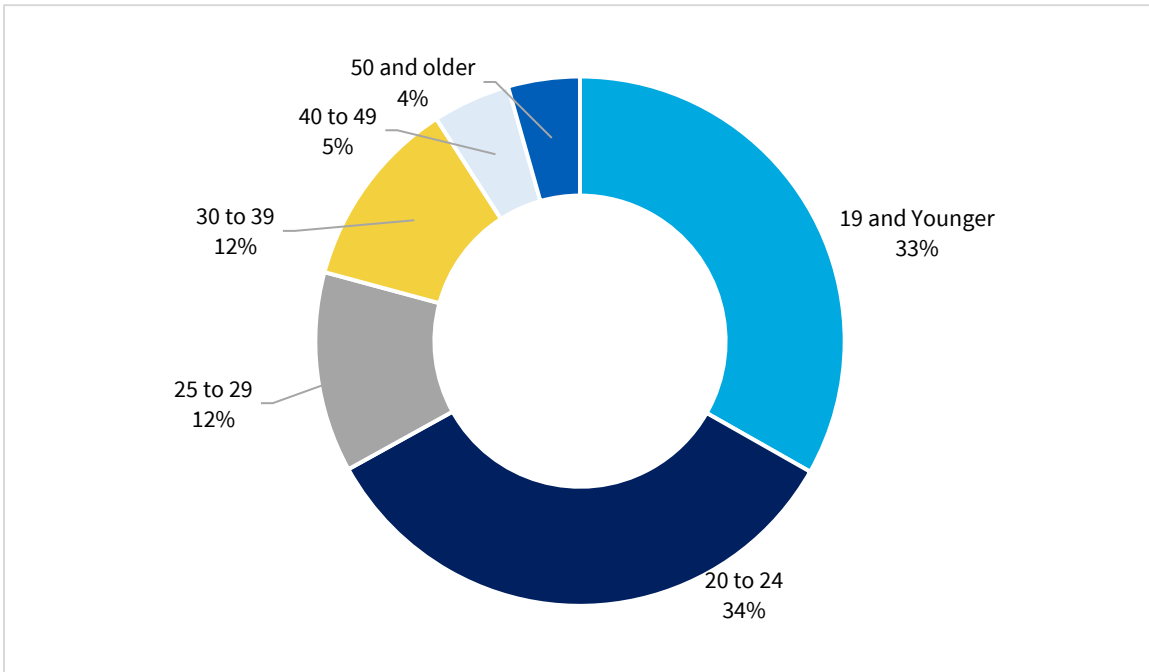
Source: CCCC MIS Database for report period Fall terms

Student Population by Age Group

The following table provides an age breakdown of all enrolled students as of Fall 2023.

The two largest student groups by age range were those between the ages of 20 to 24 at 34%, and the ages of 19 and younger at 33%. 67% of students at SMCCD were 24 years of age and younger. 33% of students at SMCCD were 25 years of age and older. Approximately, two-thirds of the student population were 24 years of age or younger.

Figure 32. Student Population by Age Group (Fall 2023)



Source: Precision Campus

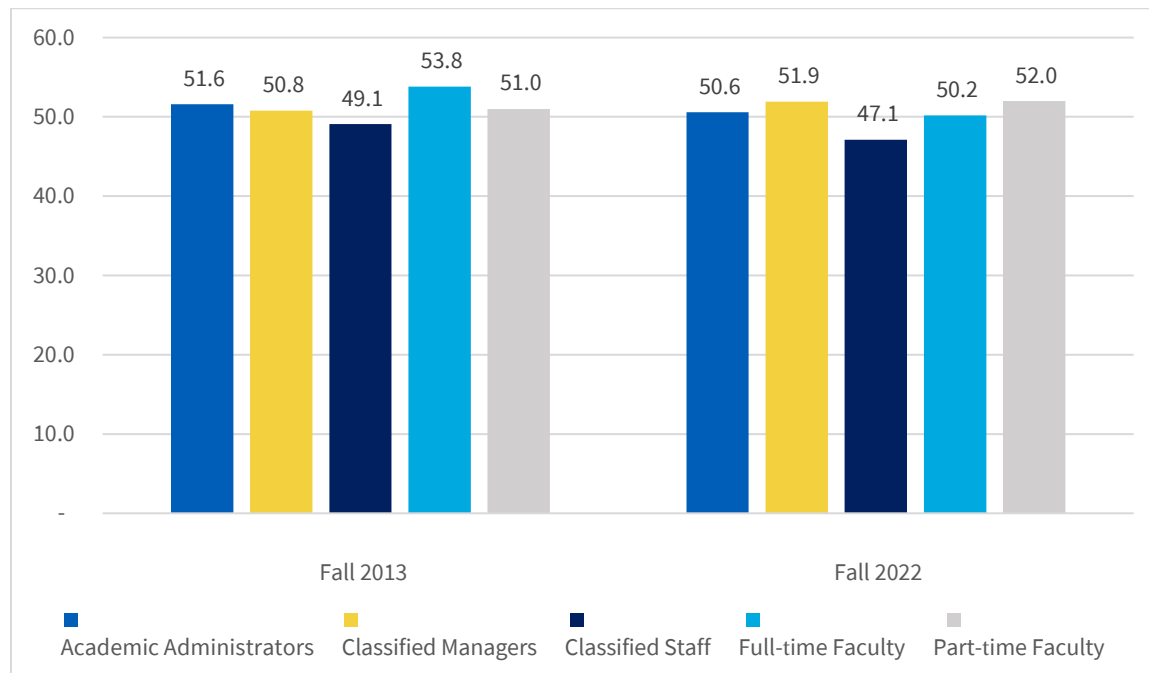
Comparison Between Employees and Students at SMCCCD

On average, classified staff were the youngest group at an average of 47.1 years old, then any the other employee groups. The average age range of the other employee groups fell between 50 to 52.

The average age of academic administrators, classified staff, and full-time faculty slightly decreased in Fall 2013 when compared to Fall 2022. However, the average age of part-time faculty has increased.

The data in this chart below reflects employee age information for Fall 2022. The data for Fall 2023 was not available at time of publication.

Table 33. COMPARISON AVERAGE AGE BY EMPLOYEE GROUP



Source: CCCC MIS Database for report period Fall terms

Associate Faculty

The report has analyzed the diversity within associate faculty separately to other faculty groups.

Associate faculty are part-time faculty who have been granted the status of “Associate Faculty” by the District. Article 6.6 of the Agreement between the Santa Monica College Faculty Association (SMCFA) and SMCCD defines the purpose of the designation is to “grant, on an annual basis, some degree of employment stability for eligible part-time faculty members within the limitations imposed by the District’s needs to create course schedules that match current student demand and provide appropriate assignments for full-time faculty members.”

As long as they are qualified for the available assignments, part-time faculty with associate faculty status shall be offered an assignment before any part-time faculty member without associate faculty status is offered an assignment (Article 6.6.5). However, associate faculty status is a non-renewable status, and must be renewed annually if there are available assignments. Additionally, associate faculty have the right to an assignment which displaces another part-time faculty member who does not have associate faculty member status under specific conditions (Article 6.6.6).

Comparison of Associate Faculty by Race/Ethnicity

As of Fall 2023, there were more associate faculty who identified as White (57.36%) than any other racial/ethnic group. The second largest racial/ethnic group were those who identified as Hispanic or Latino (13.3%).

Table 34. Number of Associate Faculty by Race/Ethnicity* and Year Obtained Status

	2019	2020	2021	2022	2023
Asian	46 10.7%	54 11.5%	54 11.3%	54 11.3%	61 12.4%
Black or African American	36 8.4%	39 8.3%	41 8.6%	41 8.6%	43 8.8%
Hispanic or Latino	54 12.6%	62 13.2%	65 13.6%	65 13.6%	65 13.3%
American Indian or Alaskan Native	1 .23%	1 .21%	1 .21%	1 .21%	1 .20%
Native Hawaiian or Pacific Islander	2 .46%	3 .64%	3 .63%	3 .63%	3 .61%
White	258 60.4%	275 58.6%	279 58.26%	279 58.26%	281 57.36%
Two or more races	7 1.6%	8 1.75%	8 1.7%	8 1.7%	8 1.63%
Unreported	24 5.61%	27 5.8%	27 5.7%	27 5.7%	28 5.7%
Total	428 100%	469 100%	478 100%	478 100%	490 100%

Source: SMC Office of Academic Affairs and SMC MIS

Comparison of Associate Faculty Sex/Gender

As of Fall 2023, over half of associate faculty identified as female.

Table 35. Number of Associate Faculty by Gender and Year Obtained Status

	2019	2020	2021	2022	2023
Female	242	272	281	281	288
	58%	58%	59%	59%	59%
Male	186	197	197	197	202
	42%	42%	41%	41%	41%
Total	428	469	478	478	490
	100%	100%	100%	100%	100%

Source: SMC Office of Academic Affairs and SMC MIS

Comparison of Associate Faculty Age Group

As of Fall 2023, associate faculty over the age of 60 represented the largest population.

Table 36. Number of Associate Faculty by Age Group and Year Obtained Status

	2019	2020	2021	2022	2023
30-39	18	32	36	36	39
	4.2%	6.8%	7.5%	7.5%	8.0%
40-49	83	95	96	96	100
	19.4%	20.3%	20.1%	20.1%	20.4%
50-59	107	115	118	118	120
	25%	24.9%	24.7%	24.7%	24.5%
60-69	127	130	131	131	134
	29.4%	27%	27.4%	27.4%	27.3%
70+	93	97	97	97	97
	22%	21%	20.3%	20.3%	19.8%
Total	428	469	478	478	490
	100%	100%	100%	100%	100%

Source: SMC Office of Academic Affairs and SMC MIS

Projections of Associate Faculty by Race/Ethnicity, Sex/Gender, and Age Group

The retirement and resignations of associate faculty may provide the District with an opportunity to diversify in the future if those who are pending associate faculty status are from a diverse group. No more than 60% of part-time faculty in a discipline within a department shall have associate faculty status.

Faculty awaiting associate faculty status for Fall 2024, will show an increase in those who identify as Asian by 1%, Hispanic or Latino by .5%, and two or more races by .35%; and a decrease by those who identify as White by almost 1.5% and Black or African American by .2%.

Additionally, they will also show an increase in the ages of 30-39 by 2%, and a decrease in the ages of 60-69 by 1.3%, and 70 and older by almost 1%; while the female to male ratio will remain the same.

Table 37. Number of Associate Faculty by Race/Ethnicity, Gender, & Age Group* and Year To Be Obtained in 2024

Associated Faculty by Race/Ethnicity

	2023	2024
Asian	61 12.4%	75 13.4%
Black or African American	43 8.8%	48 8.6%
Hispanic or Latino	65 13.3%	77 13.8%
American Indian or Alaskan Native	1 .20%	1 .18%
Native Hawaiian or Pacific Islander	3 .61%	3 .54%
White	281 57.36%	312 55.9%
Two or more races	8 1.63%	11 1.98%
Unreported	28 5.7%	31 5.6%
Total	490 100%	558 100%

Associated Faculty by Gender

	2023	2024
Female	288 59%	329 59%
Male	202 41%	229 41%
Total	490 100%	558 100%

Associated Faculty by Age Group

	2023	2024
30-39	39 8.0%	57 10%
40-49	100 20.4%	115 20.6%
50-59	120 24.5%	136 24.4%
60-69	134 27.3%	144 26%
70+	97 19.8%	106 19%
Total	490 100%	558 100%

Source: SMC Office of Academic Affairs and SMC MIS

Applicant Pools

Academic Administrators

Among the 1113 applicants between 2021-2023 for academic administrators' positions, the largest number of applicants identified as Black or African American at 26%, followed by White at 25%, Hispanic or Latino at 22%, and Asian at 10%.

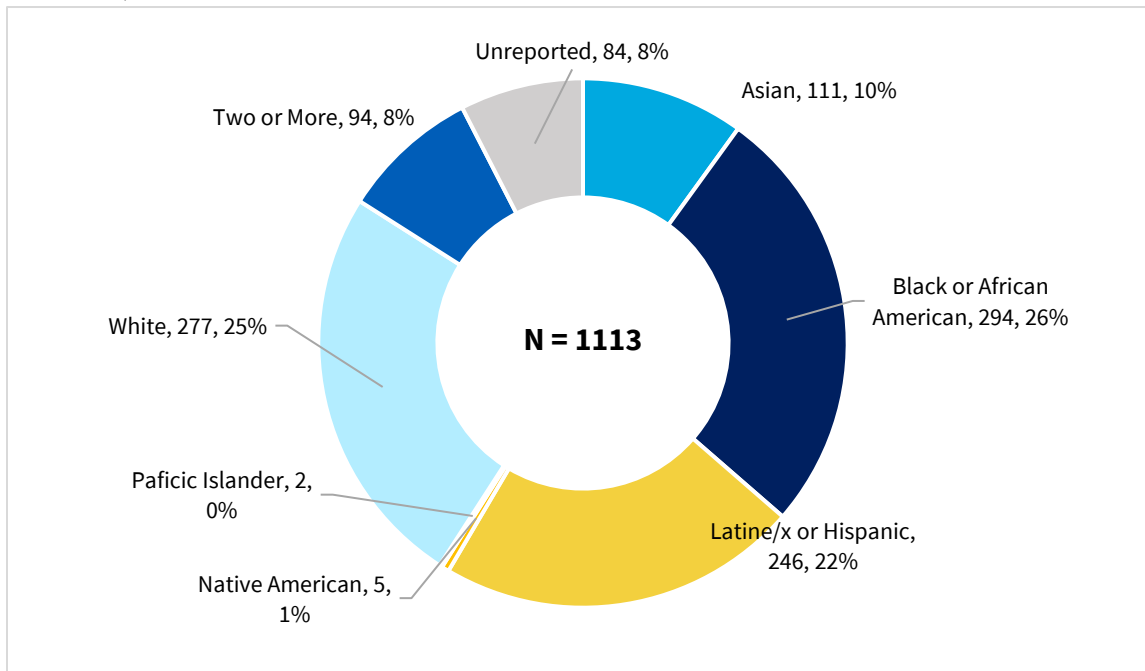
In comparing the race/ethnic applicant data between academic administrators and classified managers, more classified manager applicants identified as White by 6% and Asian by 9%.

The applicant pool based on sex/gender for academic administrators' positions were applicants who identify as female at 51%, and applicants who identified as male at 41%.

The applicant pool based on age for academic administrators' positions showed that over half of the applicants were 40 years of age or older at 57%, with those under 40 years of age at 23%.

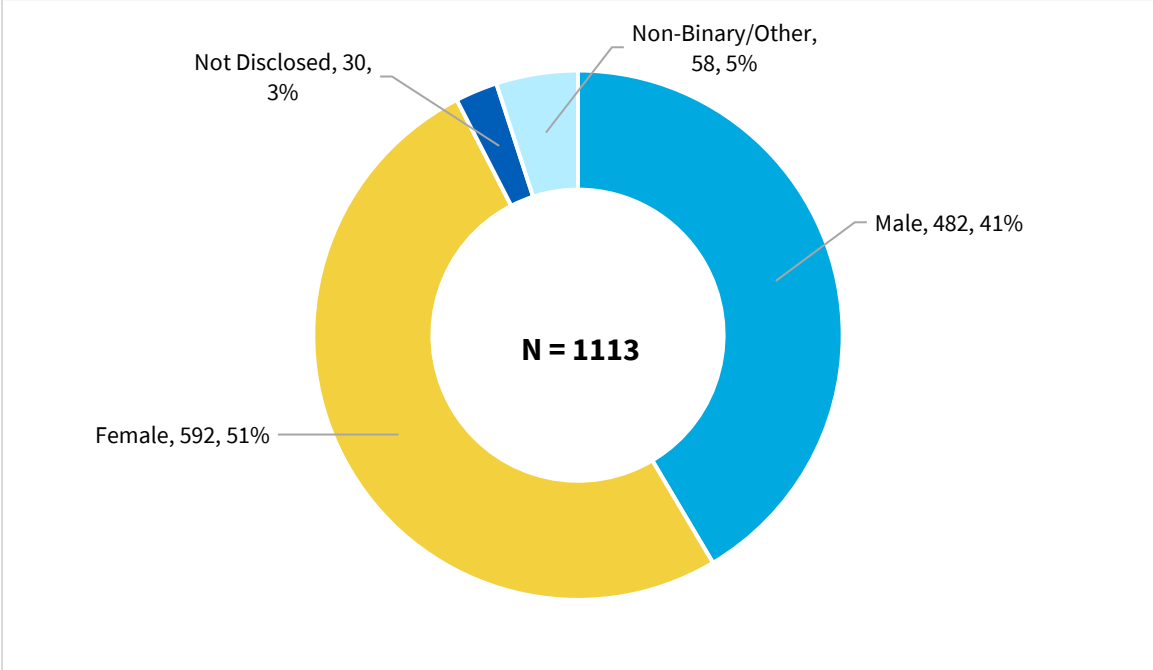
When compared to the classified manager application pool the data suggests that the applicant pool for academic administrators positions was, on average, younger than the applicant pool for classified managers.

Figure 38. Percentage of Applicant Pool by Race/Ethnicity – Academic Administrators (Fall 2021 to Fall 2023)



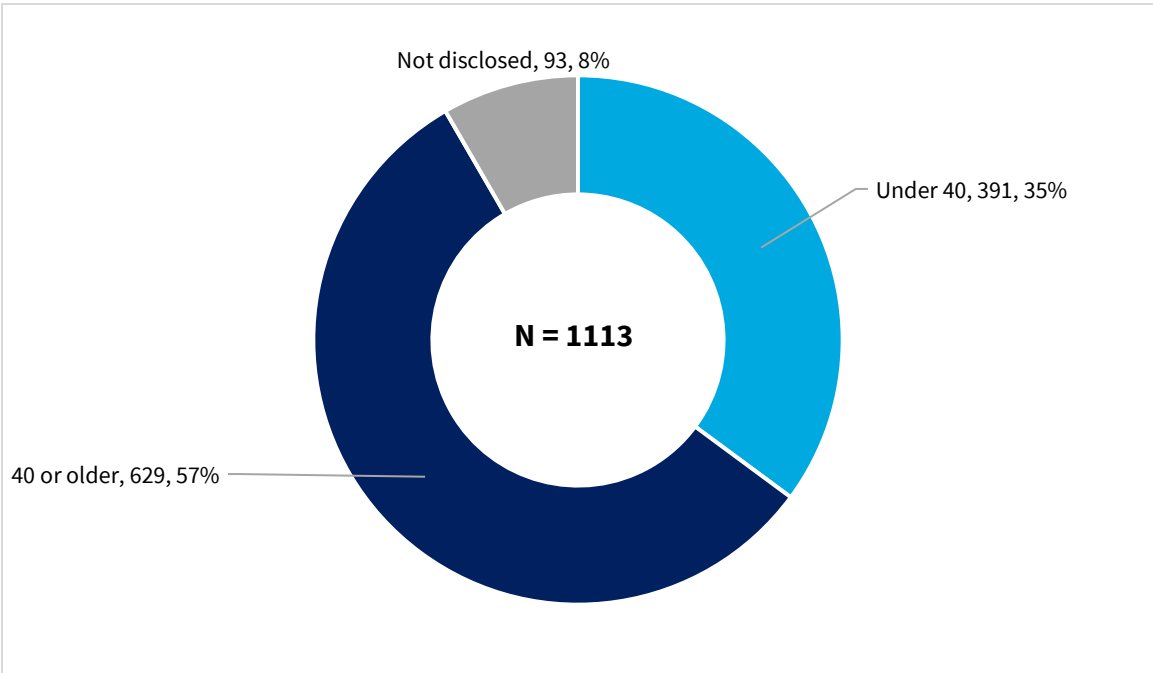
Source: SMC Office of Human Resources

Figure 39. Percentage of Applicant Pool by Gender – Academic Administrators (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Figure 40. Percentage of Applicant Pool by Age Group – Academic Administrators (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Classified Managers

Among the 497 applicants between 2021-2023 for classified manager positions, the largest number of applicants identified as White at 31%, followed by Asian at 19%, Hispanic or Latino at 17%, and Black or African American at 16%.

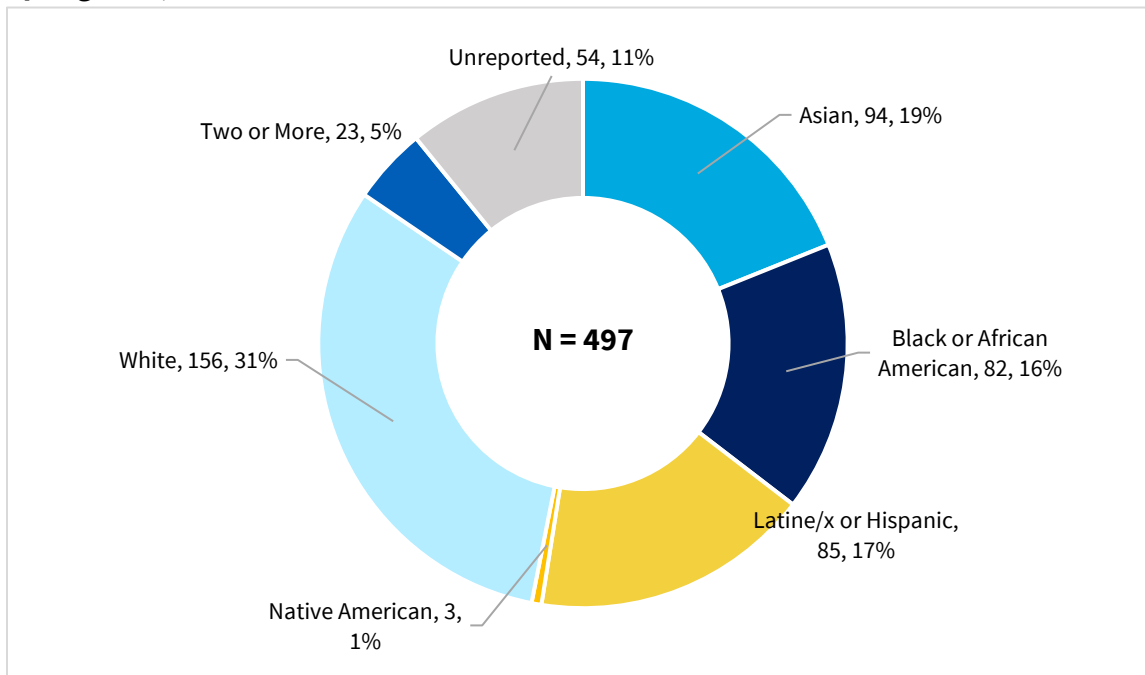
In comparing the race/ethnic applicant data between classified managers positions and classified staff positions more classified managers identified as White by 13% and Asian by 10%.

The sex/gender applicant pool for classified manager positions were dominated by male identified applicants at 60%, and female identified applicants at 33%. This was also similar when compared to applicant pool for classified staff positions with male identified applicants at 52% and female identified applicants at 43%

Additionally, over half of classified manager applicants were 40 years of age or older at 60%, than under the age of 40 at 23%.

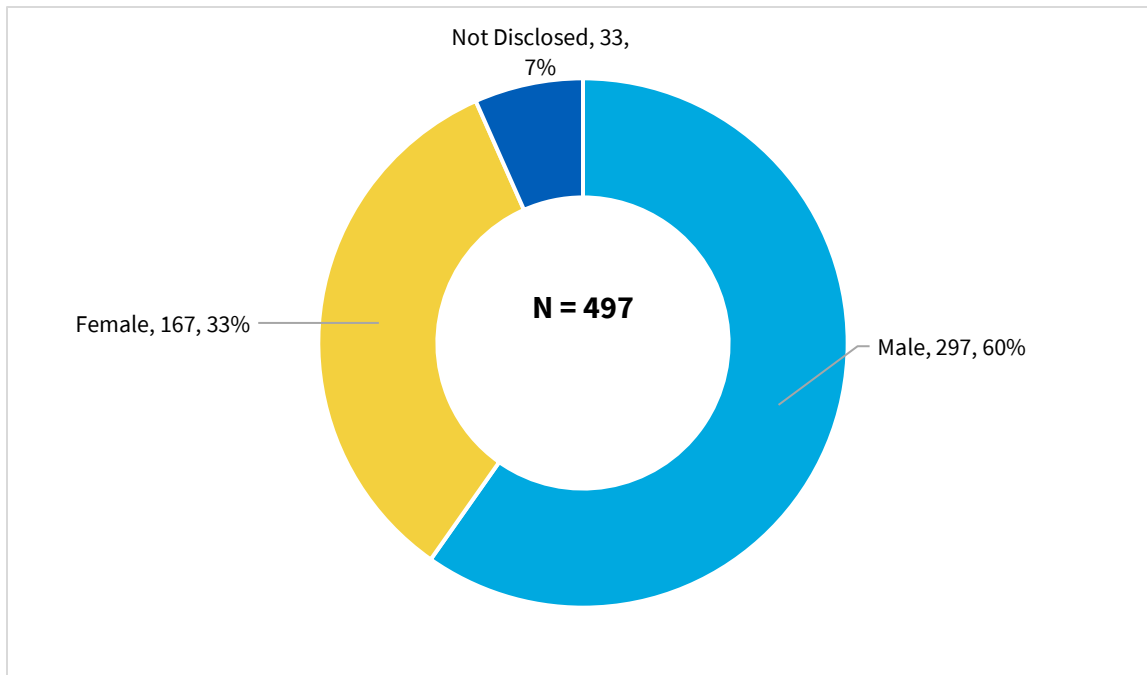
The data suggests that the applicant pool for classified manager positions was, on average, older than the applicant pool for classified staff.

Figure 41. Percentage of Applicant Pool by Race/Ethnicity – Classified Management (Fall 2021 to Spring 2023)



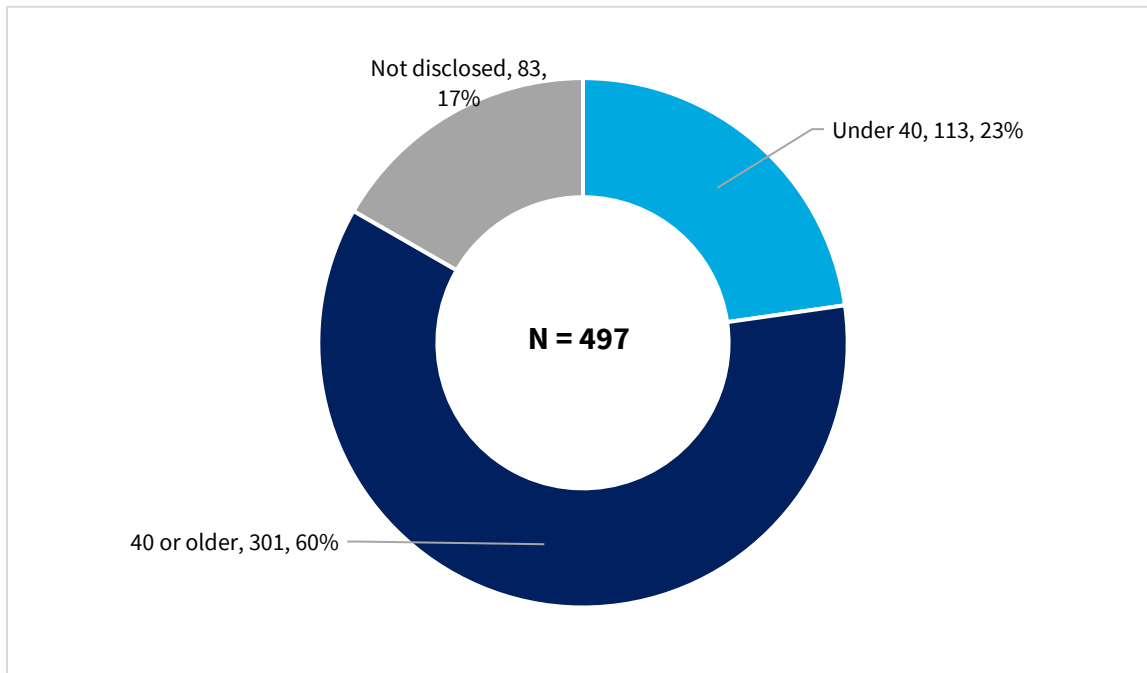
Source: SMC Office of Human Resources

Figure 42. Percentage of Applicant Pool by Gender – Classified Managers (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Figure 43. Percentage of Applicant Pool by Age Group – Classified Management (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Classified Staff

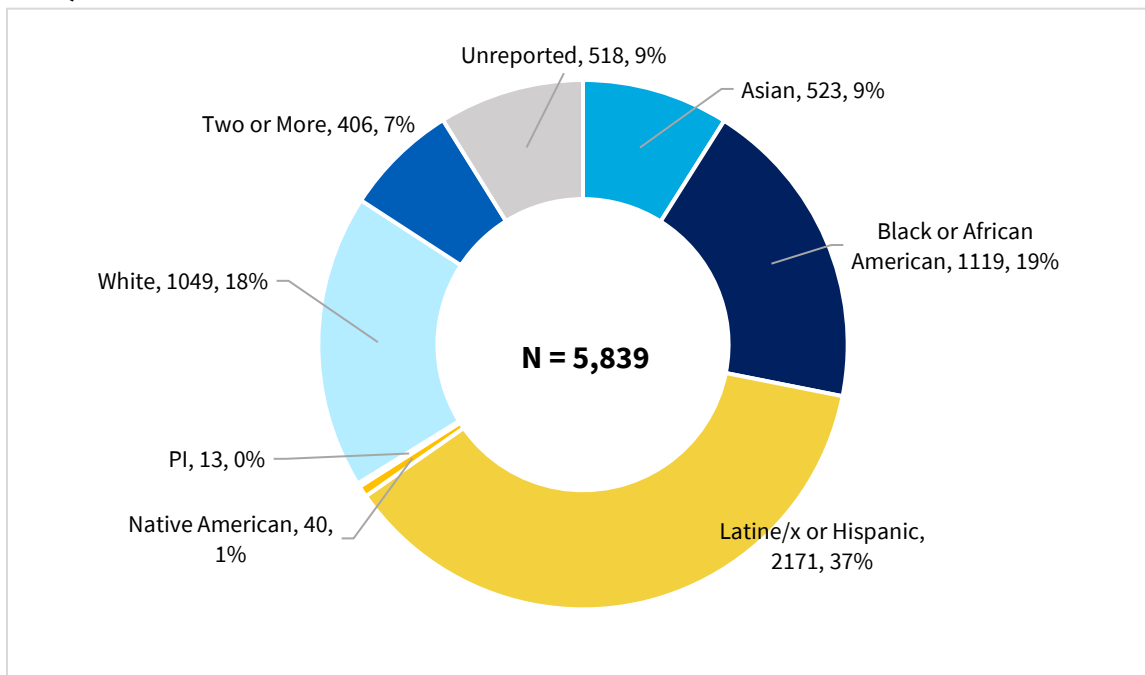
Among the 5,839 applicants between 2021-2023 for classified staff positions, the largest number of applicants identified as Hispanic or Latino at 37%, followed by Black or African American at 19%, and White at 18%.

The race/ethnic pool of applicants for classified staff was more diverse than the other employee group especially in the numbers and percentages of applicants who identified as Hispanic or Latino. When compared to the applicant pools for faculty positions, the pool for classified staff positions were less for those who identified as White and more for those who identified as Black or African American and Hispanic or Latino.

The sex/gender applicant pool for classified staff positions were dominated by male identified applicants at 52%, and female identified applicants at 43%. This was also similar when compared to applicant pool for classified managers' positions with male identified applicants at 60% and female identified applicants at 33%

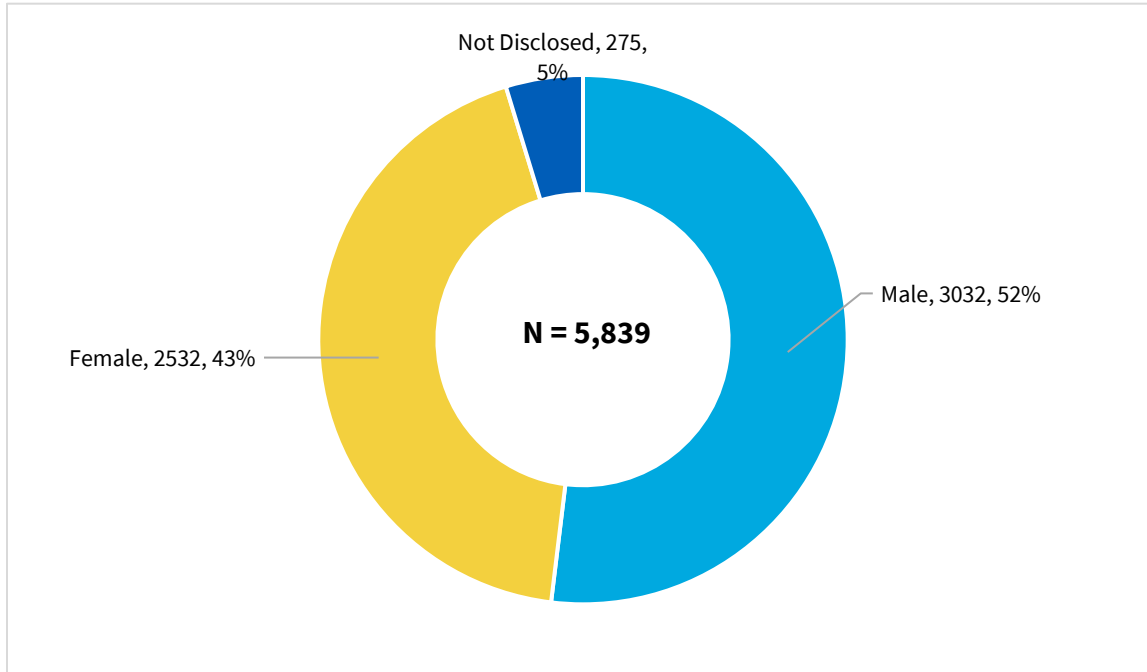
Over two-thirds of all classified staff applicants were under the age of 40, making up 65% of the applicant pool. Applicants aged 40 or older made up 27% of all applicants.

Figure 44. Percentage of Applicant Pool by Race/Ethnicity – Classified Staff (Fall 2021 to Spring 2023)



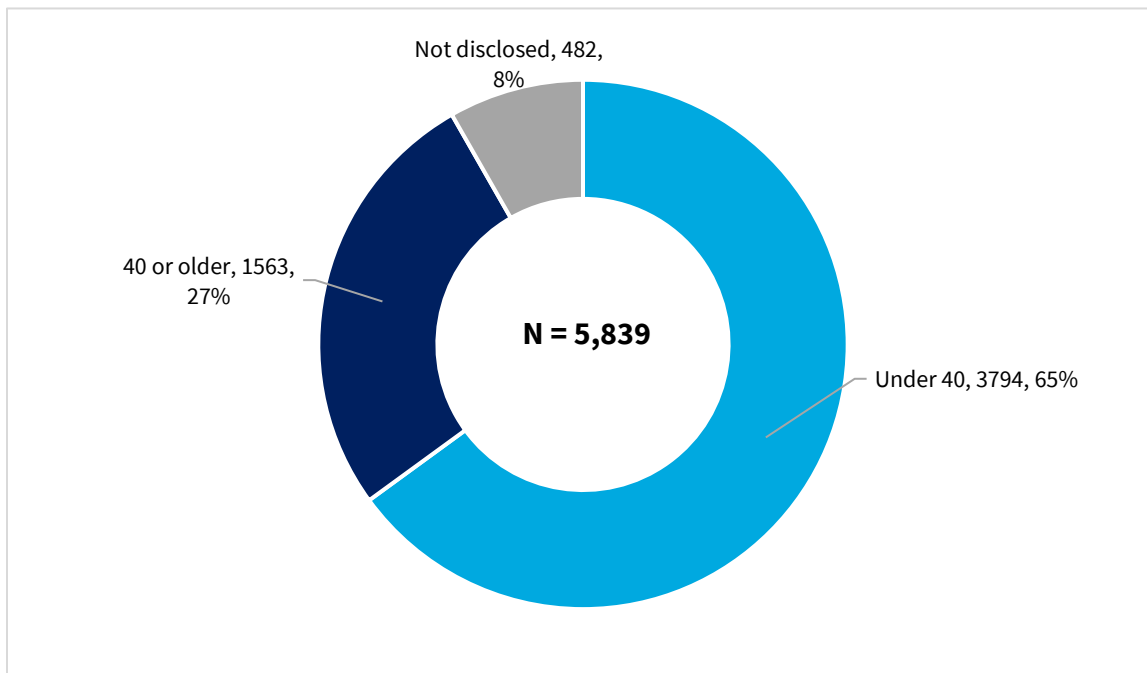
Source: SMC Office of Human Resources

Figure 45. Percentage of Applicant Pool by Gender – Classified Staff (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Figure 46. Percentage of Applicant Pool by Age Group – Classified Staff (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Classified Confidential

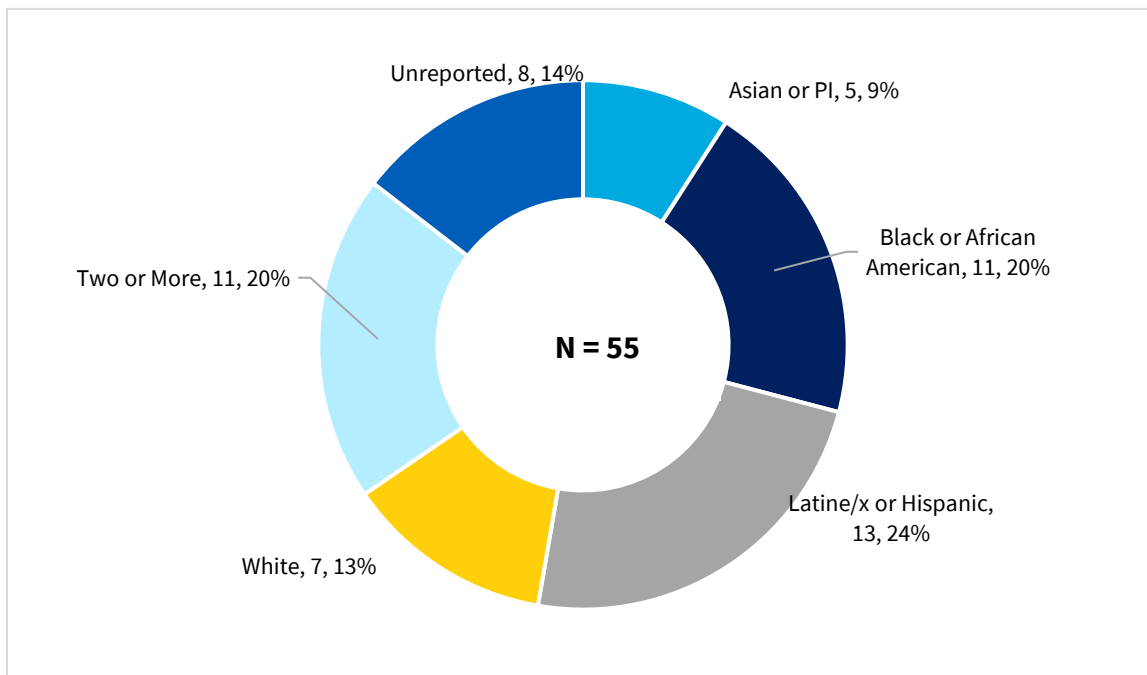
Among the 55 applicants between 2021-2023 for classified confidential positions, the largest number of applicants identified as Hispanic or Latino at 24%, followed by Black or African American at 20%, and multi-racial at 20%.

The race/ethnic pool of applicants for classified confidential positions was more diverse than the other employee group except for academic administrators and classified staff. When compared to the applicant pools for faculty positions, the pool for classified confidential positions were less for those who identified as White and more for those who identified as Black or African American and Hispanic or Latino.

The sex/gender applicant pool for classified confidential positions were dominated by female identified applicants at 84%, and male identified applicants at 14%. Female identified applicants were also dominant in academic administrators and part-time faculty positions.

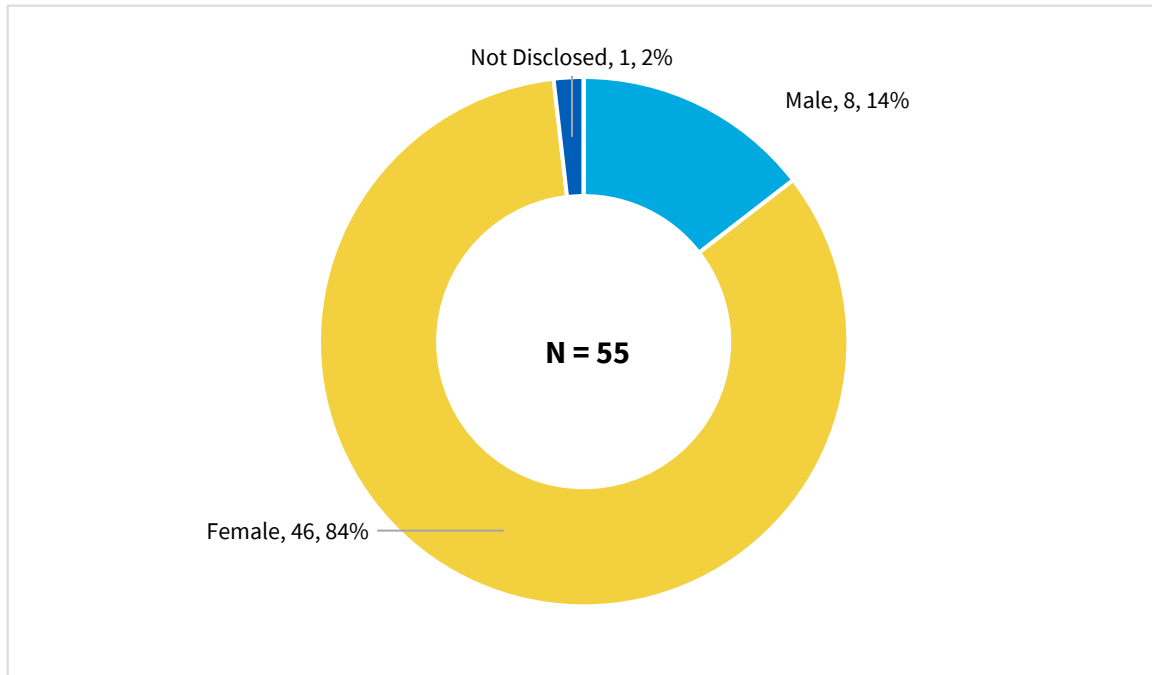
Approximately half of all applicants for classified confidential positions were under the age of 40. Applicants aged 40 or older made up 36% of all applicants.

Figure 47. Percentage of Applicant Pool by Race/Ethnicity – Classified Confidential (Fall 2021 to Spring 2023)



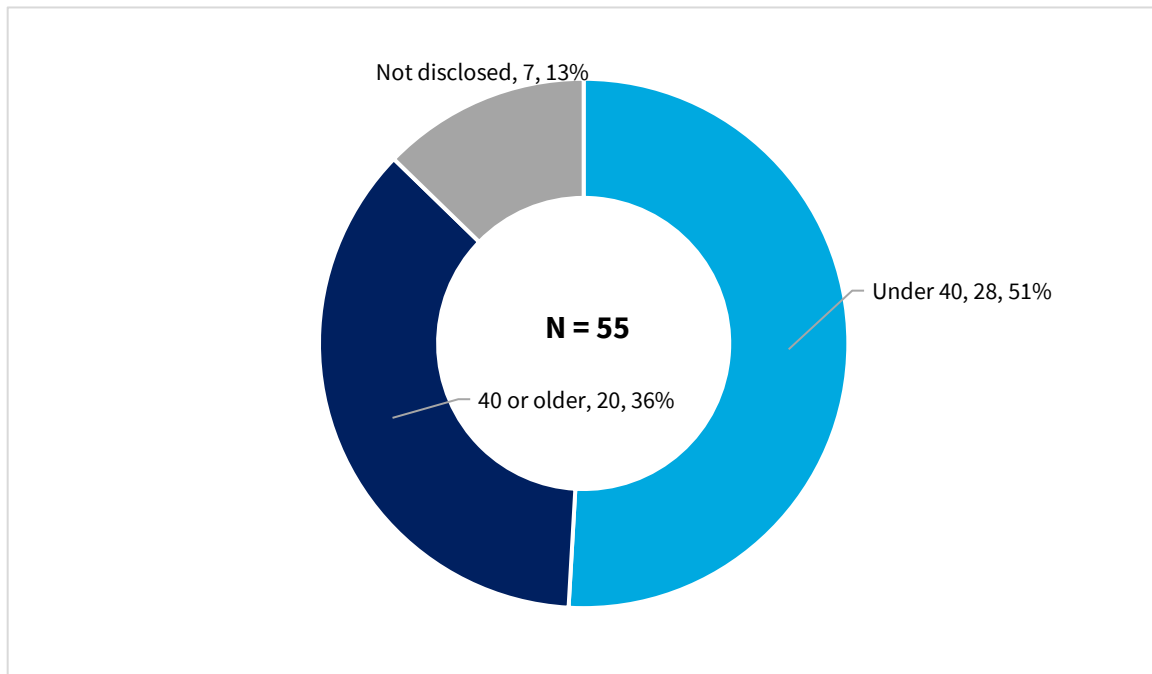
Source: SMC Office of Human Resources

Figure 48. Percentage of Applicant Pool by Gender – Classified Confidential (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Figure 49. Percentage of Applicant Pool by Age Group – Classified Confidential (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

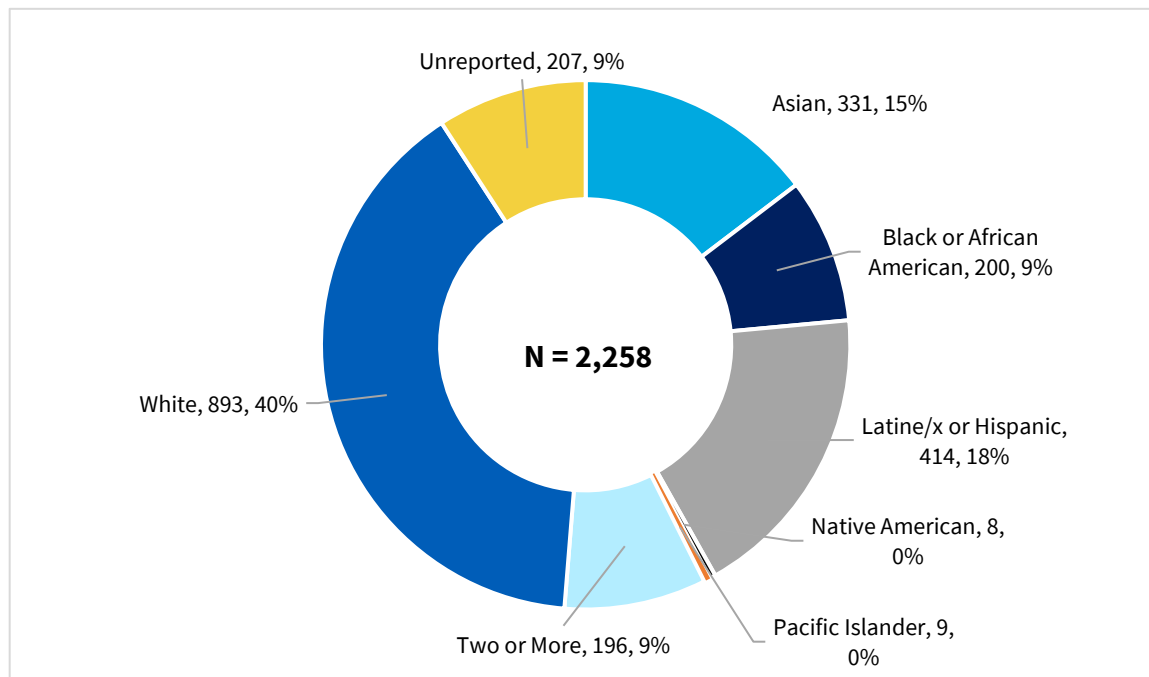
Full-time Faculty

Among the 2,258 applicants for tenure-track, full-time faculty positions in the last two academic years (Fall 2021 to Spring 2023), the largest number identified as White at 40%, followed by Hispanic or Latino at 18%. Applicants who identified as Asian represented 15% of the pool, while Black or African American applicants represented 9% of the pool.

The race/ethnic pool of applicants for tenure-track, full-time faculty positions was the least diverse group compared to all other employee groups, except part-time faculty. When compared to the racial/ethnic breakdown of full-time faculty in Fall 2022 (N = 329), the tenure-track full-time applicant pool was less for those who identified White (40% pool vs. 51% employed).

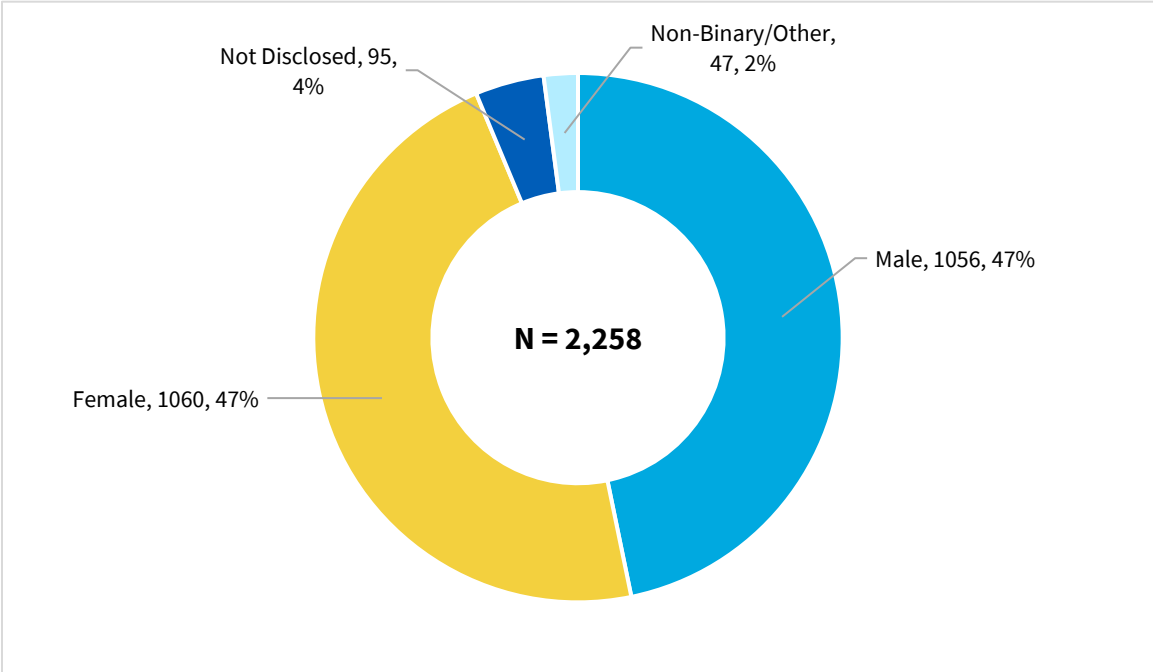
The sex/gender applicant pool for tenure-track, full-time faculty positions were the same for female identified applicants and male identified applicants at 47%.

Figure 50. Percentage of Applicant Pool by Race/Ethnicity – Full-time Faculty (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Figure 51. Percentage of Applicant Pool by Gender – Full-time Faculty (Fall 2021 to Spring 2023)



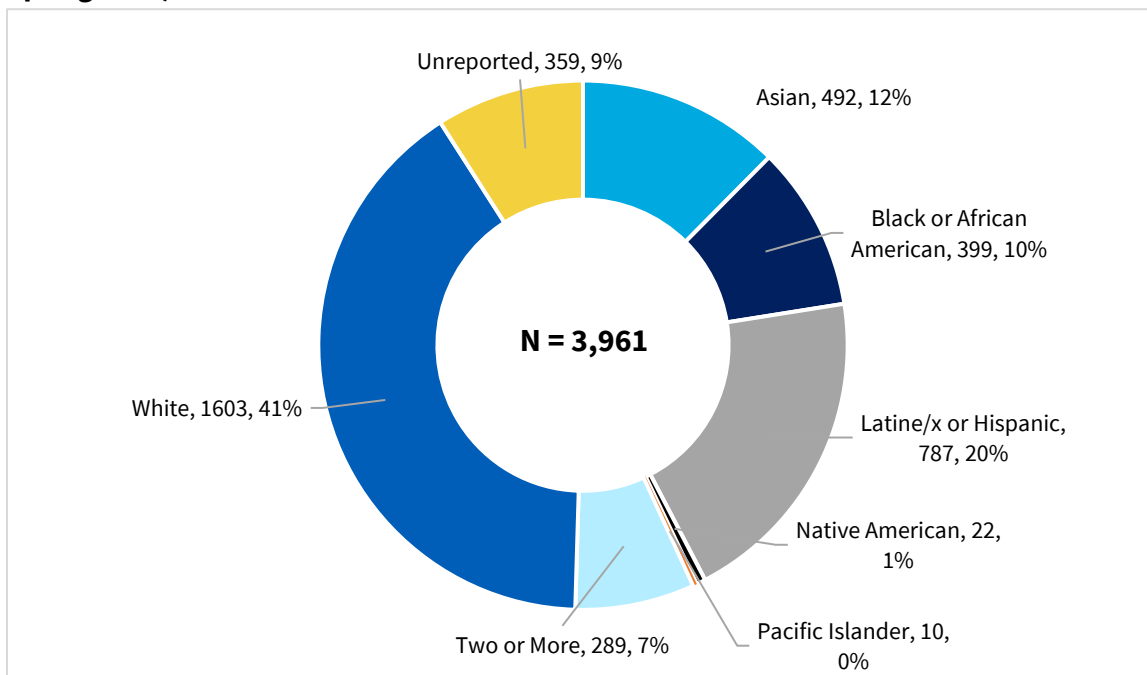
Source: SMC Office of Human Resources

Part-time Faculty

The race/ethnic pool of applicants for part-time faculty positions was the least diverse group compared to all other employee groups. Among the 3,961 applicants for part-time faculty positions in the last two academic years (Fall 2021 to Spring 2023), the largest number identified as White at 41%, followed by Hispanic or Latino at 20%. Applicants who identified as Asian represented 12% of the pool, and Black or African American applicants represented 10% of the pool.

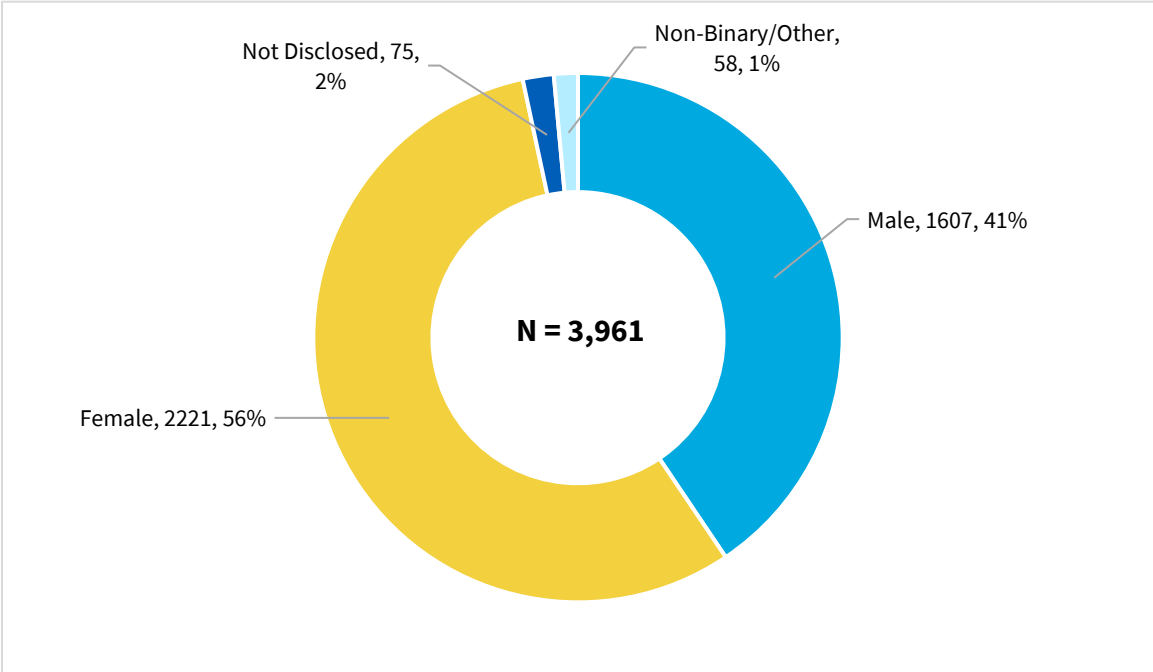
The sex/gender applicant pool for part-time faculty positions was dominated by female identified applicants at 56% and male identified applicants at 41%.

Figure 52. Percentage of Applicant Pool by Race/Ethnicity – Part-time Faculty (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Figure 53. Percentage of Applicant Pool by Gender – Part-time Faculty (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

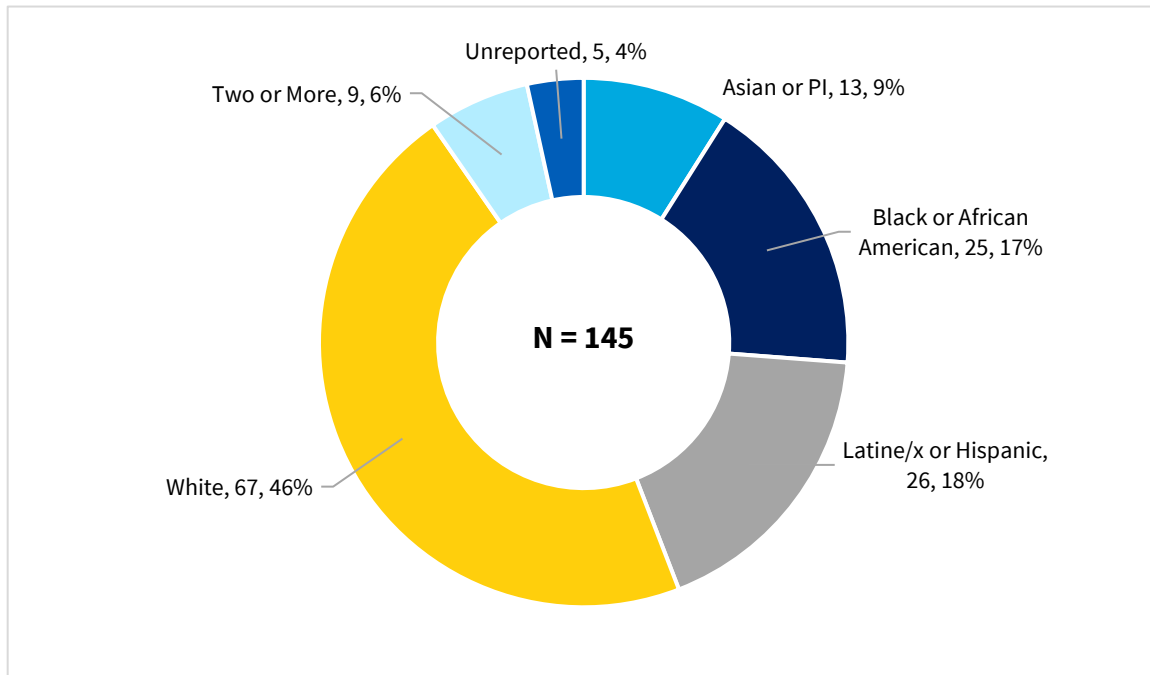
Screening Committee

Full-time Faculty

The full-time faculty applicant screening committees consisted of both faculty and administrators. Among those who served on a screening committee in academic years 2021-2022 and/or 2022-2023 (N = 145), the largest number of screening committee members identified as White at 46%, followed by those who identified as Hispanic or Latino at 18%, and those who identified as Black or African American at 17%.

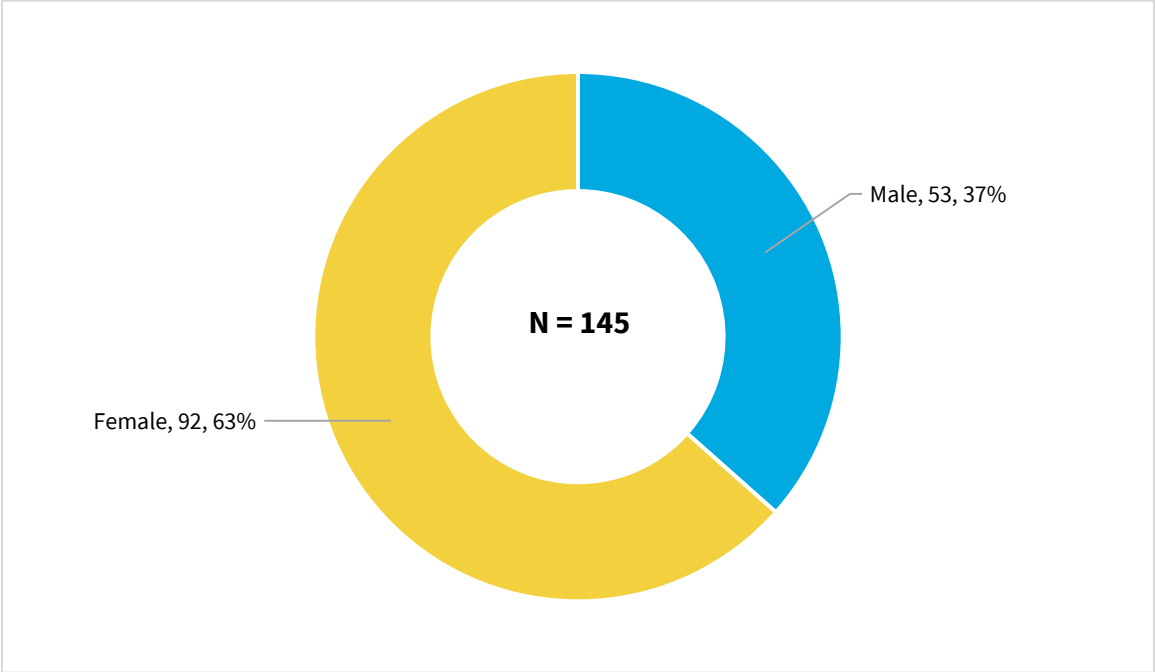
More full-time faculty screening committee members identified as female at 63% than identified as male at 37%.

Figure 54. Percentage of Full-time Faculty Screening Committee by Race/Ethnicity (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Figure 55. Percentage of Full-time Faculty Screening Committee by Gender (Fall 2021 to Spring 2023)



Source: SMC Office of Human Resources

Retirements/Resignations

In 2020, during the pandemic, the SMCCD Board of Trustees passed resolutions to proceed with a Supplemental Retirement Program (SRP) that offered an early retirement incentive to eligible employees. The program processed 97 retirees. In particular, the SRP resulted in the loss of several long-term full-time and part-time faculty. This program provided the District with an opportunity to diversify the faculty workforce.

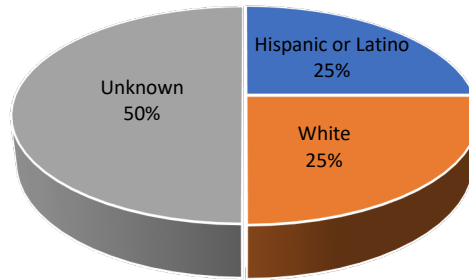
As of July 1, 2021, through December 31, 2023, the District experienced retirements and resignations (part-time faculty retiree/resignation information was not included in this report) in all employee groups. In that same time period 19 full-time faculty retired, which was the largest number of retirements of all the employee groups, and 48 classified staff resigned which was the largest number of resignations of all employee groups. The total number of retirements and resignations and other separations from July 1, 2021, through December 31, 2023, was 108.

These resignations, retirements and other separations provided an additional opportunity to diversify SMCCD's workforce.

Academic Administrators

Between July 01, 2021, to December 31, 2023, four academic administrators **resigned**. Their race/ethnicity is outlined below.

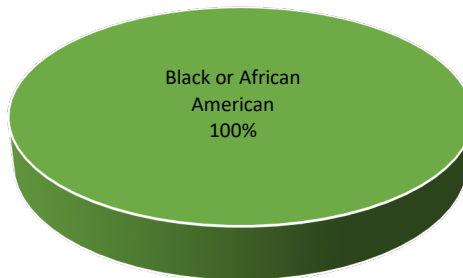
Race/Ethnicity	Count
Hispanic or Latino	1
White	1
Unknown	2
Grand Total	4



Source: SMC Office of Human Resources

Between July 01, 2021, to December 31, 2023, one academic administrator **retired**. Their race/ethnicity is outlined below.

Race/Ethnicity	Count
Black or African American	1
Grand Total	1

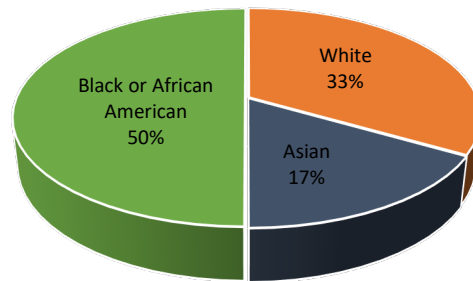


Source: SMC Office of Human Resources

Classified Managers

Between July 01, 2021, to December 31, 2023, six classified managers **resigned**. Their race/ethnicity is outlined below.

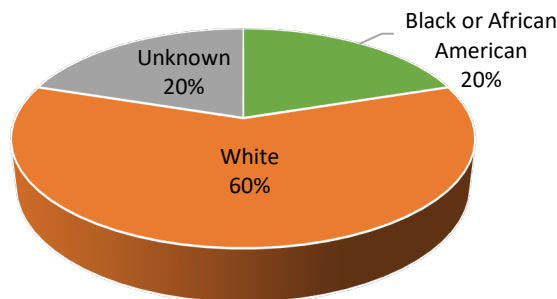
Race/Ethnicity	Count
Asian	1
Black or African American	3
White	2
Grand Total	6



Source: SMC Office of Human Resources

Between July 01, 2021, to December 31, 2023, five classified managers **retired**. Their race/ethnicity is outlined below.

Race/Ethnicity	Count
Black or African American	1
White	3
Unknown	1
Grand Total	5

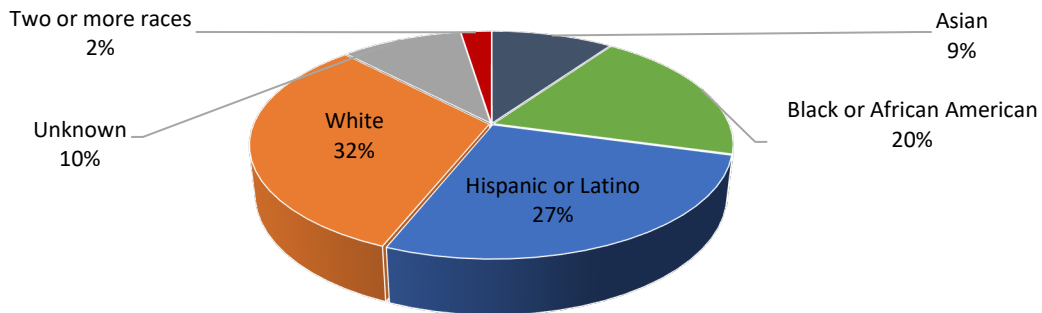


Source: SMC Office of Human Resources

Classified Staff

Between July 01, 2021, to December 31, 2023, 41 classified staff **resigned, other**. Their race/ethnicity is outlined below.

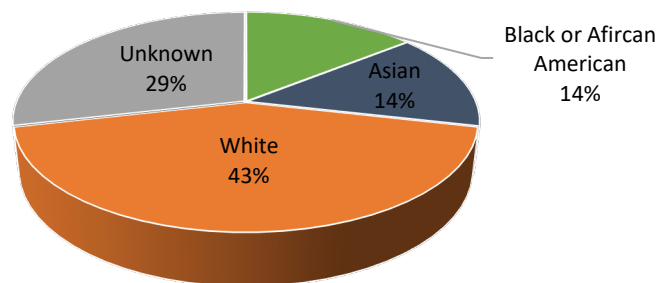
Race/Ethnicity	Count
Asian	4
Black or African American	8
Hispanic or Latino	11
White	13
Unknown	4
Two or more races	1
Grand Total	41



Source: SMC Office of Human Resources

Other Separations: one Black or African American, one Asian, three White, two Unknown – seven total

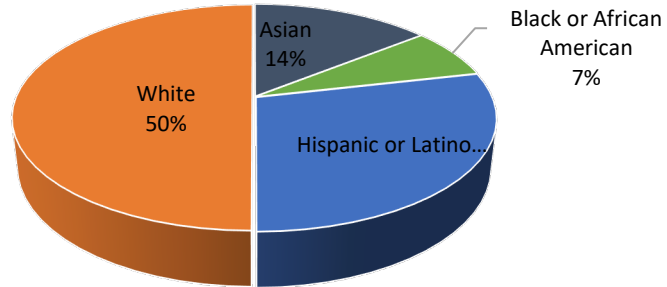
Race/Ethnicity	Count
Asian	1
Black or African American	1
White	3
Unknown	2
Grand Total	7



Source: SMC Office of Human Resources

Between July 01, 2021, to December 31, 2023, 14 classified staff **retired**. Their race/ethnicity is outlined below.

Race/Ethnicity	Count
Asian	2
Black or African American	1
Hispanic or Latino	4
White	7
Grand Total	14

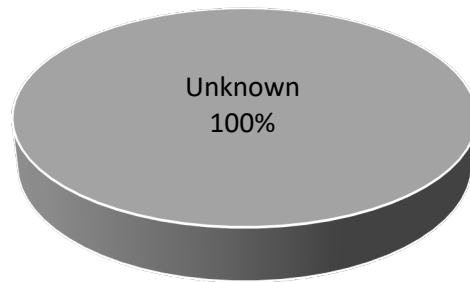


Source: SMC Office of Human Resources

Classified Confidential

Between July 01, 2021, to December 31, 2023, one confidential employee **resigned**. Their race/ethnicity is outlined below.

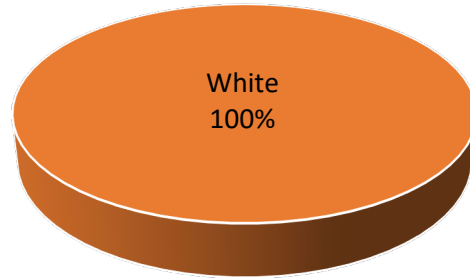
Race/Ethnicity	Count
Unknown	1
Grand Total	1



Source: SMC Office of Human Resources

Between July 01, 2021, to December 31, 2023, one confidential employee **retired**. Their race/ethnicity is outlined below.

Race/Ethnicity	Count
White	1
Grand Total	1



Source: SMC Office of Human Resources

SMCCD Police Officers

Between July 01, 2021, to December 31, 2023, one SMCCD police officer **resigned**. Their race/ethnicity is outlined below.

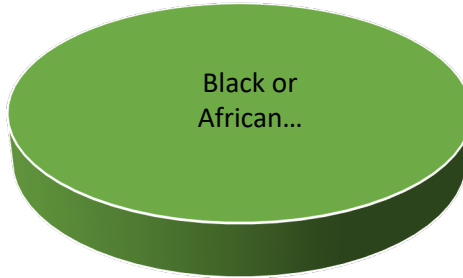
Race/Ethnicity	Count
Hispanic or Latino	1
Grand Total	1



Source: SMC Office of Human Resources

Between July 01, 2021, to December 31, 2023, 1 SMCCD police officer **retired**. Their race/ethnicity is outlined below.

Race/Ethnicity	Count
Black or African American	1
Grand Total	1

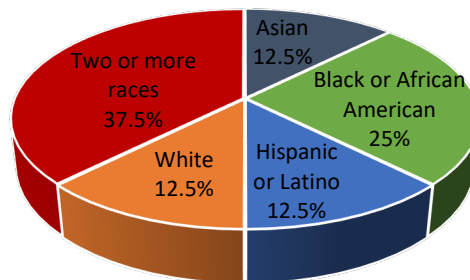


Source: SMC Office of Human Resources

Full-time Faculty

Between July 01, 2021, to December 31, 2023, 8 full-time faculty **resigned**. Their race/ethnicity is outlined below.

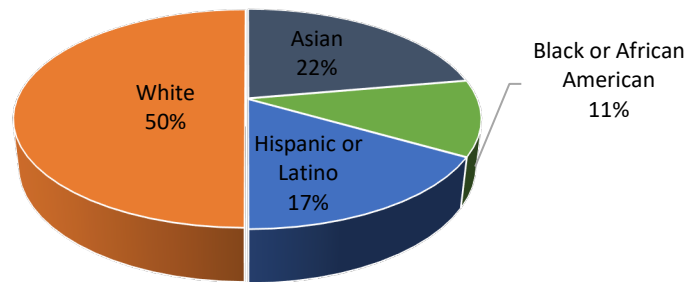
Race/Ethnicity	Count
Asian	1
Black or African American	2
Hispanic or Latino	1
White	1
Two or more races	3
Grand Total	8



Source: SMC Office of Human Resources

Between July 01, 2021, to December 31, 2023, 18 full-time faculty **retired**. Their race/ethnicity is outlined below.

Race/Ethnicity	Count
Asian	4
Black or African American	2
Hispanic or Latino	3
White	9
Grand Total	18



Source: SMC Office of Human Resources

Equal Employment Opportunity At SMCCD

The California Community College Chancellor’s Office (CCCCO) requires all Districts to have an [Equal Employment Opportunity \(EEO\) Plan](#). SMCCD’s latest plan was updated in 2020 and a current plan is being reviewed by the Chancellor’s Office. The EEO Committee is a subcommittee of the District Planning Advisory Counting (DPAC) that meets multiple times a year to discuss EEO policies, regulations, activities, and projects. The EEO Plan is SMCCD’s blueprint in addressing diversity in the District. SMCCD is highly committed to finding the best candidate for each employment position, with an emphasis on recruiting nontraditional and underrepresented populations.

In 2023, the Chancellor’s Office launched new program regulations for the EEO Plan to enhance and ensure compliance with EEO laws and regulations. This will assist community college districts in providing EEO to all applicants and employees. The previous Multiple Methods Certification process, a nine-step method promoting EEO measures, has been integrated to the new program.

Since the academic year of 2018-2019, SMCCD has annually met the requirements of the Multiple Methods Certification and has been awarded the maximum yearly funds by the Chancellor’s Office. The funding has been used to continue and implement new EEO policies, regulations, programs, and recruitment processes that continue throughout the employment period.

Equal Employment Opportunity Recruitment and Retention Efforts

SMCCD is committed to promoting a diversity, equity, inclusion, and accessibility (DEIA)-minded environment. SMCCD realizes that the diversity of its employees still does not reflect the diversity of its student community.

SMCCD is also the proud recipient of two grants awarded by the Chancellor's Office – Equal Employment Opportunities (EEO) Innovative Best Practices grant and the Culturally Responsive Pedagogy and Practices EEO grant, totaling \$600,000. The grants will allow the District to develop programs and initiatives to address the disparity.

The Equal Employment Opportunity (EEO) Innovative Best Practices Grant will be used to increase equal employment opportunities and professional development for faculty and staff through a combination of pre-hiring, post-hiring, and diversity promising retention interventions.

The Culturally Responsive Pedagogy and Practices Grants will be used to address and support DEIA-focused professional development within the faculty. These grant funds will further the District's goal to create programs and activities that benefit and support EEO, diversity and equity for employees and students.

Members of the SMCCD HR leadership served on various California State Community College DEIA workgroups focused on improving diversity and inclusion in recruitment, hiring, retention, performance, and professional development. Members from the HR leadership team led the efforts of the workgroups to build effective processes and best practices to be used across the California Community College system. A member of the HR leadership served as the EEO/Equity/Inclusion Chair for the Association of Chief Human Resources Officers (ACHRO) and Equal Employment Officers State Association.

The HR team has also participated in trainings, conferences, and webinars to build competencies and understanding of DEIA and EEO principals. The professional development opportunities helped in growing a knowledge base centered on diverse cultures, backgrounds, and perspectives, fostering cultural competencies and sensitivities. By improving understanding and respect for diversity, the HR team is better equipped to serve employees at the College through informed decision making, process review and improvement, knowledge sharing, enhanced EEO practices, and DEIA focused professional development. Conferences, trainings, and workshops attended include ACHRO, SWACC, NCORE, ACCCA, ACHRO Academies, A2MEND, and the LGBTQ+ Summit.

Conclusion

Santa Monica Community College District (SMCCD) is a leader in academics, employment, and diversity. SMCCD is committed to continuing the progression of improving diversity for all employee groups.

As of Fall 2023, students who identified as Hispanic or Latino represented the largest group in the student population. This report showed that the racial/ethnic gap between employees and students is still large but is changing. Most of SMCCD's employee groups will need to change by more than 20% to accurately represent the student racial/ethnic population. Academic administrators and full-time faculty will need to change by 21%, classified managers by 25%, and part-time faculty by 23%. Classified staff was the only group who racial/ethnic representation was closest to the student population at 7%.

Additionally, SMCCD is aware of a generational gap between students (the majority are younger than 19 and between the ages 20 to 24) and employees, especially full-time and part-time faculty. Over two-thirds of all faculty are 40 years of age or older, while the largest age group amongst the student population is 24 years of age or younger. Equity focused teaching also applies to faculty being in tune with each new generation of students and understanding societal expectations and changes, especially in technology. For example, Generation Z students (born between 1998 and 2012) are the most diverse group. Nearly half identify as nonwhite and come from ethnic and racially diverse backgrounds. The majority of this generation also believes diversity is good for society and are more willing to side with those who speak out against inequality.

With measures in place, SMCCD will focus on creating a more inclusive and welcoming environment for students, faculty, and staff, while closing the race/ethnicity, sex/gender, and age gaps and disparities that impacts students' success. The District is continuously reviewing processing and identifying new efforts to promote diversity among faculty and staff members including recruitment strategies aimed at attracting talent from underrepresented groups and providing professional development opportunities for career advancement.

SMCCD's Diversity report has outlined the current diversity climate at SMCCD. It reflects an inclusive focus, recognizing that SMCCD students are predominantly Hispanic or Latino and the intentional efforts towards diversifying the District's employee groups.

The institution's commitment to diversity, equity, inclusion, and accessibility (DEIA) is evident through various initiatives and outcomes, such as a growing diversity in employee groups and applicant pools. The District promotes cultural competency among faculty, staff, academic administrators, classified managers, and students through training programs, workshops, and resources designed to enhance understanding and appreciation of diverse cultures and perspectives. Future goals include expanding recruitment efforts to further diversify the pools of applicants and by fostering a more inclusive and welcoming environment for all employees through DEIA focused pre-boarding, onboarding, retention, and exit practices.

Acknowledgements

This report was a collaborative effort with several departments at SMCCD. Most of the data collection, analysis, and writing was completed by Hannah Lawler, Dean of Institutional Research, and Rebecca Pena, Research and Planning Analyst in Institutional Research. Data collection was also provided by Michael Chitgar, Senior Program Analyst in Management Information Services (MIS), Maral Hyeler, Director, Instructional Services/External Programs, Teresita Rodriguez, Vice President – Enrollment Development, Chris Bonvenuto, Vice President – Business and Administration, and Pressian Nicolov, Dean – International Education Center. The cover was created by Jonathan Ng, Senior Graphic, with the help of Ming-Yea Wei, Marketing Design Coordinator.

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Appendix 1:
Departmental Information – Full-time Faculty Ethnicity 2013 – 2023

Full-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Art	2013	0	0%	0	0%	1	1%	0	0%	0	0%	4	80%	0	0%	0	0%
Art	2014	0	0%	0	0%	1	1%	0	0%	0	0%	5	83%	0	0%	0	0%	6	100%
Art	2015	0	0%	0	0%	1	1%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Art	2016	0	0%	0	0%	1	1%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Art	2017	0	0%	0	0%	1	1%	0	0%	0	0%	7	88%	0	0%	0	0%	8	100%
Art	2018	0	0%	0	0%	1	2%	0	0%	0	0%	7	88%	0	0%	0	0%	8	100%
Art	2019	0	0%	1	11%	1	2%	0	0%	0	0%	7	78%	0	0%	0	0%	9	100%
Art	2020	0	0%	1	1%	1	2%	0	0%	0	0%	7	78%	0	0%	0	0%	9	100%
Art	2021	0	0%	1	1%	1	2%	0	0%	0	0%	7	78%	0	0%	0	0%	9	100%
Art	2022	0	0%	1	10%	2	5%	0	0%	0	0%	7	70%	0	0%	0	0%	10	100%
Art	2023	0	0%	2	18%	2	6%	0	0%	0	0%	7	64%	0	0%	0	0%	11	100%
Athletics	2013	0	0%	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Athletics	2014	0	0%	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Athletics	2015	0	0%	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Athletics	2016	0	0%	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Athletics	2017	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Athletics	2018	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Athletics	2019	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Athletics	2020	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Athletics	2021	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Athletics	2022	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Athletics	2023	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Business	2013	3	38%	1	13%	2	25%	0	0%	0	0%	2	25%	0	0%	0	0%	8	100%
Business	2014	3	33%	1	11%	2	22%	0	0%	0	0%	3	33%	0	0%	0	0%	9	100%
Business	2015	3	25%	1	8%	3	25%	0	0%	0	0%	5	42%	0	0%	0	0%	12	100%
Business	2016	3	25%	1	8%	3	25%	0	0%	0	0%	5	42%	0	0%	0	0%	12	100%
Business	2017	3	25%	1	8%	3	25%	0	0%	0	0%	5	42%	0	0%	0	0%	12	100%
Business	2018	3	25%	1	8%	3	25%	0	0%	0	0%	5	42%	0	0%	0	0%	12	100%
Business	2019	3	23%	1	8%	4	31%	0	0%	0	0%	5	38%	0	0%	0	0%	13	100%
Business	2020	3	23%	1	8%	4	31%	0	0%	0	0%	5	38%	0	0%	0	0%	13	100%
Business	2021	3	23%	1	8%	4	31%	0	0%	0	0%	5	38%	0	0%	0	0%	13	100%
Business	2022	3	23%	1	8%	4	31%	0	0%	0	0%	5	38%	0	0%	0	0%	13	100%
Business	2023	3	23%	1	8%	4	31%	0	0%	0	0%	5	38%	0	0%	0	0%	13	100%
Center of Wellness & Wellbeing	2013	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Center of Wellness & Wellbeing	2014	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Center of Wellness & Wellbeing	2015	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Center of Wellness & Wellbeing	2016	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Center of Wellness & Wellbeing	2017	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Center of Wellness & Wellbeing	2018	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%
Center of Wellness & Wellbeing	2019	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%
Center of Wellness & Wellbeing	2020	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%
Center of Wellness & Wellbeing	2021	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%
Center of Wellness & Wellbeing	2022	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%
Center of Wellness & Wellbeing	2023	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%	2	100%

Full-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Communication	2013	1	6%	2	13%	1	6%	0	0%	0	0%	11	69%	0	0%	1	6%
Communication	2014	1	6%	2	12%	1	6%	0	0%	0	0%	12	71%	0	0%	1	6%	17	100%
Communication	2015	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Communication	2016	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Communication	2017	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Communication	2018	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Communication	2019	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Communication	2020	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Communication	2021	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Communication	2022	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Communication	2023	1	6%	2	11%	2	11%	0	0%	0	0%	12	67%	0	0%	1	6%	18	100%
Computer Science & Information Systems	2013	0	0%	1	13%	1	13%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Computer Science & Information Systems	2014	0	0%	1	13%	1	13%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Computer Science & Information Systems	2015	0	0%	1	11%	2	22%	0	0%	0	0%	6	67%	0	0%	0	0%	9	100%
Computer Science & Information Systems	2016	0	0%	1	11%	2	22%	0	0%	0	0%	6	67%	0	0%	0	0%	9	100%
Computer Science & Information Systems	2017	1	9%	1	9%	2	18%	0	0%	0	0%	6	55%	1	9%	0	0%	11	100%
Computer Science & Information Systems	2018	1	8%	1	8%	2	17%	0	0%	0	0%	7	58%	1	8%	0	0%	12	100%
Computer Science & Information Systems	2019	1	8%	1	8%	2	17%	0	0%	0	0%	7	58%	1	8%	0	0%	12	100%
Computer Science & Information Systems	2020	1	8%	1	8%	2	17%	0	0%	0	0%	7	58%	1	8%	0	0%	12	100%
Computer Science & Information Systems	2021	1	8%	1	8%	2	17%	0	0%	0	0%	7	58%	1	8%	0	0%	12	100%
Computer Science & Information Systems	2022	1	8%	1	8%	2	17%	0	0%	0	0%	7	58%	1	8%	0	0%	12	100%
Computer Science & Information Systems	2023	1	8%	1	8%	2	15%	0	0%	0	0%	8	62%	1	8%	0	0%	13	100%
Cosmetology	2013	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2014	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2015	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2016	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2017	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2018	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2019	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2020	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2021	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2022	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Cosmetology	2023	0	0%	0	0%	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	4	100%
Counseling	2013	4	13%	5	16%	14	44%	0	0%	0	0%	8	25%	1	3%	0	0%	32	100%
Counseling	2014	4	12%	5	15%	15	45%	0	0%	0	0%	8	24%	1	3%	0	0%	33	100%
Counseling	2015	4	12%	6	18%	15	44%	0	0%	0	0%	8	24%	1	3%	0	0%	34	100%
Counseling	2016	4	11%	7	19%	16	44%	0	0%	0	0%	8	22%	1	3%	0	0%	36	100%
Counseling	2017	4	11%	7	18%	16	42%	0	0%	0	0%	8	21%	2	3%	1	3%	38	100%
Counseling	2018	5	12%	7	17%	17	41%	0	0%	0	0%	8	20%	3	2%	1	2%	41	100%
Counseling	2019	5	12%	7	17%	17	41%	0	0%	0	0%	8	20%	3	2%	1	2%	41	100%
Counseling	2020	5	12%	7	17%	17	41%	0	0%	0	0%	8	20%	3	2%	1	2%	41	100%
Counseling	2021	5	12%	7	17%	17	41%	0	0%	0	0%	8	20%	3	2%	1	2%	41	100%
Counseling	2022	5	12%	7	17%	17	41%	0	0%	0	0%	8	20%	3	2%	1	2%	41	100%
Counseling	2023	5	12%	7	17%	17	41%	0	0%	0	0%	8	20%	3	2%	1	2%	41	100%

Full-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Dance	2013	2	33%	0	0%	0	0%	0	0%	0	0%	1	33%	0	0%	0	0%
Dance	2014	2	33%	0	0%	0	0%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
Dance	2015	2	33%	0	0%	0	0%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
Dance	2016	2	25%	0	0%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Dance	2017	2	25%	0	0%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Dance	2018	2	25%	0	0%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Dance	2019	3	20%	0	0%	0	0%	0	0%	0	0%	2	40%	0	0%	0	0%	5	100%
Dance	2020	3	20%	0	0%	0	0%	0	0%	0	0%	2	40%	0	0%	0	0%	5	100%
Dance	2021	3	20%	0	0%	0	0%	0	0%	0	0%	2	40%	0	0%	0	0%	5	100%
Dance	2022	3	20%	0	0%	0	0%	0	0%	0	0%	2	40%	0	0%	0	0%	5	100%
Dance	2023	3	20%	0	0%	0	0%	0	0%	0	0%	2	40%	0	0%	0	0%	5	100%
Design Technology	2013	2	33%	0	0%	1	17%	0	0%	0	0%	3	50%	0	0%	0	0%	6	100%
Design Technology	2014	2	33%	0	0%	1	17%	0	0%	0	0%	3	50%	0	0%	0	0%	6	100%
Design Technology	2015	2	33%	0	0%	1	17%	0	0%	0	0%	3	50%	0	0%	0	0%	6	100%
Design Technology	2016	2	29%	0	0%	1	14%	0	0%	0	0%	4	57%	0	0%	0	0%	7	100%
Design Technology	2017	3	33%	0	0%	1	11%	0	0%	0	0%	5	56%	0	0%	0	0%	9	100%
Design Technology	2018	3	30%	0	0%	1	10%	0	0%	0	0%	6	60%	0	0%	0	0%	10	100%
Design Technology	2019	3	30%	0	0%	1	10%	0	0%	0	0%	6	60%	0	0%	0	0%	10	100%
Design Technology	2020	3	27%	0	0%	2	18%	0	0%	0	0%	6	55%	0	0%	0	0%	11	100%
Design Technology	2021	3	27%	0	0%	2	18%	0	0%	0	0%	6	55%	0	0%	0	0%	11	100%
Design Technology	2022	3	27%	0	0%	2	18%	0	0%	0	0%	6	55%	0	0%	0	0%	11	100%
Design Technology	2023	3	27%	0	0%	2	18%	0	0%	0	0%	6	55%	0	0%	0	0%	11	100%
Disabled Students Center	2013	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Disabled Students Center	2014	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Disabled Students Center	2015	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Disabled Students Center	2016	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Disabled Students Center	2017	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	2	100%
Disabled Students Center	2018	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	2	100%
Disabled Students Center	2019	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	2	100%
Disabled Students Center	2020	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	2	100%
Disabled Students Center	2021	1	33%	0	0%	1	33%	0	0%	0	0%	0	0%	1	33%	0	0%	3	100%
Disabled Students Center	2022	1	33%	0	0%	1	33%	0	0%	0	0%	0	0%	1	33%	0	0%	3	100%
Disabled Students Center	2023	1	33%	0	0%	1	33%	0	0%	0	0%	0	0%	1	33%	0	0%	3	100%
Earth Science	2013	0	0%	0	0%	0	0%	0	0%	0	0%	7	100%	0	0%	0	0%	7	100%
Earth Science	2014	0	0%	0	0%	0	0%	0	0%	0	0%	7	100%	0	0%	0	0%	7	100%
Earth Science	2015	1	11%	0	0%	0	0%	0	0%	0	0%	8	89%	0	0%	0	0%	9	100%
Earth Science	2016	1	9%	0	0%	0	0%	0	0%	0	0%	9	82%	1	9%	0	0%	11	100%
Earth Science	2017	1	9%	0	0%	0	0%	0	0%	0	0%	9	82%	1	9%	0	0%	11	100%
Earth Science	2018	1	9%	0	0%	0	0%	0	0%	0	0%	9	82%	1	9%	0	0%	11	100%
Earth Science	2019	1	9%	0	0%	0	0%	0	0%	0	0%	9	82%	1	9%	0	0%	11	100%
Earth Science	2020	1	9%	0	0%	0	0%	0	0%	0	0%	9	82%	1	9%	0	0%	11	100%
Earth Science	2021	1	9%	0	0%	0	0%	0	0%	0	0%	9	82%	1	9%	0	0%	11	100%
Earth Science	2022	1	8%	0	0%	0	0%	0	0%	0	0%	10	83%	1	8%	0	0%	12	100%
Earth Science	2023	1	8%	0	0%	0	0%	0	0%	0	0%	10	83%	1	8%	0	0%	12	100%

Full-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Education/ECE	2013	0	0%	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%
Education/ECE	2014	1	25%	1	25%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Education/ECE	2015	1	20%	1	20%	0	0%	0	0%	0	0%	3	60%	0	0%	0	0%	5	100%
Education/ECE	2016	1	20%	1	20%	0	0%	0	0%	0	0%	3	60%	0	0%	0	0%	5	100%
Education/ECE	2017	1	20%	1	20%	0	0%	0	0%	0	0%	3	60%	0	0%	0	0%	5	100%
Education/ECE	2018	1	17%	1	17%	0	0%	0	0%	0	0%	3	50%	0	0%	1	17%	6	100%
Education/ECE	2019	1	17%	1	17%	0	0%	0	0%	0	0%	3	50%	0	0%	1	17%	6	100%
Education/ECE	2020	1	17%	1	17%	0	0%	0	0%	0	0%	3	50%	0	0%	1	17%	6	100%
Education/ECE	2021	1	17%	1	17%	0	0%	0	0%	0	0%	3	50%	0	0%	1	17%	6	100%
Education/ECE	2022	1	14%	2	29%	0	0%	0	0%	0	0%	3	43%	0	0%	1	14%	7	100%
Education/ECE	2023	1	14%	2	29%	0	0%	0	0%	0	0%	3	43%	0	0%	1	14%	7	100%
English	2013	0	0%	3	12%	1	4%	0	0%	1	4%	19	73%	2	8%	0	0%	26	100%
English	2014	0	0%	3	11%	1	4%	0	0%	1	4%	20	74%	2	7%	0	0%	27	100%
English	2015	0	0%	4	14%	1	3%	0	0%	1	3%	21	72%	2	7%	0	0%	29	100%
English	2016	0	0%	4	13%	1	3%	0	0%	1	3%	22	73%	2	7%	0	0%	30	100%
English	2017	0	0%	5	16%	1	3%	0	0%	1	3%	22	71%	2	6%	0	0%	31	100%
English	2018	0	0%	6	18%	1	3%	0	0%	1	3%	22	67%	3	9%	0	0%	33	100%
English	2019	0	0%	7	21%	1	3%	0	0%	1	3%	22	65%	3	9%	0	0%	34	100%
English	2020	0	0%	7	21%	1	3%	0	0%	1	3%	22	65%	3	9%	0	0%	34	100%
English	2021	0	0%	7	21%	1	3%	0	0%	1	3%	22	65%	3	9%	0	0%	34	100%
English	2022	1	3%	7	19%	2	6%	0	0%	1	3%	22	61%	3	8%	0	0%	36	100%
English	2023	1	3%	8	22%	2	5%	0	0%	1	3%	22	59%	3	8%	0	0%	37	100%
ESL	2013	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2014	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2015	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2016	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2017	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2018	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2019	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2020	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2021	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2022	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
ESL	2023	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Health Sciences	2013	0	0%	1	50%	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
Health Sciences	2014	0	0%	1	50%	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
Health Sciences	2015	0	0%	1	50%	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
Health Sciences	2016	0	0%	1	50%	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
Health Sciences	2017	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
Health Sciences	2018	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
Health Sciences	2019	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
Health Sciences	2020	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
Health Sciences	2021	0	0%	2	40%	1	20%	0	0%	0	0%	2	40%	0	0%	0	0%	5	100%
Health Sciences	2022	1	14%	2	29%	2	29%	0	0%	0	0%	2	29%	0	0%	0	0%	7	100%
Health Sciences	2023	1	14%	2	29%	2	29%	0	0%	0	0%	2	29%	0	0%	0	0%	7	100%

Full-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		History	2013	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%
History	2014	1	20%	0	0%	1	20%	0	0%	0	0%	3	60%	0	0%	0	0%	5	100%
History	2015	1	17%	0	0%	1	17%	0	0%	0	0%	4	67%	0	0%	0	0%	6	100%
History	2016	1	17%	0	0%	1	17%	0	0%	0	0%	4	67%	0	0%	0	0%	6	100%
History	2017	1	17%	0	0%	1	17%	0	0%	0	0%	4	67%	0	0%	0	0%	6	100%
History	2018	1	17%	0	0%	1	17%	0	0%	0	0%	4	67%	0	0%	0	0%	6	100%
History	2019	1	17%	0	0%	1	17%	0	0%	0	0%	4	67%	0	0%	0	0%	6	100%
History	2020	1	17%	0	0%	1	17%	0	0%	0	0%	4	67%	0	0%	0	0%	6	100%
History	2021	1	17%	0	0%	1	17%	0	0%	0	0%	4	67%	0	0%	0	0%	6	100%
History	2022	1	13%	1	13%	1	13%	0	0%	0	0%	5	63%	0	0%	0	0%	8	100%
History	2023	1	11%	1	11%	2	22%	0	0%	0	0%	5	56%	0	0%	0	0%	9	100%
Kinesiology	2013	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Kinesiology	2014	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Kinesiology	2015	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Kinesiology	2016	1	33%	0	0%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Kinesiology	2017	1	25%	1	25%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Kinesiology	2018	1	25%	1	25%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Kinesiology	2019	1	25%	1	25%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Kinesiology	2020	1	25%	1	25%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Kinesiology	2021	1	25%	1	25%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Kinesiology	2022	1	25%	1	25%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Kinesiology	2023	1	25%	1	25%	0	0%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Library	2013	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Library	2014	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Library	2015	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Library	2016	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Library	2017	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Library	2018	0	0%	0	0%	1	33%	0	0%	0	0%	1	33%	0	0%	1	33%	3	100%
Library	2019	0	0%	0	0%	1	33%	0	0%	0	0%	1	33%	0	0%	1	33%	3	100%
Library	2020	0	0%	0	0%	1	33%	0	0%	0	0%	1	33%	0	0%	1	33%	3	100%
Library	2021	0	0%	0	0%	1	25%	0	0%	0	0%	1	25%	0	0%	2	50%	4	100%
Library	2022	0	0%	0	0%	2	40%	0	0%	0	0%	1	20%	0	0%	2	40%	5	100%
Library	2023	0	0%	0	0%	2	40%	0	0%	0	0%	1	20%	0	0%	2	40%	5	100%
Life Science	2013	3	21%	0	0%	3	21%	0	0%	0	0%	7	50%	1	7%	0	0%	14	100%
Life Science	2014	3	21%	0	0%	3	21%	0	0%	0	0%	7	50%	1	7%	0	0%	14	100%
Life Science	2015	3	21%	0	0%	3	21%	0	0%	0	0%	7	50%	1	7%	0	0%	14	100%
Life Science	2016	3	21%	0	0%	3	21%	0	0%	0	0%	7	50%	1	7%	0	0%	14	100%
Life Science	2017	3	21%	0	0%	3	21%	0	0%	0	0%	7	50%	1	7%	0	0%	14	100%
Life Science	2018	3	19%	0	0%	3	19%	0	0%	0	0%	9	56%	1	6%	0	0%	16	100%
Life Science	2019	3	18%	1	6%	3	18%	0	0%	0	0%	9	53%	1	6%	0	0%	17	100%
Life Science	2020	3	19%	0	0%	3	19%	0	0%	0	0%	9	56%	1	6%	0	0%	16	100%
Life Science	2021	3	19%	0	0%	3	19%	0	0%	0	0%	9	56%	1	6%	0	0%	16	100%
Life Science	2022	3	19%	0	0%	3	19%	0	0%	0	0%	9	56%	1	6%	0	0%	16	100%
Life Science	2023	3	18%	0	0%	3	18%	0	0%	0	0%	10	59%	1	6%	0	0%	17	100%

Full-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Mathematics	2013	5	21%	3	13%	3	13%	0	0%	1	4%	12	50%	0	0%	0	0%
Mathematics	2014	5	20%	4	16%	3	12%	0	0%	1	4%	12	48%	0	0%	0	0%	25	100%
Mathematics	2015	6	22%	4	15%	3	11%	0	0%	1	4%	13	48%	0	0%	0	0%	27	100%
Mathematics	2016	7	23%	4	13%	3	10%	0	0%	1	3%	15	50%	0	0%	0	0%	30	100%
Mathematics	2017	7	23%	4	13%	3	10%	0	0%	1	3%	15	48%	1	3%	0	0%	31	100%
Mathematics	2018	7	22%	4	13%	4	13%	0	0%	1	3%	15	47%	1	3%	0	0%	32	100%
Mathematics	2019	7	22%	4	13%	4	13%	0	0%	1	3%	15	47%	1	3%	0	0%	32	100%
Mathematics	2020	7	22%	4	13%	4	13%	0	0%	1	3%	15	47%	1	3%	0	0%	32	100%
Mathematics	2021	7	22%	4	13%	4	13%	0	0%	1	3%	15	47%	1	3%	0	0%	32	100%
Mathematics	2022	7	21%	4	12%	4	12%	0	0%	1	3%	15	45%	2	6%	0	0%	33	100%
Mathematics	2023	7	21%	4	12%	4	12%	0	0%	1	3%	15	45%	2	6%	0	0%	33	100%
Modern Languages & Cultures	2013	2	67%	0	0%	1	33%	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
Modern Languages & Cultures	2014	2	67%	0	0%	1	33%	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
Modern Languages & Cultures	2015	2	67%	0	0%	1	33%	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
Modern Languages & Cultures	2016	2	50%	0	0%	1	25%	0	0%	0	0%	0	0%	1	25%	0	0%	4	100%
Modern Languages & Cultures	2017	2	40%	0	0%	1	20%	0	0%	0	0%	1	20%	1	20%	0	0%	5	100%
Modern Languages & Cultures	2018	2	40%	0	0%	1	20%	0	0%	0	0%	1	20%	1	20%	0	0%	5	100%
Modern Languages & Cultures	2019	2	40%	0	0%	1	20%	0	0%	0	0%	1	20%	1	20%	0	0%	5	100%
Modern Languages & Cultures	2020	2	40%	0	0%	1	20%	0	0%	0	0%	1	20%	1	20%	0	0%	5	100%
Modern Languages & Cultures	2021	2	40%	0	0%	1	20%	0	0%	0	0%	1	20%	1	20%	0	0%	5	100%
Modern Languages & Cultures	2022	2	40%	0	0%	1	20%	0	0%	0	0%	1	20%	1	20%	0	0%	5	100%
Modern Languages & Cultures	2023	2	40%	0	0%	1	20%	0	0%	0	0%	1	20%	1	20%	0	0%	5	100%
Music	2013	1	14%	1	14%	0	0%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Music	2014	1	14%	1	14%	0	0%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Music	2015	1	14%	1	14%	0	0%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Music	2016	1	14%	1	14%	0	0%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Music	2017	1	13%	1	13%	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Music	2018	1	13%	1	13%	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Music	2019	1	13%	1	13%	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Music	2020	1	13%	1	13%	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Music	2021	1	13%	1	13%	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Music	2022	1	13%	1	13%	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Music	2023	1	13%	1	13%	0	0%	0	0%	0	0%	6	75%	0	0%	0	0%	8	100%
Philosophy & Social Sciences	2013	1	10%	0	0%	1	10%	0	0%	0	0%	8	80%	0	0%	0	0%	10	100%
Philosophy & Social Sciences	2014	1	9%	0	0%	2	18%	0	0%	0	0%	8	73%	0	0%	0	0%	11	100%
Philosophy & Social Sciences	2015	1	9%	0	0%	2	18%	0	0%	0	0%	8	73%	0	0%	0	0%	11	100%
Philosophy & Social Sciences	2016	1	7%	0	0%	2	13%	0	0%	0	0%	11	73%	1	7%	0	0%	15	100%
Philosophy & Social Sciences	2017	1	6%	0	0%	3	19%	0	0%	0	0%	11	69%	1	6%	0	0%	16	100%
Philosophy & Social Sciences	2018	1	6%	0	0%	3	19%	0	0%	0	0%	11	69%	1	6%	0	0%	16	100%
Philosophy & Social Sciences	2019	1	6%	1	6%	4	22%	0	0%	0	0%	11	61%	1	6%	0	0%	18	100%
Philosophy & Social Sciences	2020	1	6%	1	6%	4	22%	0	0%	0	0%	11	61%	1	6%	0	0%	18	100%
Philosophy & Social Sciences	2021	1	6%	1	6%	4	22%	0	0%	0	0%	11	61%	1	6%	0	0%	18	100%
Philosophy & Social Sciences	2022	1	6%	1	6%	4	22%	0	0%	0	0%	11	61%	1	6%	0	0%	18	100%
Philosophy & Social Sciences	2023	1	6%	1	6%	4	22%	0	0%	0	0%	11	61%	1	6%	0	0%	18	100%

Full-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Photography & Fashion	2013	0	0%	0	0%	0	0%	0	0%	0	0%	6	100%	0	0%	0	0%
Photography & Fashion	2014	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Photography & Fashion	2015	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Photography & Fashion	2016	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Photography & Fashion	2017	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Photography & Fashion	2018	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Photography & Fashion	2019	0	0%	1	13%	0	0%	0	0%	0	0%	7	88%	0	0%	0	0%	8	100%
Photography & Fashion	2020	0	0%	1	13%	0	0%	0	0%	0	0%	7	88%	0	0%	0	0%	8	100%
Photography & Fashion	2021	0	0%	1	13%	0	0%	0	0%	0	0%	7	88%	0	0%	0	0%	8	100%
Photography & Fashion	2022	0	0%	1	13%	0	0%	0	0%	0	0%	7	88%	0	0%	0	0%	8	100%
Photography & Fashion	2023	0	0%	1	13%	0	0%	0	0%	0	0%	7	88%	0	0%	0	0%	8	100%
Physical Science	2013	2	14%	2	14%	0	0%	0	0%	0	0%	9	64%	1	7%	0	0%	14	100%
Physical Science	2014	2	14%	2	14%	0	0%	0	0%	0	0%	9	64%	1	7%	0	0%	14	100%
Physical Science	2015	3	19%	2	13%	1	6%	0	0%	0	0%	9	56%	1	6%	0	0%	16	100%
Physical Science	2016	3	18%	2	12%	1	6%	0	0%	0	0%	10	59%	1	6%	0	0%	17	100%
Physical Science	2017	3	18%	2	12%	1	6%	0	0%	0	0%	10	59%	1	6%	0	0%	17	100%
Physical Science	2018	3	18%	2	12%	1	6%	0	0%	0	0%	10	59%	1	6%	0	0%	17	100%
Physical Science	2019	3	17%	2	11%	1	6%	0	0%	0	0%	11	61%	1	6%	0	0%	18	100%
Physical Science	2020	3	17%	2	11%	1	6%	0	0%	0	0%	11	61%	1	6%	0	0%	18	100%
Physical Science	2021	3	17%	2	11%	1	6%	0	0%	0	0%	11	61%	1	6%	0	0%	18	100%
Physical Science	2022	3	16%	2	11%	1	5%	0	0%	0	0%	12	63%	1	5%	0	0%	19	100%
Physical Science	2023	3	14%	2	10%	2	10%	0	0%	0	0%	13	62%	1	5%	0	0%	21	100%
Psychology	2013	1	25%	0	0%	0	0%	0	0%	0	0%	2	50%	1	25%	0	0%	4	100%
Psychology	2014	1	20%	1	20%	0	0%	0	0%	0	0%	2	40%	1	20%	0	0%	5	100%
Psychology	2015	1	17%	1	17%	0	0%	0	0%	0	0%	2	33%	1	17%	1	17%	6	100%
Psychology	2016	1	20%	1	20%	0	0%	0	0%	0	0%	2	40%	1	20%	0	0%	5	100%
Psychology	2017	1	20%	1	20%	0	0%	0	0%	0	0%	2	40%	1	20%	0	0%	5	100%
Psychology	2018	1	14%	2	29%	0	0%	0	0%	0	0%	3	43%	1	14%	0	0%	7	100%
Psychology	2019	1	14%	2	29%	0	0%	0	0%	0	0%	3	43%	1	14%	0	0%	7	100%
Psychology	2020	1	14%	2	29%	0	0%	0	0%	0	0%	3	43%	1	14%	0	0%	7	100%
Psychology	2021	1	14%	2	29%	0	0%	0	0%	0	0%	3	43%	1	14%	0	0%	7	100%
Psychology	2022	1	14%	2	29%	0	0%	0	0%	0	0%	3	43%	1	14%	0	0%	7	100%
Psychology	2023	1	14%	2	29%	0	0%	0	0%	0	0%	3	43%	1	14%	0	0%	7	100%
Theater Arts	2013	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2014	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2015	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2016	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2017	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2018	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2019	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2020	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2021	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2022	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%
Theater Arts	2023	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%	0	0%	0	0%	4	100%

Full-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total			
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%		
		Veterans Success Center	2013	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Veterans Success Center	2014	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Veterans Success Center	2015	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Veterans Success Center	2016	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Veterans Success Center	2017	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Veterans Success Center	2018	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Veterans Success Center	2019	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Veterans Success Center	2020	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Veterans Success Center	2021	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Veterans Success Center	2022	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Veterans Success Center	2023	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
2013 Totals	2013	31	14%	21	10%	32	15%	0	0%	2	1%	124	57%	7	3%	1	0%			218	100%
2014 Totals	2014	32	14%	24	10%	35	15%	0	0%	2	1%	129	56%	7	3%	1	0%			230	100%
2015 Totals	2015	35	14%	26	10%	39	16%	0	0%	2	1%	138	55%	7	3%	2	1%			249	100%
2016 Totals	2016	37	14%	27	10%	40	15%	0	0%	2	1%	149	56%	10	4%	1	0%			266	100%
2017 Totals	2017	39	14%	29	10%	41	15%	0	0%	2	1%	155	55%	14	5%	2	1%			282	100%
2018 Totals	2018	40	13%	31	10%	44	15%	0	0%	2	1%	160	54%	17	6%	4	1%			298	100%
2019 Totals	2019	41	13%	35	11%	47	15%	0	0%	2	1%	162	53%	17	6%	4	1%			308	100%
2020 Totals	2020	41	13%	34	11%	48	16%	0	0%	2	1%	162	53%	17	6%	4	1%			308	100%
2021 Totals	2021	41	13%	35	11%	49	16%	0	0%	2	1%	163	52%	17	5%	5	2%			312	100%
2022 Totals	2022	43	13%	37	11%	53	16%	0	0%	2	1%	166	51%	18	6%	5	2%			324	100%
2023 Totals	2023	43	13%	39	12%	55	17%	0	0%	2	1%	169	51%	18	5%	5	2%			331	100%

Appendix 2:
Departmental Information – Part-time Faculty Ethnicity 2013 – 2023

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Art	2013	3	18%	1	6%	0	0%	0	0%	0	0%	12	71%	0	0%	1	6%
Art	2014	3	17%	1	6%	0	0%	0	0%	0	0%	13	72%	0	0%	1	6%	18	100%
Art	2015	4	19%	1	5%	0	0%	0	0%	0	0%	15	71%	0	0%	1	5%	21	100%
Art	2016	4	19%	1	5%	0	0%	0	0%	0	0%	15	71%	0	0%	1	5%	21	100%
Art	2017	4	17%	1	4%	1	4%	0	0%	0	0%	17	71%	0	0%	1	4%	24	100%
Art	2018	4	17%	1	4%	1	4%	0	0%	0	0%	17	71%	0	0%	1	4%	24	100%
Art	2019	4	13%	3	10%	2	7%	0	0%	0	0%	19	63%	1	3%	1	3%	30	100%
Art	2020	4	13%	3	10%	3	10%	0	0%	0	0%	19	61%	1	3%	1	3%	31	100%
Art	2021	4	12%	3	9%	3	9%	0	0%	0	0%	20	61%	2	6%	1	3%	33	100%
Art	2022	4	9%	4	9%	6	14%	0	0%	0	0%	26	59%	3	7%	1	2%	44	100%
Art	2023	4	9%	4	9%	6	14%	0	0%	0	0%	26	59%	3	7%	1	2%	44	100%
Athletics	2013	0	0%	0	0%	2	29%	0	0%	0	0%	4	57%	0	0%	1	14%	7	100%
Athletics	2014	0	0%	0	0%	2	29%	0	0%	0	0%	4	57%	0	0%	1	14%	7	100%
Athletics	2015	0	0%	1	11%	3	33%	0	0%	0	0%	4	44%	0	0%	1	11%	9	100%
Athletics	2016	0	0%	1	9%	4	36%	0	0%	0	0%	5	45%	0	0%	1	9%	11	100%
Athletics	2017	0	0%	1	9%	4	36%	0	0%	0	0%	5	45%	0	0%	1	9%	11	100%
Athletics	2018	0	0%	1	8%	4	33%	0	0%	0	0%	6	50%	0	0%	1	8%	12	100%
Athletics	2019	0	0%	1	8%	4	33%	0	0%	0	0%	6	50%	0	0%	1	8%	12	100%
Athletics	2020	0	0%	1	8%	4	33%	0	0%	0	0%	6	50%	0	0%	1	8%	12	100%
Athletics	2021	1	8%	1	8%	4	31%	0	0%	0	0%	6	46%	0	0%	1	8%	13	100%
Athletics	2022	1	6%	1	6%	5	29%	0	0%	0	0%	8	47%	1	6%	1	6%	17	100%
Athletics	2023	1	6%	1	6%	5	28%	0	0%	0	0%	9	50%	1	6%	1	6%	18	100%
Business	2013	3	11%	3	11%	1	4%	0	0%	0	0%	18	67%	0	0%	2	7%	27	100%
Business	2014	3	11%	3	11%	1	4%	0	0%	0	0%	19	68%	0	0%	2	7%	28	100%
Business	2015	3	10%	4	14%	1	3%	0	0%	0	0%	19	66%	0	0%	2	7%	29	100%
Business	2016	3	10%	4	13%	1	3%	0	0%	0	0%	21	68%	0	0%	2	6%	31	100%
Business	2017	3	9%	5	15%	1	3%	0	0%	0	0%	21	64%	0	0%	3	9%	33	100%
Business	2018	3	8%	6	17%	2	6%	0	0%	0	0%	22	61%	0	0%	3	8%	36	100%
Business	2019	3	8%	6	16%	2	5%	0	0%	0	0%	22	59%	0	0%	4	11%	37	100%
Business	2020	4	10%	6	15%	2	5%	0	0%	0	0%	23	59%	0	0%	4	10%	39	100%
Business	2021	4	10%	6	15%	2	5%	0	0%	0	0%	23	59%	0	0%	4	10%	39	100%
Business	2022	5	12%	6	14%	2	5%	0	0%	0	0%	25	60%	0	0%	4	10%	42	100%
Business	2023	5	11%	7	16%	2	5%	0	0%	0	0%	26	59%	0	0%	4	9%	44	100%
Center of Wellness & Wellbeing	2013	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Center of Wellness & Wellbeing	2014	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Center of Wellness & Wellbeing	2015	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Center of Wellness & Wellbeing	2016	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Center of Wellness & Wellbeing	2017	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Center of Wellness & Wellbeing	2018	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Center of Wellness & Wellbeing	2019	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Center of Wellness & Wellbeing	2020	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Center of Wellness & Wellbeing	2021	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Center of Wellness & Wellbeing	2022	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%
Center of Wellness & Wellbeing	2023	0	0%	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%	3	100%

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Communication	2013	0	0%	3	12%	0	0%	0	0%	1	4%	21	81%	0	0%	1	4%
Communication	2014	0	0%	4	13%	0	0%	0	0%	1	3%	23	77%	1	3%	1	3%	30	100%
Communication	2015	0	0%	5	15%	1	3%	0	0%	1	3%	24	73%	1	3%	1	3%	33	100%
Communication	2016	0	0%	5	14%	1	3%	0	0%	1	3%	27	75%	1	3%	1	3%	36	100%
Communication	2017	2	5%	5	12%	1	2%	0	0%	1	2%	30	73%	1	2%	1	2%	41	100%
Communication	2018	2	5%	5	12%	1	2%	0	0%	1	2%	32	74%	1	2%	1	2%	43	100%
Communication	2019	2	5%	5	12%	1	2%	0	0%	1	2%	32	74%	1	2%	1	2%	43	100%
Communication	2020	2	5%	5	12%	1	2%	0	0%	1	2%	32	74%	1	2%	1	2%	43	100%
Communication	2021	2	5%	5	12%	1	2%	0	0%	1	2%	32	74%	1	2%	1	2%	43	100%
Communication	2022	2	4%	6	13%	2	4%	0	0%	1	2%	33	72%	1	2%	1	2%	46	100%
Communication	2023	2	4%	6	12%	2	4%	0	0%	1	2%	37	74%	1	2%	1	2%	50	100%
Computer Science & Information Systems	2013	2	18%	2	18%	0	0%	0	0%	0	0%	7	64%	0	0%	0	0%	11	100%
Computer Science & Information Systems	2014	2	18%	2	18%	0	0%	0	0%	0	0%	7	64%	0	0%	0	0%	11	100%
Computer Science & Information Systems	2015	2	18%	2	18%	0	0%	0	0%	0	0%	7	64%	0	0%	0	0%	11	100%
Computer Science & Information Systems	2016	3	21%	2	14%	0	0%	0	0%	0	0%	9	64%	0	0%	0	0%	14	100%
Computer Science & Information Systems	2017	3	18%	2	12%	1	6%	0	0%	1	6%	9	53%	0	0%	1	6%	17	100%
Computer Science & Information Systems	2018	5	26%	2	11%	1	5%	0	0%	1	5%	9	47%	0	0%	1	5%	19	100%
Computer Science & Information Systems	2019	6	30%	2	10%	1	5%	0	0%	1	5%	9	45%	0	0%	1	5%	20	100%
Computer Science & Information Systems	2020	6	27%	2	9%	1	5%	0	0%	1	5%	11	50%	0	0%	1	5%	22	100%
Computer Science & Information Systems	2021	6	26%	2	9%	1	4%	0	0%	1	4%	12	52%	0	0%	1	4%	23	100%
Computer Science & Information Systems	2022	6	25%	2	8%	2	8%	0	0%	1	4%	12	50%	0	0%	1	4%	24	100%
Computer Science & Information Systems	2023	6	24%	2	8%	2	8%	0	0%	1	4%	13	52%	0	0%	1	4%	25	100%
Cosmetology	2013	0	0%	1	14%	1	14%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Cosmetology	2014	0	0%	1	14%	1	14%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Cosmetology	2015	0	0%	1	14%	1	14%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Cosmetology	2016	0	0%	1	14%	1	14%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Cosmetology	2017	0	0%	1	14%	1	14%	0	0%	0	0%	5	71%	0	0%	0	0%	7	100%
Cosmetology	2018	0	0%	2	25%	1	13%	0	0%	0	0%	5	63%	0	0%	0	0%	8	100%
Cosmetology	2019	0	0%	3	33%	1	11%	0	0%	0	0%	5	56%	0	0%	0	0%	9	100%
Cosmetology	2020	0	0%	4	40%	1	10%	0	0%	0	0%	5	50%	0	0%	0	0%	10	100%
Cosmetology	2021	0	0%	4	40%	1	10%	0	0%	0	0%	5	50%	0	0%	0	0%	10	100%
Cosmetology	2022	0	0%	4	36%	1	9%	0	0%	0	0%	6	55%	0	0%	0	0%	11	100%
Cosmetology	2023	0	0%	4	36%	1	9%	0	0%	0	0%	6	55%	0	0%	0	0%	11	100%
Counseling	2013	2	4%	11	19%	19	33%	0	0%	0	0%	17	30%	3	5%	5	9%	57	100%
Counseling	2014	2	3%	12	19%	23	37%	0	0%	0	0%	17	27%	4	6%	5	8%	63	100%
Counseling	2015	2	3%	13	18%	30	42%	0	0%	0	0%	18	25%	4	6%	5	7%	72	100%
Counseling	2016	6	7%	14	15%	37	40%	0	0%	0	0%	23	25%	6	7%	6	7%	92	100%
Counseling	2017	9	9%	14	14%	40	41%	0	0%	0	0%	23	23%	6	6%	6	6%	98	100%
Counseling	2018	11	11%	14	13%	43	41%	0	0%	0	0%	24	23%	6	6%	6	6%	104	100%
Counseling	2019	11	10%	14	12%	48	42%	0	0%	0	0%	28	24%	6	5%	8	7%	115	100%
Counseling	2020	11	9%	14	12%	49	42%	0	0%	0	0%	29	25%	6	5%	8	7%	117	100%
Counseling	2021	11	9%	14	12%	51	43%	0	0%	1	1%	29	24%	6	5%	8	7%	120	100%
Counseling	2022	11	9%	15	12%	57	44%	0	0%	1	1%	30	23%	6	5%	9	7%	129	100%
Counseling	2023	15	10%	19	13%	68	45%	0	0%	2	1%	32	21%	6	4%	9	6%	151	100%

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Dance	2013	0	0%	1	10%	2	0%	0	0%	1	10%	5	50%	0	0%	1	10%
Dance	2014	0	0%	1	9%	3	0%	0	0%	1	9%	5	45%	0	0%	1	9%	11	100%
Dance	2015	0	0%	1	9%	3	0%	0	0%	1	9%	5	45%	0	0%	1	9%	11	100%
Dance	2016	0	0%	1	9%	3	0%	0	0%	1	9%	5	45%	0	0%	1	9%	11	100%
Dance	2017	0	0%	1	8%	3	0%	0	0%	1	8%	6	50%	0	0%	1	8%	12	100%
Dance	2018	0	0%	1	8%	3	0%	0	0%	1	8%	6	50%	0	0%	1	8%	12	100%
Dance	2019	0	0%	1	8%	3	0%	0	0%	1	8%	6	50%	0	0%	1	8%	12	100%
Dance	2020	0	0%	1	8%	3	0%	0	0%	1	8%	6	50%	0	0%	1	8%	12	100%
Dance	2021	0	0%	1	8%	3	0%	0	0%	1	8%	6	50%	0	0%	1	8%	12	100%
Dance	2022	0	0%	1	8%	3	0%	0	0%	1	8%	6	50%	0	0%	1	8%	12	100%
Dance	2023	0	0%	1	8%	3	0%	0	0%	1	8%	6	50%	0	0%	1	8%	12	100%
Design Technology	2013	0	0%	2	10%	1	5%	0	0%	0	0%	17	81%	0	0%	1	5%	21	100%
Design Technology	2014	0	0%	2	0%	1	0%	0	0%	0	0%	17	81%	0	0%	1	5%	21	100%
Design Technology	2015	0	0%	2	8%	1	4%	0	0%	0	0%	20	83%	0	0%	1	4%	24	100%
Design Technology	2016	0	0%	2	8%	1	4%	0	0%	0	0%	21	84%	0	0%	1	4%	25	100%
Design Technology	2017	0	0%	2	8%	1	4%	0	0%	0	0%	22	85%	0	0%	1	4%	26	100%
Design Technology	2018	0	0%	2	7%	2	7%	0	0%	0	0%	22	81%	0	0%	1	4%	27	100%
Design Technology	2019	1	3%	2	7%	3	10%	0	0%	0	0%	23	77%	0	0%	1	3%	30	100%
Design Technology	2020	2	6%	2	6%	4	11%	0	0%	0	0%	26	74%	0	0%	1	3%	35	100%
Design Technology	2021	3	8%	2	5%	4	11%	0	0%	0	0%	27	73%	0	0%	1	3%	37	100%
Design Technology	2022	4	10%	3	7%	4	10%	0	0%	0	0%	29	71%	0	0%	1	2%	41	100%
Design Technology	2023	5	11%	4	9%	4	9%	0	0%	0	0%	33	70%	0	0%	1	2%	47	100%
Disabled Students Center	2013	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Disabled Students Center	2014	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Disabled Students Center	2015	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Disabled Students Center	2016	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Disabled Students Center	2017	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Disabled Students Center	2018	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Disabled Students Center	2019	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Disabled Students Center	2020	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Disabled Students Center	2021	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Disabled Students Center	2022	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%	2	100%
Disabled Students Center	2023	0	0%	0	0%	2	50%	0	0%	0	0%	2	50%	0	0%	0	0%	4	100%
Earth Science	2013	0	0%	0	0%	0	0%	0	0%	0	0%	9	0%	0	0%	0	0%	9	100%
Earth Science	2014	0	0%	0	0%	0	0%	0	0%	0	0%	9	0%	0	0%	0	0%	9	100%
Earth Science	2015	0	0%	1	9%	0	0%	0	0%	0	0%	10	91%	0	0%	0	0%	11	100%
Earth Science	2016	0	0%	1	0%	0	0%	0	0%	0	0%	11	92%	0	0%	0	0%	12	100%
Earth Science	2017	0	0%	1	7%	1	7%	0	0%	0	0%	13	87%	0	0%	0	0%	15	100%
Earth Science	2018	0	0%	1	6%	1	6%	0	0%	0	0%	15	88%	0	0%	0	0%	17	100%
Earth Science	2019	0	0%	1	5%	1	5%	0	0%	0	0%	17	89%	0	0%	0	0%	19	100%
Earth Science	2020	0	0%	1	4%	1	4%	0	0%	0	0%	22	88%	0	0%	1	4%	25	100%
Earth Science	2021	0	0%	1	3%	1	3%	0	0%	0	0%	28	90%	0	0%	1	3%	31	100%
Earth Science	2022	0	0%	1	3%	1	3%	0	0%	0	0%	35	92%	0	0%	1	3%	38	100%
Earth Science	2023	0	0%	1	2%	2	4%	0	0%	0	0%	44	90%	0	0%	2	4%	49	100%

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Education/ECE	2013	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%
Education/ECE	2014	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Education/ECE	2015	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Education/ECE	2016	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Education/ECE	2017	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	0	0%	0	0%	7	100%
Education/ECE	2018	0	0%	1	10%	2	20%	0	0%	0	0%	7	70%	0	0%	0	0%	10	100%
Education/ECE	2019	0	0%	1	10%	2	20%	0	0%	0	0%	7	70%	0	0%	0	0%	10	100%
Education/ECE	2020	0	0%	1	10%	2	20%	0	0%	0	0%	7	70%	0	0%	0	0%	10	100%
Education/ECE	2021	0	0%	1	9%	2	18%	0	0%	0	0%	8	73%	0	0%	0	0%	11	100%
Education/ECE	2022	0	0%	1	8%	2	17%	0	0%	0	0%	9	75%	0	0%	0	0%	12	100%
Education/ECE	2023	0	0%	1	8%	2	17%	0	0%	0	0%	9	75%	0	0%	0	0%	12	100%
Emeritus	2013	4	10%	4	10%	2	5%	0	0%	0	0%	29	73%	0	0%	1	3%	40	100%
Emeritus	2014	4	10%	4	10%	2	5%	0	0%	0	0%	31	74%	0	0%	1	2%	42	100%
Emeritus	2015	5	11%	4	9%	2	4%	0	0%	0	0%	34	74%	0	0%	1	2%	46	100%
Emeritus	2016	5	11%	4	9%	2	4%	0	0%	0	0%	34	74%	0	0%	1	2%	46	100%
Emeritus	2017	5	10%	5	10%	2	4%	0	0%	0	0%	35	73%	0	0%	1	2%	48	100%
Emeritus	2018	5	10%	5	10%	2	4%	0	0%	0	0%	35	73%	0	0%	1	2%	48	100%
Emeritus	2019	5	10%	5	10%	2	4%	0	0%	0	0%	38	75%	0	0%	1	2%	51	100%
Emeritus	2020	5	9%	5	9%	2	4%	0	0%	0	0%	40	75%	0	0%	1	2%	53	100%
Emeritus	2021	5	9%	5	9%	2	4%	0	0%	0	0%	40	75%	0	0%	1	2%	53	100%
Emeritus	2022	5	9%	5	9%	2	4%	0	0%	0	0%	42	75%	0	0%	2	4%	56	100%
Emeritus	2023	6	9%	7	11%	2	3%	0	0%	0	0%	46	72%	0	0%	3	5%	64	100%
English	2013	2	5%	1	2%	5	11%	0	0%	0	0%	31	70%	2	5%	3	7%	44	100%
English	2014	2	4%	1	2%	5	11%	0	0%	0	0%	32	71%	2	4%	3	7%	45	100%
English	2015	2	4%	1	2%	5	11%	0	0%	0	0%	33	72%	2	4%	3	7%	46	100%
English	2016	2	4%	1	2%	6	13%	0	0%	0	0%	33	70%	2	4%	3	6%	47	100%
English	2017	2	4%	1	2%	6	13%	0	0%	0	0%	33	70%	2	4%	3	6%	47	100%
English	2018	2	4%	1	2%	7	15%	0	0%	0	0%	33	69%	2	4%	3	6%	48	100%
English	2019	2	4%	1	2%	8	15%	0	0%	0	0%	36	69%	2	4%	3	6%	52	100%
English	2020	3	6%	2	4%	8	15%	0	0%	0	0%	36	67%	2	4%	3	6%	54	100%
English	2021	3	6%	2	4%	8	15%	0	0%	0	0%	36	67%	2	4%	3	6%	54	100%
English	2022	3	6%	2	4%	8	15%	0	0%	0	0%	36	67%	2	4%	3	6%	54	100%
English	2023	3	5%	2	3%	10	17%	0	0%	0	0%	37	63%	4	7%	3	5%	59	100%
EOPS	2013	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2014	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2015	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2016	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2017	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2018	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2019	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2020	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2021	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
EOPS	2022	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
EOPS	2023	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		ESL	2013	3	15%	0	0%	0	0%	0	0%	0	0%	17	85%	0	0%	0	0%
ESL	2014	3	14%	0	0%	0	0%	0	0%	0	0%	18	86%	0	0%	0	0%	21	100%
ESL	2015	3	14%	0	0%	0	0%	0	0%	0	0%	18	86%	0	0%	0	0%	21	100%
ESL	2016	4	17%	0	0%	1	4%	0	0%	0	0%	18	78%	0	0%	0	0%	23	100%
ESL	2017	4	17%	0	0%	1	4%	0	0%	0	0%	18	78%	0	0%	0	0%	23	100%
ESL	2018	4	17%	0	0%	1	4%	0	0%	0	0%	18	78%	0	0%	0	0%	23	100%
ESL	2019	4	17%	0	0%	1	4%	0	0%	0	0%	18	75%	1	4%	0	0%	24	100%
ESL	2020	4	17%	0	0%	1	4%	0	0%	0	0%	18	75%	1	4%	0	0%	24	100%
ESL	2021	4	17%	0	0%	1	4%	0	0%	0	0%	18	75%	1	4%	0	0%	24	100%
ESL	2022	4	17%	0	0%	1	4%	0	0%	0	0%	18	75%	1	4%	0	0%	24	100%
ESL	2023	4	15%	0	0%	1	4%	0	0%	0	0%	20	77%	1	4%	0	0%	26	100%
Health Sciences	2013	0	0%	2	40%	2	40%	0	0%	0	0%	1	20%	0	0%	0	0%	5	100%
Health Sciences	2014	0	0%	2	40%	2	40%	0	0%	0	0%	1	20%	0	0%	0	0%	5	100%
Health Sciences	2015	0	0%	2	40%	2	40%	0	0%	0	0%	1	20%	0	0%	0	0%	5	100%
Health Sciences	2016	0	0%	2	33%	3	50%	0	0%	0	0%	1	17%	0	0%	0	0%	6	100%
Health Sciences	2017	0	0%	2	22%	4	44%	0	0%	0	0%	2	22%	1	11%	0	0%	9	100%
Health Sciences	2018	0	0%	3	27%	4	36%	0	0%	0	0%	3	27%	1	9%	0	0%	11	100%
Health Sciences	2019	0	0%	3	23%	4	31%	0	0%	0	0%	5	38%	1	8%	0	0%	13	100%
Health Sciences	2020	0	0%	4	27%	4	27%	0	0%	0	0%	5	33%	2	13%	0	0%	15	100%
Health Sciences	2021	2	10%	4	19%	8	38%	0	0%	0	0%	5	24%	2	10%	0	0%	21	100%
Health Sciences	2022	3	9%	6	19%	10	31%	0	0%	0	0%	10	31%	2	6%	1	3%	32	100%
Health Sciences	2023	6	14%	10	23%	11	26%	0	0%	0	0%	13	30%	2	5%	1	2%	43	100%
History	2013	1	9%	0	0%	2	18%	0	0%	0	0%	5	45%	1	9%	2	18%	11	100%
History	2014	1	8%	0	0%	2	15%	0	0%	0	0%	7	54%	1	8%	2	15%	13	100%
History	2015	1	8%	0	0%	2	15%	0	0%	0	0%	7	54%	1	8%	2	15%	13	100%
History	2016	1	7%	0	0%	3	20%	0	0%	0	0%	8	53%	1	7%	2	13%	15	100%
History	2017	1	6%	0	0%	3	19%	0	0%	0	0%	9	56%	1	6%	2	13%	16	100%
History	2018	1	6%	0	0%	3	19%	0	0%	0	0%	9	56%	1	6%	2	13%	16	100%
History	2019	1	6%	0	0%	3	17%	0	0%	0	0%	11	61%	1	6%	2	11%	18	100%
History	2020	1	6%	0	0%	3	17%	0	0%	0	0%	11	61%	1	6%	2	11%	18	100%
History	2021	1	5%	0	0%	3	16%	0	0%	0	0%	12	63%	1	5%	2	11%	19	100%
History	2022	1	5%	0	0%	3	16%	0	0%	0	0%	12	63%	1	5%	2	11%	19	100%
History	2023	1	5%	0	0%	3	16%	0	0%	0	0%	12	63%	1	5%	2	11%	19	100%
Improving Online Center Pathways	2013	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Improving Online Center Pathways	2014	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Improving Online Center Pathways	2015	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
Improving Online Center Pathways	2016	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Improving Online Center Pathways	2017	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Improving Online Center Pathways	2018	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Improving Online Center Pathways	2019	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Improving Online Center Pathways	2020	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Improving Online Center Pathways	2021	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Improving Online Center Pathways	2022	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Improving Online Center Pathways	2023	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total			
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%		
		International Education Center	2013	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
International Education Center	2014	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
International Education Center	2015	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	100%
International Education Center	2016	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%
International Education Center	2017	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	1	33%	1	33%	1	33%	3	100%
International Education Center	2018	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	1	33%	1	33%	1	33%	3	100%
International Education Center	2019	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	1	33%	1	33%	1	33%	3	100%
International Education Center	2020	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	1	33%	1	33%	1	33%	3	100%
International Education Center	2021	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	1	33%	1	33%	1	33%	3	100%
International Education Center	2022	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	1	33%	1	33%	1	33%	3	100%
International Education Center	2023	0	0%	0	0%	0	0%	0	0%	0	0%	1	33%	1	33%	1	33%	1	33%	3	100%
Kinesiology	2013	0	0%	0	0%	1	10%	0	0%	0	0%	9	90%	0	0%	0	0%	0	0%	10	100%
Kinesiology	2014	0	0%	0	0%	1	10%	0	0%	0	0%	9	90%	0	0%	0	0%	0	0%	10	100%
Kinesiology	2015	0	0%	0	0%	1	9%	0	0%	0	0%	10	91%	0	0%	0	0%	0	0%	11	100%
Kinesiology	2016	0	0%	0	0%	1	8%	0	0%	0	0%	11	92%	0	0%	0	0%	0	0%	12	100%
Kinesiology	2017	0	0%	0	0%	1	8%	0	0%	0	0%	11	92%	0	0%	0	0%	0	0%	12	100%
Kinesiology	2018	0	0%	0	0%	1	8%	0	0%	0	0%	12	92%	0	0%	0	0%	0	0%	13	100%
Kinesiology	2019	0	0%	0	0%	1	7%	0	0%	0	0%	13	93%	0	0%	0	0%	0	0%	14	100%
Kinesiology	2020	0	0%	0	0%	1	7%	0	0%	0	0%	13	93%	0	0%	0	0%	0	0%	14	100%
Kinesiology	2021	0	0%	0	0%	1	7%	0	0%	0	0%	14	93%	0	0%	0	0%	0	0%	15	100%
Kinesiology	2022	0	0%	1	6%	1	6%	0	0%	0	0%	14	88%	0	0%	0	0%	0	0%	16	100%
Kinesiology	2023	1	5%	1	5%	1	5%	0	0%	0	0%	16	84%	0	0%	0	0%	0	0%	19	100%
Library	2013	1	25%	0	0%	0	0%	0	0%	0	0%	2	50%	1	25%	0	0%	0	0%	4	100%
Library	2014	1	25%	0	0%	0	0%	0	0%	0	0%	2	50%	1	25%	0	0%	0	0%	4	100%
Library	2015	1	25%	0	0%	0	0%	0	0%	0	0%	2	50%	1	25%	0	0%	0	0%	4	100%
Library	2016	1	20%	0	0%	1	20%	0	0%	0	0%	2	40%	1	20%	0	0%	0	0%	5	100%
Library	2017	1	20%	0	0%	1	20%	0	0%	0	0%	2	40%	1	20%	0	0%	0	0%	5	100%
Library	2018	1	17%	0	0%	1	17%	0	0%	0	0%	3	50%	1	17%	0	0%	0	0%	6	100%
Library	2019	1	17%	0	0%	1	17%	0	0%	0	0%	3	50%	1	17%	0	0%	0	0%	6	100%
Library	2020	1	17%	0	0%	1	17%	0	0%	0	0%	3	50%	1	17%	0	0%	0	0%	6	100%
Library	2021	1	17%	0	0%	1	17%	0	0%	0	0%	3	50%	1	17%	0	0%	0	0%	6	100%
Library	2022	1	17%	0	0%	1	17%	0	0%	0	0%	3	50%	1	17%	0	0%	0	0%	6	100%
Library	2023	1	11%	1	11%	2	22%	0	0%	0	0%	4	44%	1	11%	0	0%	0	0%	9	100%
Life Science	2013	2	15%	1	8%	1	8%	0	0%	0	0%	9	69%	0	0%	0	0%	0	0%	13	100%
Life Science	2014	2	14%	1	7%	1	7%	0	0%	0	0%	9	64%	0	0%	1	7%	0	0%	14	100%
Life Science	2015	2	14%	1	7%	1	7%	0	0%	0	0%	9	64%	0	0%	1	7%	0	0%	14	100%
Life Science	2016	3	19%	1	6%	1	6%	0	0%	0	0%	10	63%	0	0%	1	6%	0	0%	16	100%
Life Science	2017	3	16%	1	5%	1	5%	0	0%	0	0%	12	63%	1	5%	1	5%	0	0%	19	100%
Life Science	2018	3	16%	1	5%	1	5%	0	0%	0	0%	12	63%	1	5%	1	5%	0	0%	19	100%
Life Science	2019	5	20%	3	12%	1	4%	1	4%	0	0%	12	48%	1	4%	2	8%	0	0%	25	100%
Life Science	2020	5	19%	3	12%	1	4%	1	4%	0	0%	12	46%	1	4%	3	12%	0	0%	26	100%
Life Science	2021	5	19%	3	12%	1	4%	1	4%	0	0%	12	46%	1	4%	3	12%	0	0%	26	100%
Life Science	2022	5	19%	3	11%	1	4%	1	4%	0	0%	13	48%	1	4%	3	11%	0	0%	27	100%
Life Science	2023	6	18%	3	9%	3	9%	1	3%	0	0%	17	50%	1	3%	3	9%	0	0%	34	100%

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Mathematics	2013	11	28%	3	8%	1	3%	1	3%	1	3%	21	53%	0	0%	2	5%
Mathematics	2014	15	33%	4	9%	1	2%	1	2%	1	2%	21	47%	0	0%	2	4%	45	100%
Mathematics	2015	15	33%	4	9%	1	2%	1	2%	1	2%	21	47%	0	0%	2	4%	45	100%
Mathematics	2016	15	32%	4	9%	1	2%	1	2%	1	2%	23	49%	0	0%	2	4%	47	100%
Mathematics	2017	15	31%	4	8%	1	2%	1	2%	1	2%	24	50%	0	0%	2	4%	48	100%
Mathematics	2018	15	30%	4	8%	1	2%	1	2%	1	2%	26	52%	0	0%	2	4%	50	100%
Mathematics	2019	15	30%	4	8%	1	2%	1	2%	1	2%	26	52%	0	0%	2	4%	50	100%
Mathematics	2020	15	30%	4	8%	1	2%	1	2%	1	2%	26	52%	0	0%	2	4%	50	100%
Mathematics	2021	17	33%	4	8%	1	2%	1	2%	1	2%	26	50%	0	0%	2	4%	52	100%
Mathematics	2022	17	32%	4	8%	1	2%	1	2%	1	2%	26	49%	0	0%	3	6%	53	100%
Mathematics	2023	17	33%	4	8%	1	2%	1	2%	1	2%	26	50%	0	0%	2	4%	52	100%
Modern Languages & Cultures	2013	6	32%	2	11%	3	16%	0	0%	0	0%	7	37%	0	0%	1	5%	19	100%
Modern Languages & Cultures	2014	6	30%	2	10%	3	15%	0	0%	0	0%	8	40%	0	0%	1	5%	20	100%
Modern Languages & Cultures	2015	6	30%	2	10%	3	15%	0	0%	0	0%	8	40%	0	0%	1	5%	20	100%
Modern Languages & Cultures	2016	6	29%	2	10%	3	14%	0	0%	0	0%	9	43%	0	0%	1	5%	21	100%
Modern Languages & Cultures	2017	7	30%	2	9%	3	13%	0	0%	0	0%	10	43%	0	0%	1	4%	23	100%
Modern Languages & Cultures	2018	7	29%	2	8%	3	13%	0	0%	0	0%	11	46%	0	0%	1	4%	24	100%
Modern Languages & Cultures	2019	8	31%	2	8%	3	12%	0	0%	0	0%	12	46%	0	0%	1	4%	26	100%
Modern Languages & Cultures	2020	8	30%	2	7%	3	11%	0	0%	0	0%	13	48%	0	0%	1	4%	27	100%
Modern Languages & Cultures	2021	10	32%	2	6%	5	16%	0	0%	0	0%	13	42%	0	0%	1	3%	31	100%
Modern Languages & Cultures	2022	10	30%	2	6%	5	15%	0	0%	0	0%	15	45%	0	0%	1	3%	33	100%
Modern Languages & Cultures	2023	11	31%	2	6%	5	14%	0	0%	0	0%	17	47%	0	0%	1	3%	36	100%
Music	2013	2	17%	1	8%	2	17%	0	0%	0	0%	7	58%	0	0%	0	0%	12	100%
Music	2014	2	15%	1	8%	2	15%	0	0%	0	0%	8	62%	0	0%	0	0%	13	100%
Music	2015	3	20%	1	7%	3	20%	0	0%	0	0%	8	53%	0	0%	0	0%	15	100%
Music	2016	3	19%	1	6%	3	19%	0	0%	0	0%	9	56%	0	0%	0	0%	16	100%
Music	2017	3	19%	1	6%	3	19%	0	0%	0	0%	9	56%	0	0%	0	0%	16	100%
Music	2018	3	19%	1	6%	3	19%	0	0%	0	0%	9	56%	0	0%	0	0%	16	100%
Music	2019	3	19%	1	6%	3	19%	0	0%	0	0%	9	56%	0	0%	0	0%	16	100%
Music	2020	3	19%	1	6%	3	19%	0	0%	0	0%	9	56%	0	0%	0	0%	16	100%
Music	2021	3	19%	1	6%	3	19%	0	0%	0	0%	9	56%	0	0%	0	0%	16	100%
Music	2022	3	16%	1	5%	4	21%	0	0%	0	0%	11	58%	0	0%	0	0%	19	100%
Music	2023	3	15%	1	5%	4	20%	0	0%	0	0%	12	60%	0	0%	0	0%	20	100%
Philosophy & Social Sciences	2013	1	5%	2	11%	2	11%	0	0%	0	0%	14	74%	0	0%	0	0%	19	100%
Philosophy & Social Sciences	2014	1	5%	2	11%	2	11%	0	0%	0	0%	14	74%	0	0%	0	0%	19	100%
Philosophy & Social Sciences	2015	1	5%	2	10%	2	10%	0	0%	0	0%	16	76%	0	0%	0	0%	21	100%
Philosophy & Social Sciences	2016	1	5%	2	10%	2	10%	0	0%	0	0%	16	76%	0	0%	0	0%	21	100%
Philosophy & Social Sciences	2017	1	5%	2	9%	2	9%	0	0%	0	0%	17	77%	0	0%	0	0%	22	100%
Philosophy & Social Sciences	2018	1	5%	2	9%	2	9%	0	0%	0	0%	17	77%	0	0%	0	0%	22	100%
Philosophy & Social Sciences	2019	1	4%	2	8%	2	8%	0	0%	0	0%	20	80%	0	0%	0	0%	25	100%
Philosophy & Social Sciences	2020	4	14%	2	7%	2	7%	0	0%	0	0%	20	71%	0	0%	0	0%	28	100%
Philosophy & Social Sciences	2021	4	14%	2	7%	2	7%	0	0%	0	0%	20	71%	0	0%	0	0%	28	100%
Philosophy & Social Sciences	2022	4	14%	2	7%	2	7%	0	0%	0	0%	20	71%	0	0%	0	0%	28	100%
Philosophy & Social Sciences	2023	4	14%	2	7%	3	10%	0	0%	0	0%	20	69%	0	0%	0	0%	29	100%

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Photography & Fashion	2013	0	0%	0	0%	0	0%	0	0%	0	0%	10	100%	0	0%	0	0%
Photography & Fashion	2014	0	0%	0	0%	0	0%	0	0%	0	0%	10	100%	0	0%	0	0%	10	100%
Photography & Fashion	2015	0	0%	0	0%	0	0%	0	0%	0	0%	13	100%	0	0%	0	0%	13	100%
Photography & Fashion	2016	0	0%	0	0%	0	0%	0	0%	0	0%	13	100%	0	0%	0	0%	13	100%
Photography & Fashion	2017	0	0%	0	0%	0	0%	0	0%	0	0%	15	100%	0	0%	0	0%	15	100%
Photography & Fashion	2018	0	0%	0	0%	0	0%	0	0%	0	0%	15	100%	0	0%	0	0%	15	100%
Photography & Fashion	2019	0	0%	0	0%	0	0%	0	0%	0	0%	15	100%	0	0%	0	0%	15	100%
Photography & Fashion	2020	0	0%	0	0%	0	0%	0	0%	0	0%	15	100%	0	0%	0	0%	15	100%
Photography & Fashion	2021	0	0%	0	0%	0	0%	0	0%	0	0%	16	100%	0	0%	0	0%	16	100%
Photography & Fashion	2022	0	0%	0	0%	0	0%	0	0%	0	0%	16	100%	0	0%	0	0%	16	100%
Photography & Fashion	2023	1	5%	0	0%	0	0%	0	0%	0	0%	19	95%	0	0%	0	0%	20	100%
Physical Science	2013	4	29%	0	0%	1	7%	0	0%	0	0%	8	57%	0	0%	1	7%	14	100%
Physical Science	2014	5	33%	0	0%	1	7%	0	0%	0	0%	8	53%	0	0%	1	7%	15	100%
Physical Science	2015	6	38%	0	0%	1	6%	0	0%	0	0%	8	50%	0	0%	1	6%	16	100%
Physical Science	2016	7	35%	0	0%	1	5%	0	0%	0	0%	9	45%	0	0%	3	15%	20	100%
Physical Science	2017	7	33%	0	0%	1	5%	0	0%	0	0%	10	48%	0	0%	3	14%	21	100%
Physical Science	2018	7	33%	0	0%	1	5%	0	0%	0	0%	10	48%	0	0%	3	14%	21	100%
Physical Science	2019	8	35%	0	0%	1	4%	0	0%	0	0%	11	48%	0	0%	3	13%	23	100%
Physical Science	2020	8	35%	0	0%	1	4%	0	0%	0	0%	11	48%	0	0%	3	13%	23	100%
Physical Science	2021	8	35%	0	0%	1	4%	0	0%	0	0%	11	48%	0	0%	3	13%	23	100%
Physical Science	2022	8	33%	0	0%	1	4%	0	0%	0	0%	12	50%	0	0%	3	13%	24	100%
Physical Science	2023	8	31%	0	0%	2	8%	0	0%	0	0%	13	50%	0	0%	3	12%	26	100%
Psychology	2013	0	0%	3	43%	0	0%	0	0%	0	0%	4	57%	0	0%	0	0%	7	100%
Psychology	2014	0	0%	3	43%	0	0%	0	0%	0	0%	4	57%	0	0%	0	0%	7	100%
Psychology	2015	0	0%	3	43%	0	0%	0	0%	0	0%	4	57%	0	0%	0	0%	7	100%
Psychology	2016	0	0%	3	38%	0	0%	0	0%	0	0%	4	50%	0	0%	1	13%	8	100%
Psychology	2017	0	0%	3	38%	0	0%	0	0%	0	0%	4	50%	0	0%	1	13%	8	100%
Psychology	2018	0	0%	3	38%	0	0%	0	0%	0	0%	4	50%	0	0%	1	13%	8	100%
Psychology	2019	0	0%	3	33%	0	0%	0	0%	0	0%	4	44%	0	0%	2	22%	9	100%
Psychology	2020	0	0%	3	27%	0	0%	0	0%	0	0%	5	45%	0	0%	3	27%	11	100%
Psychology	2021	0	0%	3	27%	0	0%	0	0%	0	0%	5	45%	0	0%	3	27%	11	100%
Psychology	2022	0	0%	3	27%	0	0%	0	0%	0	0%	5	45%	0	0%	3	27%	11	100%
Psychology	2023	0	0%	3	27%	0	0%	0	0%	0	0%	5	45%	0	0%	3	27%	11	100%
SMC/UCLA STEM Initiative	2013	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2014	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2015	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2016	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2017	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2018	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2019	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2020	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2021	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2022	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%
SMC/UCLA STEM Initiative	2023	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	100%

Part-time Faculty - Diversity by Department 2013-2023

Department	Year	Asian		Black or African American		Hispanic or Latino		American Indian or Alaskan Native		Native Hawaiian or Pacific Islander		White		Two or More		Unreported		Total	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
		Theater Arts	2013	0	0%	0	0%	0	0%	0	0%	0	0%	4	80%	1	20%	0	0%
Theater Arts	2014	0	0%	0	0%	0	0%	0	0%	0	0%	4	80%	1	20%	0	0%	5	100%
Theater Arts	2015	0	0%	0	0%	0	0%	0	0%	0	0%	4	80%	1	20%	0	0%	5	100%
Theater Arts	2016	0	0%	0	0%	0	0%	0	0%	0	0%	4	80%	1	20%	0	0%	5	100%
Theater Arts	2017	0	0%	0	0%	0	0%	0	0%	0	0%	4	80%	1	20%	0	0%	5	100%
Theater Arts	2018	0	0%	1	17%	0	0%	0	0%	0	0%	4	67%	1	17%	0	0%	6	100%
Theater Arts	2019	0	0%	1	14%	0	0%	0	0%	0	0%	5	71%	1	14%	0	0%	7	100%
Theater Arts	2020	0	0%	2	22%	0	0%	0	0%	0	0%	6	67%	1	11%	0	0%	9	100%
Theater Arts	2021	0	0%	2	22%	0	0%	0	0%	0	0%	6	67%	1	11%	0	0%	9	100%
Theater Arts	2022	0	0%	2	22%	0	0%	0	0%	0	0%	6	67%	1	11%	0	0%	9	100%
Theater Arts	2023	0	0%	2	22%	0	0%	0	0%	0	0%	6	67%	1	11%	0	0%	9	100%
>Welcome Center	2013	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
>Welcome Center	2014	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
>Welcome Center	2015	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
>Welcome Center	2016	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
>Welcome Center	2017	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
>Welcome Center	2018	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
>Welcome Center	2019	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
>Welcome Center	2020	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
>Welcome Center	2021	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
>Welcome Center	2022	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
>Welcome Center	2023	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	3	100%
2013 Totals	2013	47	10%	45	9%	48	10%	1	0%	3	1%	299	63%	8	2%	23	5%	474	100%
2014 Totals	2014	52	10%	48	10%	53	11%	1	0%	3	1%	311	62%	10	2%	24	5%	502	100%
2015 Totals	2015	56	10%	53	10%	64	12%	1	0%	3	1%	330	61%	10	2%	24	4%	541	100%
2016 Totals	2016	64	11%	54	9%	77	13%	1	0%	3	1%	355	60%	12	2%	28	5%	594	100%
2017 Totals	2017	70	11%	56	9%	84	13%	1	0%	4	1%	375	59%	15	2%	31	5%	636	100%
2018 Totals	2018	74	11%	60	9%	93	14%	1	0%	4	1%	390	58%	15	2%	31	5%	668	100%
2019 Totals	2019	80	11%	65	9%	101	14%	2	0%	4	1%	416	58%	17	2%	36	5%	721	100%
2020 Totals	2020	86	11%	70	9%	104	14%	2	0%	4	1%	433	57%	18	2%	39	5%	756	100%
2021 Totals	2021	94	12%	70	9%	112	14%	2	0%	5	1%	446	57%	19	2%	39	5%	787	100%
2022 Totals	2022	97	11%	77	9%	127	15%	2	0%	5	1%	485	57%	21	2%	43	5%	857	100%
2023 Totals	2023	110	12%	90	9%	148	15%	2	0%	6	1%	532	56%	23	2%	44	5%	955	100%

Appendix 3:
Infographics on Employee Information

ACADEMIC ADMINISTRATOR

Demographic Information

Race/Ethnic Group

Total Count

45

SUBHEADING

37.8%

The largest represented
race/ethnic group (White)



Sex/Gender

64.4%
to
35.6%

Female to Male Population



Average Age Fall 2022

50.6

Race/Ethnic Group

Total Count

51

SUBHEADING

33.3%

The largest represented race/ethnic group (White)



Sex/Gender

56.9%
to
43.1%

Male to Female Population



Average Age Fall 2022

51.9

CLASSIFIED STAFF

Demographic Information

Race/Ethnic Group

Total Count

479

SUBHEADING

34.4%

The largest represented race/ethnic group (Hispanic or Latino)



Sex/Gender

52.2%
to
47.8%

Female to Male Population



Average Age Fall 2022

47.1

Race/Ethnic Group

Total Count

335

SUBHEADING

49.6%

The largest represented race/ethnic group (White)



Sex/Gender

57.3%
to
42.7%

Female to Male Population



Average Age Fall 2022

50.2

Race/Ethnic Group

Total Count

868

SUBHEADING

53.7%

The largest represented race/ethnic group (White)



Sex/Gender

57.8%
to
42.2%

Female to Male Population



Average Age Fall 2022

52.0

Race/Ethnic Group

Total Count

23,178

SUBHEADING

40.8%

The largest represented race/ethnic group (Hispanic or Latino)



Sex/Gender

**54%
to
43%**

Female to Male Population



Largest Age Group Fall

34%

20 to 24 years of age

Appendix 4:
IEC Student Enrollment Data

Enrollment Trends by Semester Spring 2016 - Spring 2024

Enrollment By Country Spring 2016	
Country	No. Students
China	1423
France	70
Hong Kong	94
Indonesia	70
Japan	148
Korea	372
Nprway	50
Sweden	352
Taiwan	64

Enrollment By Country Fall 2016		
Country	No. Students	% +/-
China	1350	-5.3
France	69	-1.4
Hong Kong	87	-7.4
Indonesia	66	-5.7
Japan	184	24.3
Korea	319	-14
Nprway	57	14
Sweden	274	-22
Taiwan	62	-3.1

Enrollment By Country Spring 2017		
Country	No. Students	% +/-
China	1421	5.2
France	74	7.2
Hong Kong	91	-4.5
Indonesia	73	10.6
Japan	194	5.4
Korea	318	0.3
Nprway	68	19.2
Sweden	272	-0.7
Taiwan	66	-6.4

Enrollment By Country Fall 2017		
Country	No. Students	% +/-
China	1229	-14
France	73	-1.3
Hong Kong	79	-13
Indonesia	64	-12
Japan	208	7.2
Korea	288	-9.4
Nprway	53	-22
Sweden	249	-10
Taiwan	58	-12

Enrollment By Country Spring 2018		
Country	No. Students	% +/-
China	1244	1.2
France	88	20.5
Hong Kong	79	0
Indonesia	64	0
Japan	225	22.5
Korea	309	7.2
Nprway	53	0
Sweden	268	7.6
Taiwan	54	-6.8

Enrollment By Country Fall 2018		
Country	No. Students	% +/-
China	1032	-17
France	70	20.4
Hong Kong	64	18.9
Indonesia	83	-30
Japan	266	18.2
Korea	245	-21
Nprway	53	0
Sweden	240	-10
Taiwan	65	20.3

Enrollment By Country Spring 2019		
Country	No. Students	% +/-
China	1006	-2.5
France	76	8.5
Hong Kong	68	6.2
Indonesia	84	1.2
Japan	280	5.2
Korea	270	10.2
Nprway	44	-17
Sweden	255	6.2
Taiwan	68	4.6

Enrollment By Country Fall 2019		
Country	No. Students	% +/-
China	779	-23
France	54	-29
Hong Kong	47	-31
Indonesia	96	14.2
Japan	325	16
Korea	261	-3.3
Nprway	47	6.8
Sweden	279	9.4
Taiwan	64	-5.8

Enrollment By Country Spring 2020		
Country	No. Students	% +/-
China	772	-0.8
France	54	0
Hong Kong	47	0
Indonesia	94	-2
Japan	316	-2.7
Korea	285	9.1
Nprway	31	-34
Sweden	256	-8.2
Taiwan	64	0

Enrollment Trends by Semester Spring 2016 - Spring 2024

Enrollment By Country Fall 2020			
Country	No. Students	% +/-	
China	537	-30	
France	39	-28	
Hong Kong	34	-28	
Indonesia	69	-27	
Japan	262	-17	
Korea	248	-13	
Nprway	17	-45	
Sweden	168	-34	
Taiwan	45	-30	

Enrollment By Country Spring 2021			
Country	No. Students	% +/-	
China	492	-8.3	
France	34	-13	
Hong Kong	33	-3	
Indonesia	63	0	
Japan	215	-18	
Korea	238	-4	
Nprway	18	6	
Sweden	164	-2.3	
Taiwan	41	-2.3	

Enrollment By Country Fall 2021			
Country	No. Students	% +/-	
China	299	-39	
France	41	-21	
Hong Kong	26	-21	
Indonesia	67	6.3	
Japan	197	-8.3	
Korea	192	-19	
Nprway	29	61	
Sweden	155	-5.4	
Taiwan	55	34	

Enrollment By Country Spring 2022			
Country	No. Students	% +/-	
China	309	3.3	
France	44	7	
Hong Kong	22	-15	
Indonesia	70	4.4	
Japan	192	-3	
Korea	187	-3	
Nprway	26	-10	
Sweden	190	23	
Taiwan	63	15	

Enrollment By Country Fall 2022			
Country	No. Students	% +/-	
China	270	-13	
France	39	-11	
Hong Kong	25	14	
Indonesia	80	14	
Japan	184	-4	
Korea	174	-7	
Nprway	28	7	
Sweden	194	2	
Taiwan	66	5	

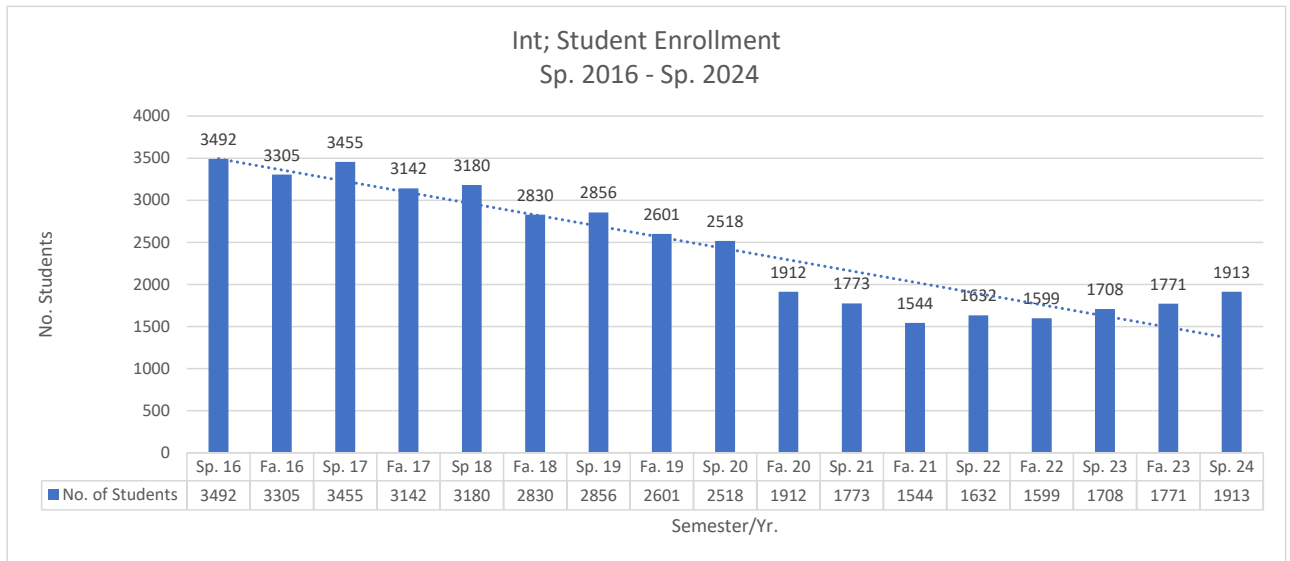
Enrollment By Country Spring 2023			
Country	No. Students	% +/-	
China	335	24	
France	57	46	
Hong Kong	25	0	
Indonesia	83	4	
Japan	180	-2	
Korea	178	3	
Nprway	18	-36	
Sweden	174	-10	
Taiwan	75	13	

Enrollment By Country Fall 2023			
Country	No. Students	% +/-	
China	352	5	
France	51	11	
Hong Kong	19	-24	
Indonesia	84	-1	
Japan	184	2	
Korea	182	2	
Nprway	12	-33	
Sweden	160	-8	
Taiwan	92	23	

Enrollment By Country Spring 2024			
Country	No. Students	% +/-	
China	417	18	
France	75	47	
Hong Kong	20	5	
Indonesia	78	-7	
Japan	176	-4	
Korea	191	5	
Nprway	10	-17	
Sweden	145	-9	
Taiwan	86	-7	

International Student Enrollment Spring 2016 - Spring 2024

Semester	No. of Students
Sp. 16	3492
Fa. 16	3305
Sp. 17	3455
Fa. 17	3142
Sp. 18	3180
Fa. 18	2830
Sp. 19	2856
Fa. 19	2601
Sp. 20	2518
Fa. 20	1912
Sp. 21	1773
Fa. 21	1544
Sp. 22	1632
Fa. 22	1599
Sp. 23	1708
Fa. 23	1771
Sp. 24	1913



Glossary

Accessibility – means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them. Accessibility includes the provision of accommodations and modifications to ensure equal access to employment and participation in activities for people with disabilities, the reduction or elimination of physical and attitudinal barriers to equitable opportunities, a commitment to ensuring that people with disabilities can independently access every outward-facing and internal activity or electronic space, and the pursuit of best practices such as universal design.

American Indian or Alaskan Native – All persons having origins in any of the original peoples of North and South America (including Central America), and who maintain cultural identification through tribal affiliation or community recognition.

Asian – All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American – All persons having origins in any of the “Black” racial groups of Africa. "African American" refers to people who were born in the United States and have African ancestry.

Decade – A decade represents the time between the last ten years. In this report a decade represents Fall 2013 to Fall 2023.

DEIA – Diversity, Equity, Inclusion and Accessibility (See separate words for definitions)

Diversity – The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Equity – The condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.

Female and Male – generally the terms female and male relate only to sex (the biological forms), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to gender (psychological and sociocultural traits).

Gender – Is separate from ‘sex,’ which is the biological classification of male and female based on physiological and biological features. Gender is socially constructed roles, behaviors, activities, and attributes that society considers “appropriate” for man and women. A person’s gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (women/man).

Headcount – The total number of students enrolled in that term.

Hispanic or Latino – All persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Inclusion – Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Native Hawaiian or Pacific Islander – All persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Non-Binary – Relating to or being a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female.

Persons of Two or More Races – All persons who identified with two or more of the above race categories.

Race/Ethnicity – Race refers to outward physical characteristics. Ethnicity is linked with cultural expression and identification including nationality, regional culture, ancestry, and language. However, both are social constructs used to categorize and characterize seemingly distinct populations. According to the United States Census Bureau there are five minimum racial groups American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander and White. When referring to ethnicity it means either Hispanic or Latino and Not Hispanic or Latino. Which is why race and ethnicity are often combined and regarded as the same.

Racially Ethnic Group – the social or cultural group a person identifies with.

Sex – Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.

Tenure-Track – Newly hired full-time faculty member serving a probationary period of four (4) academic years (Fall and Spring semesters only). The tenure-track process begins in the Fall semester immediately following the hire of a full-time faculty member.

Underrepresented – Is an insufficient representation of a group.

Unreported/Unknown – This is used when a value is unable to be determined.

White – All persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Glossary Sources

<https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>

<https://www.census.gov/programs-surveys/decennial-census/decade/2020/planning-management/release/faqs-race-ethnicity.html>

<https://www.cde.ca.gov/ds/sp/cl/refaq.asp#q1>

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