

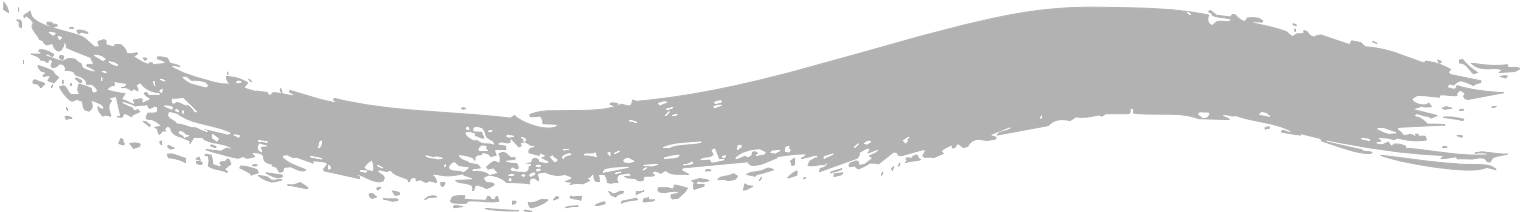


LA SALLE UNIVERSITY

2006-2007

AFFIRMATIVE ACTION PLAN

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Assistant Vice President for Business Affairs and Affirmative Action Officer
June 2006



**LA SALLE UNIVERSITY AFFIRMATIVE ACTION PLAN LA SALLE UNIVERSITY AFFIRMATIVE
ACTION PLAN**

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I. PURPOSE

The purpose of the University's Affirmative Action plan is to set forth the policies and procedures established to foster and affirm equal employment opportunity within our academic community. Additionally, in compliance with the Civil Rights Act of 1964, Executive Order 11246 and in accordance with the U.S. Department of Labor's Office for Federal Contract Compliance Programs, the Plan details the regulatory duties and responsibilities of the University, annual objectives, programs to use in achieving the objectives, and a description of our current employment situation.

II. STATEMENT OF RESPONSIBILITY FOR IMPLEMENTATION OF AFFIRMATIVE ACTION PLAN

The responsibility for the implementation, administration, and enforcement of the University's Affirmative Action Program has been designated as follows below.

The role of:

A. The President

The President assumes final authority and responsibility for the University's equal employment opportunity policy and all related affirmative action programs.

B. The Vice Presidents/Provost

1. Assure that all employment related decisions within his or her area including, but not limited to, recruiting, hiring, transfer, promotions, demotions, terminations, salary and wage practices, fringe benefit programs, and leaves conform to the principles and provisions of this Plan.

2. Review and consider the applicant flow data received for all hirings, transfers, and promotions within his or her area as a part of the authorization process.

C. The Affirmative Action Officer

1. Design and implement administrative audit and reporting systems which will: measure the effectiveness of the University's Affirmative Action programs; provide the means to determine the goals and objectives that have been or need to be achieved; and assist in identifying problem areas and appropriate remedial action.

2. Monitor and determine the level of progress made in meeting our affirmative action commitment. Assist in the identification of problem areas and recommend appropriate area and departmental goals and objectives where necessary. Report to the appropriate Vice President/Provost and President those areas which need corrective or additional action and recommend an appropriate course of action.

3. Periodically audit employment policies, practices, and procedures to remove impediments to attaining the University's affirmative action goals and objectives.

4. Serve as liaison with all federal, state, and local civil rights enforcement agencies and advise the executive officers of the University regarding our compliance status and the latest developments in regulatory compliance and equal opportunity.

5. Develop and recommend policy statements, affirmative action programs, and internal/external communication techniques, which foster equal opportunity.

6. Monitor and inform all suppliers, contractors, and subcontractors who do business with the University of their affirmative action requirements.

7. Prepare appropriate reports evaluating the achievement of our goals under our equal employment opportunity practices.

8. Conduct periodic meetings, as necessary, with executive officers, department heads, and supervisory personnel on the University's equal employment opportunity policies to assure adherence.

9. Assist department heads and supervisory personnel in arriving at solutions to problems.

10. The Affirmative Action Officer or the Director of Human Resources will monitor department heads' review of job descriptions for open or new positions to make sure that the requirements of the positions are job related and consistent with business necessity and safety needs.

11. The Human Resources Office advertises and enlists the services in filling all open positions with the state employment agencies serving women and minorities not in the workforce.

D. Department Heads and Supervisory Personnel

1. Follow this affirmative action plan and the employment policies and practices within the Supervisory Guide, Personnel Manual, Faculty Handbook, and Recruitment and Selection Procedures for Faculty Positions as a part of their official job descriptions.

2. Take appropriate action to prevent discrimination and harassment within the workplace.

3. Appropriately respond to allegations of discrimination through use of the University's "Grievance Procedure".

4. Department heads will review the job descriptions of open or new positions within their area to make sure that the requirements of the positions are job related and consistent with business necessity and safety standards.

III. COMPLIANCE WITH SEX DISCRIMINATION GUIDELINES

A. The University has designed its employment policies, practices and procedures to assure that there is no discrimination of an employee or an applicant for employment based on his/her gender.

Such nondiscriminatory policies and practices include:

1. All position openings, promotional opportunities, and transfers are available to applicants of both sexes unless sex is a bona fide occupational qualification for a particular job.

2. All salary and wage policies and practices, benefit, and leave programs are not related to or based on gender or marital status.

3. All other terms, conditions, and privileges of employment do not discriminate based on sex or marital status.

4. The University commits to affirmative action in rectifying any under representation of women within any job group.

5. The University has a long established policy and procedure to deal with allegations of sexual harassment which is reprinted below.

B. Policy Statement on Sexual Harassment

Sexual harassment is prohibited.

Sexual harassment is a serious offense and is prohibited unacceptable conduct that will not be tolerated. The University firmly believes in providing a workplace that is free from all forms of sexual harassment. All employees from top to bottom are responsible for ensuring that such a workplace exists. Sexual harassment is also a form of employment discrimination and is prohibited by law.

Definition of sexual harassment.

Sexual harassment means any unwelcome sexual attention, sexual advances, requests for sexual favors, and any other verbal, visual or physical conduct of a sexual nature whenever:

submission to such conduct is made either explicitly or implicitly a term or condition of an individual's continued employment; or

submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual; or

such conduct is intended to, or has the effect of unreasonably interfering with an individual's work performance;

such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.

Examples of sexual harassment

The following are some examples of sexual harassment: threatening adverse work action if sexual favors are not granted; promising preferential treatment in return for sexual favors; unwanted and unnecessary physical contact, including pinching, patting, or touching; sexually offensive remarks, including inappropriate comments about appearance, leering, whistling, obscene or dirty jokes or other inappropriate use of sexually explicit or offensive language; the display in the workplace of sexually suggestive objects or pictures. Even something like a back rub could be sexual harassment if it is unwelcome and creates a hostile or offensive work environment. Comments like "you look nice today" are all right if not repeated frequently, but comments like "you look nice today in that tight or short (article of clothing)" are inappropriate and may be sexual harassment. It is permissible politely to ask an employee out on a date, but if refused, it may be sexual harassment to keep on asking.

Persons covered.

This policy governs anyone who works for La Salle University, and also business invitees, and prohibits sexual harassment of all employees and applicants for employment.

Procedure for investigation of complaints and enforcement.

Anyone who believes that they have been or are being sexually harassed in the workplace, should promptly take the following actions:

Tell the harasser politely but firmly that his/her conduct is not welcomed and must stop;

If the conduct persists, or if the harassed person is afraid for any reason to confront the harasser, or if the harassed person believes that she/he has been retaliated against by the harasser for invoking step (a), the individual should bring the problem confidentially to the attention of the Affirmative Action Officer, Rose Lee Pauline, without fear of any retaliation, humiliation, or recrimination. If the Affirmative Action Officer is involved in or with the alleged harassment, the complaint may be made to the Vice President for Business Affairs.

The Affirmative Action Officer will immediately investigate any such allegations of sexual harassment in as confidential a manner as is reasonably possible. The alleged harasser will be given an opportunity to respond to the allegations, but ordered not to confront or retaliate against the complaining person concerning the allegations. When possible, neutral witnesses will be interrogated (again, confidentially). All participants in the investigation will be instructed to keep the matter strictly confidential and disciplined if they fail to do so. At the conclusion of the investigation, if it is reasonably determined that it is more likely than not that sexual harassment has occurred, the perpetrator will be subject to appropriate discipline up to and including discharge, and other remedial steps may be taken (such as separating the individuals in working relationships, or expunging any documents tainted by the harassment such as an unfair performance review of the harassed person by the harasser). The complaining party and alleged harasser shall both be informed of the results of the investigation.

Retaliation in any form against a complainant who has exercised his or her right to make a

complaint under this policy is strictly prohibited, even if the investigation concludes that no sexual harassment has occurred, and will be cause for appropriate discipline, up to and including discharge.

IV. COMPLIANCE WITH RELIGION AND NATIONAL ORIGIN GUIDELINES

La Salle University does not discriminate against employees or applicants for employment in all terms, conditions, and privileges of employment based on religion or national origin.

The University makes reasonable accommodation for the religious observances and practices of its employees, when such accommodation can be made without undue hardship on the conduct of business or the provision of services.

V. AFFIRMATIVE ACTION FOR THE EMPLOYMENT OF PERSONS WITH DISABILITIES

The University does not discriminate against any qualified employee or applicant for employment with one or more disabilities provided the disability does not pose a bar to the performance of the essential functions of the employee's position or the position in which an

applicant is being considered. No qualified individual with one or more disabilities will be refused the opportunity to apply for employment or be considered unfavorably solely because of his/her disability. Furthermore, the University is committed to making reasonable accommodation for one or more physical and/or mental disabilities of applicants for employment or employees who are otherwise qualified to perform the essential functions of University positions.

In compliance with Section 503 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the University has established policies and practices to assure its ongoing commitment to the provision of equal employment opportunity and accessibility to applicants for employment and employees with disabilities.

A. Responsibility for Administration and Implementation

Final authority for the administration and implementation of the University's affirmative action plan for individuals with disabilities rests with the President. The President has designated the Provost, Vice Presidents, Deans, Department Heads, and supervisory personnel with the line responsibility of the execution of and continued adherence to the plan.

B. Dissemination of the Plan

The University disseminates its policy on the nondiscrimination of individuals with disabilities utilizing the same publications and resources as outlined in Section III.

C. Employment Practices

1. Applicants for employment who have one or more disabilities will be evaluated according to the performance requirements of the essential functions of the position for which they are being considered.
2. The Affirmative Action Officer or his or her designee will review the education and work records of employees with disabilities to ensure that they are being utilized to their fullest capacity.
3. Department heads will review the job descriptions of open or new positions within their area to make sure that the physical and mental requirements of the positions are job related and consistent with business necessity and safety standards. The Affirmative Action Officer or the Director of Human Resources will monitor all such reviews.
4. Department heads will use recruitment and retention practices consistent with the University's affirmative action commitment to persons with disabilities.
5. The line responsibility for making and assisting with the reasonable accommodation of employees with disabilities ascends from the supervisory personnel level.

6. In offering employment or promotions to applicants or employees with disabilities, the University will not reduce the amount of compensation offered because of any disability income, pension or other benefit the applicant or employee receives from another source.

D. Grievance Procedure

The procedure to follow for an alleged act of discrimination against a person with disabilities is the University's "Grievance Procedure".

VI. AFFIRMATIVE ACTION FOR THE EMPLOYMENT OF DISABLED VETERANS AND VETERANS OF THE VIETNAM ERA

The University provides equal employment opportunity to qualified disabled veterans, veterans of the Vietnam Era and, veterans who have served in a war, expedition, or campaign for which a campaign badge, service medal, or an expeditionary medal has been awarded. In meeting the compliance requirements of Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 and the Veterans Employment Opportunities Act, the University has

established the affirmative action plan outlined below.

A. Responsibility for Administration and Implementation of the Plan

Final authority for the administration and implementation of the University's affirmative action plan for qualified disabled veterans, veterans of the Vietnam Era, and other eligible veterans as defined above, rests with the President. The President has designated the Provost, Vice Presidents, Dean, Department Heads, and Supervisory personnel with the line responsibility of the execution of and continued adherence to the plan.

B. Dissemination of the Plan

The University disseminates its policy on the employment of qualified disabled veterans, veterans of the Vietnam Era, and other eligible veterans through the same publications and resources outlined in section III.

C. Employment Practices

The University does not discriminate against any qualified employee or applicant for employment with one or more disabilities provided the disability does not pose a bar to the performance of the essential functions of the employee's position or the position in which an applicant is being considered. No qualified veteran with one or more disabilities will be refused the opportunity to apply for employment or be considered unfavorably solely because of his/her disability. Furthermore, the University is committed to making reasonable accommodation for one or more physical and/or mental disabilities of applicants for employment or employees who are otherwise qualified to perform the essential functions of University positions.

1. Department heads will utilize recruitment and retention practices consistent with the University's affirmative action commitment to the employment and advancing in employment qualified disabled veterans, veterans of the Vietnam Era and, veterans who have served in a war, expedition, or campaign for which a campaign badge, service medal, or an expeditionary medal has been awarded.
2. Department heads will review the job descriptions of open or new positions within their area to make sure that the physical and mental requirements of the positions are job related and consistent with business necessity and safety standards. The Affirmative Action Officer or the Director of Human Resources will monitor all such reviews.
3. Disabled veterans, veterans of the Vietnam Era, and veterans who have served in a war, expedition, or campaign for which a campaign badge, service medal, or an expeditionary medal has been awarded applying for University positions will be considered on the basis of how their qualifications relate to the requirements of the position.
4. The line of responsibility for making and assisting with the reasonable accommodation requests of qualified disabled veterans ascends from the supervisory personnel level.

5. The Affirmative Action Officer or his or her designee will review the education and work records of employees who are disabled veterans to ensure that they are being utilized to their fullest capacity.

6. The Affirmative Action Officer will meet the annual reporting requirements as governed by federal law.

7. In offering employment or promotions to applicants or employees with disabilities, the University will not reduce the amount of compensation offered because of any disability income, pension or other benefit the applicant or employee receives from another source.

D. Recruitment

The Human Resources Office advertises and enlists the services in filling all open positions with the state employment agencies serving disabled veterans, veteran of the Vietnam Era, and veterans who have served in a war, expedition, or campaign for which a campaign badge, service medal, or an expeditionary medal has been awarded.

E. Grievance Procedure

The procedure to follow for filing a complaint of an alleged act of discrimination against a disabled veteran, veteran of the Vietnam Era and, veterans who have served in a war, expedition, or campaign for which a campaign badge, service medal, or an expeditionary medal has been awarded is the University's "Grievance Procedure".

VII. ORGANIZATIONAL PROFILE

The University's organizational profile is an annual compilation of the total number of incumbents within each department of the University by sex and minority status. Each department is then reported within one of the five Area organizational trunks of the University: Provost, Vice President for Business Affairs, Vice President for University Advancement, Vice President for Enrollment Services, and Director of Intercollegiate Athletics and Sports Recreation.

The University's 2005-06 Organizational Profile is bound separately.

VIII. 2005-2006 AVAILABILITY ANALYSIS

The data used in the 2005-2006 Availability Analysis for each job group are stated below.

A. Non-Faculty Job Group:

For all non-faculty job groups, the availability figures are taken from Tables 3 and 3A, contained within the “Census 2000 Special EEO Tabulation Tables by EEO-4 Category for the Philadelphia, PA - NJ PSMA and Philadelphia County”.

Additionally, data from Tables 193 and 209 of the Digest of Education Statistics 2002 Report

was used in the availability analysis for the following job groups: Executive/administrative/managerial and technical/paraprofessional. Enrollment figures from the 1999-2000 Department of Education, Bureau of Vocational-Technical Education, Secondary, Philadelphia County report were used in the availability analysis for the skilled trades job group. Table 268 of the Digest of Educational Statistics 2002 Report on master degrees conferred was used in the availability analysis for the lecturer job group.

B. Full-Time Faculty Job Groups:

All full-time faculty job groups used data from the Physical Sciences, Life Sciences, and Other/ Professional Fields tables contained in the 1997 and 2002 editions of the publication entitled National Research Council, Doctorates Awarded to US Citizens and Permanent Residents by Race, Gender, Fine Field of Study. The figures contained within both editions of this publication weigh heavily in the availability analysis of all full-time faculty job groups.

It is important to note that individuals who are granted doctorate degrees in academic disciplines marketable in private industry or government, such as economics, nuclear chemistry, finance, etc. may be less available than individuals who are granted doctorates within disciplines whose major market is the field of education such as the academic disciplines of fine arts, history, religion, etc.

IX. 2005-06 UTILIZATION ANALYSIS AND 2006-07 GOALS

The 2005-06 Utilization Analysis identifies job groups, which may contain fewer women and minorities than can be reasonably expected from the information contained within the Availability Analysis.

Identifying job groups where there is an under representation of women, minorities, or both is the first step toward achieving workforce representation proportional to the available and qualified population. Identification without the corresponding affirmative action is meaningless. Therefore, the University has established goals for 2006-07, specific to each job group, to further progress the representation of qualified women and minorities within our community.

These 2006-07 goals are a part of the 2005-06 Utilization Analysis contained in Appendix C and beginning on page 49 of this plan.

X. THE ROLE OF THE SUPERVISORY GUIDE AND RECRUITMENT AND SELECTION PROCEDURES FOR FACULTY POSITIONS IN EXECUTING THE AFFIRMATIVE ACTION PLAN

The Supervisory Guide and Recruitment and Selection Procedures for Faculty Positions contain many University policies, practices, and procedures oriented toward assuring the compliance with and attainment of our affirmative action efforts to recruit and retain qualified women and minorities at La Salle. All department heads and supervisory personnel use these two publications as guides to the action-oriented programs, which assist in achieving the University's affirmative action goals.

Additionally, The Supervisory Guide sets forth the policies, practices, and procedures for

Department Heads and supervisory personnel to use in establishing and maintaining employment relationships that provide fairness, consistency, and due process in both management's policy and practice.

XI. INTERNAL AUDITING AND REPORTING SYSTEM

The Affirmative Action Officer, with the assistance of the Director of Human Resources, routinely monitors employment activity, data, and complaints of discrimination to determine the level of effectiveness and consistency in carrying out the University's policies on nondiscrimination and in achieving its affirmative action goals. Such monitoring includes, but is not limited to, recruitment efforts, applicant flow data, employment offers, promotions, demotions, transfers, position eliminations, and terminations.

If monitoring reveals unsatisfactory performance within a department, the Affirmative Action Officer or the Director of Human Resources will notify the appropriate director, dean, Vice President or Provost and submit recommendations for appropriate corrective action. The implementation of such recommendations will be audited also and further reporting to the appropriate executive officer will occur if an audit reveals unsatisfactory implementation of a

corrective action.

XII. COMMUNITY OUTREACH PROGRAMS

La Salle University is located in the northwest section of Philadelphia on the edge of historic Germantown, one of the oldest neighborhoods in the city. Founded by the Christian Brothers in downtown Philadelphia in 1863, La Salle College moved to its present campus in 1929 and became a university in 1984. In addition to this main campus, La Salle has a satellite campus in Newtown, Bucks County serving 1,000 students.

La Salle derives its name from Saint John Baptist de La Salle, who founded the Brothers of the Christian Schools in late 17th Century France. The order was founded to provide education and career preparation to the poor and working class. La Salle is an independent, coeducational, Catholic university offering 55 graduate and undergraduate degree programs to 5,860 full- and part-time students. Approximately 1,953 students reside on the University's 100-acre campus.

A. Profile of 2005-06 Contributions to the City's Economic Strength

- La Salle Alumni and students – more than 16,000 of the 46,455 La Salle graduates reside in Philadelphia, with nearly 700 living in neighborhoods adjacent to the University. Nearly 2,000 of our students representing one-third of our 5,860 students are city residents and more than 300 are from the neighborhoods within the neighborhoods adjacent to the University.
- La Salle University Employees - 651 employees representing 50% of LaSalle's 1,304 total employees reside within the City limits. 35.1% or 229 of the 651 employees who live in Philadelphia reside within neighborhoods adjacent to the University.
- Financial Impact on City of Philadelphia - Total taxable wages for 2005 exceeded \$45 million. Total amount of wage taxes paid to the City of Philadelphia exceeded \$ 1.8 million. The total amount of payments made to the City of Philadelphia (e.g., water and sewer service, permits, licenses, and certificates) was approximately \$325,000.
- Contributions to City Commerce - In support of local businesses, the University paid in excess of \$17.3 million to city businesses for goods and services. Of that total, nearly \$1 million was paid to businesses in neighborhoods adjacent to La Salle.
- La Salle Expenditures (excluding grants) - The University pays over \$1,100,000 annually for security and safety, including activities, which extend into and assist the immediate community. Among the services provided by La Salle's Security and Safety force is the housing and protection of the neighborhood Red Cross Emergency Response vehicle. Security's Bicycle Patrol also acts as a liaison between the University community and the neighborhood Town Watch association.
- La Salle University spent more than \$14,000 providing an on-campus building and building maintenance for the Buildings Blocks Day Care facility. A large majority of the children enrolled in the Center is from families in the adjacent communities.

B. Profile of Community Outreach and Partnering

- Since 1984, the University's School of Nursing has operated a Neighborhood Nursing Center which have provided home and clinic prenatal services, health screening and follow-up sessions, lead screening and follow-up sessions, substance abuse counseling, immunizations, health services for abused children and women, and school health education. Additional community activities provided by the Center include annual Job Fair, community health fairs, and health programs for low-income senior citizens living in HUD-funded housing. The Neighborhood Nursing Center was the 1996 Archon award recipient, given by the Sigma Theta Tau Nursing Honor Society. It is one of only three organizations that received the award nationally for model programs that have a major impact on their community.
- Since 1981, La Salle's Nonprofit Management Development Center (NMDC) has offered programs for Delaware Valley nonprofit organizations under the auspices of La Salle University's School of Business Administration. NMDC's mission is "to increase the capacity of Delaware Valley nonprofit staff and board members to manage and govern their organizations in a responsible, humanistic manner, so nonprofits can better carry out their nonprofit missions to serve the public good." NMDC works primarily with mid-sized arts, culture, environmental, human service, social justice, and social service organizations with budget ranges from \$50,000 to \$5,000,000. The NMDC draws its consultants and trainers primarily from the LaSalle University academic, professional staff, and alumni community.
- The purpose of the University Ministry and Service Center (UMSC) is to carry out La Salle's mission to "prepare students for informed service and progressive leadership in their communities" and to assist La Salle community members to "openly bear witness to their convictions on world peace and social justice." UMSC conducts ongoing curricular and co-curricular community learning activities that bring students and faculty together in designing and implementing classroom originated community service solutions to neighborhood problems. Currently, La Salle students are engaged in formal volunteer programs serving the community in activities such as neighborhood clean-ups, trash collection and removal, early childhood health services delivery, youth recreation organization, food delivery for the homeless and aged, work with physically- and mentally-challenged children and adults, visitation and support for individuals suffering from AIDS, rebuilding of homes through Habitat for Humanity, and tutoring and mentoring of children from the immediate community who are in foster care. The overwhelming majority of these services were delivered in the city of Philadelphia. Additionally, UMSC works with faculty to incorporate community-learning activities into the coursework of their students. In 1996, the Pennsylvania Campus Compact awarded three of nine Student Community Service Awards to La Salle students for their significant and unique contributions for the betterment of their communities through volunteering and community service. The Adult Learning Project (ALP) serves adult students through offering four ESL (English as a Second Language) and five ABE (Adult Basic Education) courses.
- La Salle is, and always has been, a community facility. Of the 100 acres that comprise its campus, 12 are woods and parks. Neighbors are welcome to and do use the University's facilities for recreation. From early morning until well into the evening, over 577 individuals from the neighborhood have registered to use La Salle's state-of-the-art tennis courts and outdoor jogging track. The University library is open to the community, as are many of the University's meeting and dining facilities throughout the year. Nearly 200 members of the community registered for use of the Library. City and state government officials make use of the University's meeting facilities several times per year, at no cost. Neighborhood and extended community groups have made use of the University's athletic and meeting facilities at reduced or no cost to them.

- In September 1997, La Salle University became the first private university in the country to receive the U.S. Department of Labor's Exemplary Voluntary Efforts (EVE) in Affirmative Action Award. This is what the federal government said about the University as some of the reasons for issuing the award:

“La Salle University is being honored for exemplary efforts to hire, promote and retain a diversified workforce at all levels of its faculty and administrative staff. Located in a predominantly minority neighborhood where the median income is well below the median for the City of Philadelphia, La Salle University has instituted positive community programs that complement a higher education institution. More specifically, La Salle University is recognized for providing the residents of the immediate neighborhood with educational resources and expertise to improve the quality of their lives and to provide experiences in both traditional and non-traditional settings.”

C. Extending Educational Opportunities

- The total amount of La Salle-funded aid given to City of Philadelphia residents in 2005-06 exceeded \$12 million. This is just La Salle dollars, not federal or state grants or loans. The number of students from the Germantown, Logan, Olney, and Wister communities alone who received La Salle-funded aid in 2005-06 is 136 and the amount of La Salle aid they received was over \$1 million. The average La Salle award for city residents in 2005-2006 was more than \$8,500.
- In 2005-2006, La Salle granted 7 partial scholarships and one full-time academic scholarship for residents of the 8th City Council District. These scholarships enable adult residents of the district to return to formal studies in order to enhance academic and life skills, and for degree completion purposes.
- In support of employment and educational opportunities for community residents, 229 persons employed at La Salle reside in adjacent zip codes (the University's most immediate neighbors. In order to facilitate greater educational opportunities for its employees, the University offers tuition remission for all full-time employees for part-time attendance in undergraduate or graduate programs in which they wish to enroll, and tuition remission for full-time attendance in undergraduate programs for their spouses and dependent children. In 2005-06, 178 full-time employees benefited from the tuition remission program and at a benefit value of \$3.0 million.
- As part of our educational mission, we have placed great emphasis on the recruitment of minority and inner-City students. Towards that end, we have provided assistance to organizations that help high school students (and younger) learn the value of remaining in school outreach). La Salle offers five CAOP grants (essentially, full tuition payment) to Philadelphia students, and nearly all ADP (Academic Discovery Program) students are City residents (most of them coming from the Philadelphia public schools). These efforts are yielding meaningful results: Five years ago, minorities accounted for 14.9% of the freshman class. To date, minorities accounted for nearly 22% of the 2006 incoming freshman class.
- The Academic Discovery Program (ADP), a special admissions program at La Salle University, provides free support services for students whose records indicate that they could benefit from extra academic assistance and who also meet certain criteria of financial need. Partially funded by Pennsylvania Act 101, the ADP helps students develop good study habits, establish clear career goals, and compete successfully in the academic setting.

Students who are selected to participate in the ADP must attend a free pre-college summer program before their freshman year, taking courses in mathematics, composition, study skills, and critical thinking. During the academic year, students take courses from the standard curriculum, but are assigned a counselor, tutors, and an academic advisor to support them in their efforts. As much as possible, each student's program is tailored to his or her individual needs.

- The mission of the Multicultural and International Center is to serve as a support and resource for the advancement of cultural pluralism on campus. The Center provides a wide range of services that enhance and support the academic and personal development of students of diverse backgrounds. The Center's library houses information on multicultural leadership, articles and guides for cultural and racial awareness, and scholarship, fellowship, and internship information for students of diverse backgrounds. The Center also works with students, faculty, and staff in matters of cross-cultural or intra-racial relations and to promote multicultural and international education. The Multicultural and International Center is committed to working with the entire campus community to improve awareness of, and appreciation for, racial and cultural diversity in the University and beyond.

D. Support For and Cooperation With the Philadelphia Public School System and Other Academic Support Programs

- La Salle University freshmen, sophomore, and junior education students (secondary and elementary/special education) complete field experiences in the Philadelphia Public Schools each semester. They assist teachers with whole classes, small groups and individuals, including tutoring. Additionally, seniors do two semesters of student teaching. La Salle places both student teachers and student aids in 15 School District of Philadelphia elementary schools and 7 Philadelphia secondary schools at a significant cost savings to the School District and taxpayers.
- La Salle has been working with the Philadelphia Public Schools since 1998 in the GEAR-UP program--in fact La Salle was one of the original signatories. There were four parts to the original grant: in-school/after-school tutoring; college visits to La Salle by the GEAR-UP middle school students; a summer program; and faculty development. The summer programs ran for two years, and the faculty development lasted one year (the programs were not continued by choice of the District). La Salle continues to do the in-school tutoring and the Enhanced College Visits--both of which are successful. La Salle offers the five CAOP grants (essentially full tuition grants) to Philadelphia students and nearly all ADP (Academic Discovery Program) students are Philadelphia students, with most of them coming from the Philadelphia public schools.
- In 2005-2006, La Salle's Athletic Department and Alumni Association "adopted" Logan Elementary School. The end result was the creation of a Computer Lab and a student mentoring program, along with physical facilities support activity. The entire school and faculty were guests of the University at a men's intercollegiate basketball game in January

2006. This University Alumni Association and Athletic Department are working with the Logan Elementary School Administration to deepen and expand the relationship.

- La Salle Neighborhood Nursing Center Conducts programs and provides services in public, parochial and charter schools within the City of Philadelphia (and Bucks County as well). Public Health Graduate and Undergraduate Students perform much of the work in question, which targets school age children and specific public health and educational needs. La Salle Nursing students have provided immunization services to under-immunized children so that they can start and stay in school. The University provides outreach workers, nursing center staff, and faculty to work with Public School Nurses to immunize children and involve them in primary care programs. Uninsured children are targets of two funded projects of La Salle's Nursing School. Outreach workers and AmeriCorps workers work with School Nurses in schools in zip codes 19120, 19111, 19138, 19140, 19141, 19144, 19150 and adjacent neighborhoods to identify and enroll children in the appropriate health care plan (Medicaid and CHIP).

XIII. APPENDICES

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	Part-Time Employees	79

APPENDIX A

JOB GROUPS

All positions other than full-time faculty have been categorized into one of six job groups. Each of the six job groups are determined by the primary occupational activity of the position within the group as defined by the federal government in the "Higher Education Staff Information Report" known commonly as the IPEDS-S Report. The six job groups for all part and full-time positions other than full-time faculty are: executive/administrative/ managerial; skilled trades; technical/paraprofessional; secretarial/clerical; service/custodial; and lecturer.

All full-time faculty positions have been categorized into three job groups based on the academic discipline of the doctorate degree required of the position(s). The three job groups are: life science, physical sciences, and other professional as defined by the National Research Council.

APPENDIX B

2006-07 AVAILABILITY ANALYSIS BY JOB GROUP

I. Executive/Administrative/Managerial

La Salle University		AVAILABILITY COMPUTATION FORM					
IPED-S CATEGORY: EXECUTIVE/ADMINISTRATIVE/MANAGERIAL			JOB TITLE: See attached table				
JOB GROUP: Executive/Administrative/Managerial							
Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN IMMEDIATE LABOR AREA	40.9%	42.0%	17.2%	48.2%	42.0%	20.2%	Census 2000 EEO Tabulation Tables, Philadelphia County, Officials/Administrators
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	16.1%	38.0%	6.1%	38.9%	38.0%	14.8%	Census 2000 EEO Tabulation Tables, Philadelphia, PA - NJ PMSA, Officials/Administrators
3. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable. There is virtually no movement across job groups at La Salle.
4. PERCENTAGE OF MINORITIES AND WOMEN AT INSTITUTIONS PROVIDING TRAINING IN REQUISITE SKILLS	18.7%	20.0%	3.7%	56.0%	20.0%	11.2%	Digest of Educational Statistics' 2002, Tables 193 and 209
5. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
Final Availability			27.0%			46.2%	

JOB TITLES: Executive/Administrative/Managerial

Academic Advisor
Access Services Librarian
Accompanist
Administrative Assistant for Men's Basketball
Administrative Director of ESE Major
Administrative Director of SE Major
Administrator
Admissions Counselor
Adult Basic Education Coordinator
Adult Learning Project Instructor
Advancement Assistant
Advancement Services Manager
Advisor
Advisor, Gospel Choir
Advisor to the Jazz and Pep Bands
AEP Counselor/ Advisor
Assistant Athletic Trainer I
Assistant Athletic Trainer II
Assistant Baseball Coach
Assistant Bursar
Assistant Comptroller for Bursar Operations
Assistant Comptroller for Grants Management
Assistant Dean of Students
Assistant Dean, Arts and Sciences
Assistant Dean, Business Administration
Assistant Dean, Nursing
Assistant Dean of Students
Assistant Director
Assistant Director of Academic Discovery Program
Assistant Director of Academic Support Services for Student Athletes
Assistant Director of Accounting and Budgets
Assistant Director of Accounts Payable and Purchasing
Assistant Director of Advancement Services
Assistant Director of Alumni
Assistant Director of Alumni for Class Programs
Assistant Director of Alumni for Clubs and Chapters
Assistant Director of Annual Fund
Assistant Director of Athletics for Advancement
Assistant Director of BUSCA Program
Assistant Director of Continuing Studies
Assistant Director of E-Commerce Institute
Assistant Director of Food Services
Assistant Director of Human Resources
Assistant Director of MBA Program
Assistant Director of Operations
Assistant Director of Physical Facilities
Assistant Director of Project Teamwork
Assistant Director of Research
Assistant Director of Security and Safety
Assistant Director of Sports Information
Assistant Director of Student Financial Services
Assistant Director of University Communications
Assistant Director of University Communications,

Manager of Publications
Assistant Football Coach
Assistant La Crosse Coach
Assistant Manager of Food Services
Assistant Manager of Intermissions
Assistant Men's Basketball Coach
Assistant Men's Crew Coach
Assistant Men's Soccer Coach
Assistant Men's Track Coach
Assistant Men's Swimming Coach
Assistant Men's/Women's Swimming Coach
Assistant Production Manager
Assistant Provost for Administration
Assistant Provost for Learning Support and Faculty Development
Assistant Registrar
Assistant Softball Coach
Assistant to the Director of Campus Recreation
Assistant to the Registrar
Assistant Trainer
Assistant Vice President for Advancement Services
Assistant Vice President for Alumni Relations
Assistant Vice President for Enrollment Services
Assistant Vice President for Business Affairs and Affirmative Action Officer
Assistant Vice President for Government and Community Relations
Assistant Vice President for Marketing and Communications
Assistant Volleyball Coach
Assistant Women's Basketball Coach
Assistant Women's Crew Coach
Assistant Women's Soccer Coach
Assistant Women's Swimming Coach
Assistant Women's Track Coach
Associate Dean of Admissions and Financial Aid
Associate Dean of Arts and Sciences
Associate Dean of Business Administration
Associate Director
Associate Director of Annual Fund
Associate Director of Athletics
Associate Director of Career Services
Associate Director of Community Development
Associate Director of Continuing Studies
Associate Director of Health Programs
Associate Director of Human Resources
Associate Director of Marketing and Enrollment for Graduate and Adult Programs
Associate Director of Student Financial Services
Associate Director of Undergraduate Admissions
Associate Director of University Ministry and Services
Associate Men's Basketball Coach
Associate Registrar
Athletic Facilities Assistant
Athletic Service Manager

Baseball Coach	Director of Corporate/Foundations Relations
Career Counselor	Director of E-Commerce Institute
Cash Management Administrator	Director of Food Services
Catering Manager	Director of Graduate Religion
Cheerleading and Dance Team Coach	Director of Grants, Research Support
Clinical Supervisor	Director of Grimoire
Club and Chapter Officer	Director of Health Programs
Collection Development Librarian/Head of Acquisitions	Director of Human Resources
Community Coordinator	Director of Information Technology
Community Development Associate	Director of Institutional Research
Community Liaison	Director of Intercollegiate Athletics and Recreational Sports
Community Outreach Worker	Director of International Programs
Community Services Coordinator	Director of Jazz Band
Comptroller	Director of La Salle Singers
Consulting/Board Services Coordinator	Director of Major Gifts
Coordinator of Alcohol and other Drug Programs	Director of Marketing and Enrollment for Graduate and Adult Programs
Coordinator of Conferences and Guest Services	Director of Marketing and Group Relations
Coordinator of Distributive Education	Director of MBA Program
Coordinator of Finance and Human Resources Systems	Director of Multimedia Services
Coordinator of Leadership and New Student Programs	Director of Nutrition Program
Coordinator of Tutorial Services	Director of Operations
Coordinator of Undergraduate Nursing Program	Director of Payroll
Counseling Educator	Director of Pep Band
Counseling Psychologist	Director of Physical Facilities
Counselor	Director of Project Teamwork
Counselor, BUSCA Program	Director of Prospect Research
Curator of Art Gallery	Director of Publications
Dean of Admissions and Financial Aid	Director of Security and Safety
Dean of Arts and Sciences	Director of Sheekey Writing Center
Dean of Business Administration	Director of Speech, Language, and Hearing Program
Dean of Nursing	Director of Sports Medicine and Head Trainer
Dean of Professional Studies	Director of Student Athletes Advisory
Dean of Students	Director of Student Financial Services
Development Manager	Director of University Events
Director	Director of University Ministry and Service
Director of Academic Discovery Program	Director of Women's Crew
Director of Accounting and Budgets	Executive Assistant to the President
Director of Accounts Payable and Purchasing	Executive Chef
Director of Administrative Services	Executive Director of NMDC Center
Director of Annual Fund	Facilities Manager
Director of Art Gallery	Faculty Athletics Representative
Director of Athletic Communications and Sports Information	Family Nurse Practitioner
Director of Athletics Business Affairs	Field Hockey Coach
Director of Bucks County Center	Financial Aid Counselor
Director of BUSCA Program	Financial and Resource Manager
Director of Campus Recreation and Fitness	Football Coach
Director of Career Services	Golf Coach
Director of Clinical Center	Graphics Designer
Director of Clinical-Counseling Psychology Program	Head of Cataloging/Systems Librarian
Director of Collegian	Head of Reference
Director of Compliance and Student Athlete Services	Housing Services Coordinator
Director of Connelly Library	International Education Associate
Director of Continuing Studies	Job Development Counselor
Director of Duplicating and Mail Services	

Laboratory Coordinator, Biology and ISBT
 Laboratory Technician
 Manager of Food Services
 Manager of ID and Gold Card Office
 Manager/Staff Writer
 Media Services Librarian
 Medical Assistant
 Men's Basketball Coach
 Men's Crew Coach
 Men's Diving Coach
 Men's Soccer Coach
 Men's Swimming Coach
 Men's Tennis Coach
 Men's Track/Cross Country Coach
 Multicultural Education Coordinator
 Nurse Practitioner
 President
 Producer Channel 56
 Production Manager
 Program Administrator for M.A. Professional
 Communications - Prague
 Program Associate
 Program Coordinator
 Program Development Specialist
 Project Manager
 Provost
 Public Health Nurse
 Public Health Nurse/Operations Coordinator
 Recreation Assistant/Intramurals
 Reference Librarian
 Reference Librarian/Bibliographic Instruction Coordinator
 Reference Librarian/ILL Librarian
 Reference Librarian/On-Line Services Coordinator
 Registrar
 Resident Director
 Resource Developer
 Secretary of University Council
 Site Director
 Social Worker
 Softball Coach
 Speech Language Pathologist/Field Supervisor
 Sports Information/Athletics Communication Assistant
 Strength and Conditioning Coordinator/Trainer Assistant
 Substance Abuse Counselor
 Superintendent of Custodial Services
 Superintendent of Grounds Maintenance
 Superintendent of Maintenance and Repairs
 Technological Supervisor of IAT Program
 Tutor
 Training Education Program Director/Resource
 Developer
 University Archivist
 University Minister
 Union Services Director
 Vice President for Business Affairs

Vice President for Enrollment Services
 Vice President for University Advancement
 Volleyball Coach
 Volunteer Manager
 Women's Basketball Coach
 Women's Crew Coach
 Women's Diving Coach
 Women's La Crosse Coach
 Women's Soccer Coach
 Women's Swimming Coach
 Women's Tennis Coach
 Women's Track/Cross Country Coach

II. Secretarial/Clerical

La Salle University		AVAILABILITY COMPUTATION FORM					
IPED-S CATEGORY: SECRETARIAL/CLERICAL		JOB TITLE: See attached table					
JOB GROUP: SECRETARIAL/CLERICAL							
Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN IMMEDIATE LABOR AREA	51.6%	80.0%	41.2%	68.4%	80.0%	54.7%	Census 2000 EEO Tabulation Tables, Philadelphia County, Administrative Support (including clerical)
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	24.6%	20.0%	4.9%	68.1%	20.0%	13.6%	Census 2000 EEO Tabulation Tables, Philadelphia, PA - NJ PMSA, Administrative Support (including clerical)
3. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable. There is virtually no movement across job groups at La Salle
4. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
FINAL AVAILABILITY			46.1%			68.3%	

JOB TITLES: Secretarial/Clerical

Accounting Assistant I
Accounting Assistant II
Accounts Payable and Purchasing Clerk
Accounts Payable and Purchasing Supervisor
Administrative Assistant I
Administrative Assistant II
Advancement Services Supervisor
Apprentice Printer
Assistant Printer
Athletic Services Assistant
Benefits Assistant
Benefits and Salary and Wage Supervisor
Bibliographic Assistant
Business Services Administrative Assistant
Cashier
Circulation Supervisor
Clerk, General
Computer Operator I
Computer Operator II
Data Entry Clerk
Data Base Coordinator
Data Entry Coordinator
Duplicating Operator
Executive Secretary
General Assistant
Head Cashier
Housing Services Assistant
Human Resources/Payroll Assistant
ID/Gold Card Clerk
Interlibrary Loan Assistant
Library Stack Supervisor
Library Technician
Mailroom Supervisor
Mailroom/Duplicating Clerk
Media Services Technical Supervisor
Office Coordinator
Office Manager
Operator/Dispatcher
Periodicals Assistant
Printing Coordinator
Receptionist
Recruiting Manager
Secretary I
Secretary II
Secretary III
Security Monitor
Senior Human Resources/Payroll Assistant
Serials Technician
Student Loan Clerk
Student Loan Officer
Supervisor, Accounts Receivable
Systems Assistant
Union Services Assistant

II. Technical/Paraprofessional

La Salle University		AVAILABILITY COMPUTATION FORM					
IPED-S CATEGORY: TECHNICAL/PARAPROFESSIONAL		JOB TITLE: See attached table					
JOB GROUP: TECHNICAL/PARAPROFESSIONAL							
Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN IMMEDIATE LABOR AREA	50.3%	48.0%	24.1%	64.8%	48.0%	31.1%	Census 2000 EEO Tabulation Tables, Philadelphia County, Technicians
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	25.9%	32.0%	8.3%	60.0%	32.0%	19.2%	Census 2000 EEO Tabulation Tables, Philadelphia, PA - NJ PMSA, Technicians
3. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable. There is virtually no movement across job groups at La Salle
4. PERCENTAGE OF MINORITIES AND WOMEN AT INSTITUTIONS PROVIDING TRAINING IN REQUISITE SKILLS	18.7%	20.0%	3.7%	56.0%	20.0%	11.2%	Digest of Educational Statistics' 2002, Tables 193 and 209
5. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
FINAL AVAILABILITY			36.1%			61.5%	

JOB TITLES: Technical/Paraprofessional

Advancement InformationTechnology Officer
Business Intelligence Analyst
Communications Technician
Database Manager
Human Resources Systems Analyst
Information Systems Analyst for Business Affairs
Instructional Computing Consultant
ISBT Technician
LAN Manager
Library/IT Technician
Manager of Administrative Systems and Programs/Finance Systems Programmer
Operations Manager
PC Hardware Technician
PC/LAN Technician
PC Technician
Programmer Analyst
Programmer Analyst for Student Systems
Project Manager for Financial Systems
RES/NET Technology Coordinator
Senior PC Hardware Technician
Senior Programmer/Analyst
Senior Technical Advisor
Software Specialist
Technical Assistant
Technical Operations Manager
Technical Specialist
Technical Specialist for Loan Processing
Web Designer
Web Manager

IV. Skilled Trades

La Salle University		AVAILABILITY COMPUTATION FORM					
IPED-S CATEGORY: SKILLED TRADES		JOB TITLE: See attached table					
JOB GROUP: SKILLED TRADES							
Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN IMMEDIATE LABOR AREA	42.5%	69.0%	29.3%	8.4%	69.0%	5.8%	Census 2000 EEO Tabulation Tables, Philadelphia County, Skilled Crafts
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	18.2%	11.0%	2.0%	6.3%	11.0%	1.0%	Census 2000 EEO Tabulation Tables, Philadelphia, PA - NJ PMSA, Skilled Crafts
3. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable. There is virtually no movement across job groups at La Salle.
4. PERCENTAGE OF MINORITIES AND WOMEN AT INSTITUTIONS PROVIDING TRAINING IN REQUISITE SKILLS	83.6%	20.0%	16.7%	36.3%	20.0%	7.3%	Pennsylvania Department of Education, Bureau of Vocational Technical Education, Secondary, 1999-00: Philadelphia County (See attached note)
5. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
FINAL AVAILABILITY			48.0%			14.1%	

The following agencies were contacted in regards to the percent of women and minorities who attended or graduated from vocational schools or apprenticeship programs in Philadelphia County during the recent past:

1. Pennsylvania Department of Education (717-787-2644). This agency had information on the number of women and minorities who attend Vocational-Technical Education Institutes. This information is attached and was used in Factor 4 of the Availability Analysis.

JOB TITLES: Skilled Trades

Arborist

Chef

Cook I

Electrician Technician

Lead Mechanic

Mechanic I

Mechanic II

Mechanic III

Painter II

Printer

Retail Supervisor

Supervisor - Food Services

V. Service/Maintenance

La Salle University		AVAILABILITY COMPUTATION FORM					
IPED-S CATEGORY: SERVICE/MAINTENANCE		JOB TITLE: See attached table					
JOB GROUP: SERVICE/MAINTENANCE							
Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN IMMEDIATE LABOR AREA	64.2%	90.0%	57.8%	43.4%	90.0%	39.1%	Census 2000 EEO Tabulation Tables, Philadelphia County, Service/Maintenance
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	37.1%	10.0%	3.7 %	41.8%	10.0%	4.2%	Census 2000 EEO Tabulation Tables, Philadelphia, PA - NJ PMSA, Service/Maintenance
3. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable. There is virtually no movement across job groups at La Salle.
4. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
FINAL AVAILABILITY			61.5%			43.3%	

JOB TITLES: Service/Maintenance

Captain
Cashier
Cashier/Serving Line Attendant
Community Patrol Officer
Cook II
Custodian
Driver
Food Service Worker
Groundskeeper I
Groundskeeper II
Investigation and Safety Supervisor
Lieutenant
Lieutenant Liaison
Painter I
Patrol Manager
Receiver
Security Officer
Security Officer - Certified
Sergeant
Serving Line Attendant
Shift Leader
Shift Supervisor
Special Activities
Stockroom Attendant
Traffic Sergeant
Truck Driver
Unit Leader
Utility
Vending Route Person

VI. Lecturers

La Salle University		AVAILABILITY COMPUTATION FORM					
IPED-S CATEGORY: LECTURERS		JOB TITLE: Lecturer					
JOB GROUP: LECTURERS							
Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN IMMEDIATE LABOR AREA	39.5%	37.0%	14.6%	56.7%	37.0%	21.0%	Census 2000 EEO Tabulation Tables, Philadelphia County, Professionals (includes Teachers, Post-secondary education)
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	14.5%	43.0%	6.2%	53.7%	43.0%	23.1%	Census 2000 EEO Tabulation Tables, Philadelphia, PA - NJ PMSA, Professionals (includes Teachers, Post-secondary education)
3. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable. There is virtually no movement across job groups at La Salle.
4. PERCENTAGE OF MINORITIES AND WOMEN AT INSTITUTIONS PROVIDING TRAINING IN REQUISITE SKILLS	31.6%	20.0%	6.3%	58.5%	20.0%	11.7%	Masters Degrees Conferred by Institutions of Higher Education, United States, 2000-01, Table 268. (Digest of Educational Statistics' 2002)
5. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
FINAL AVAILABILITY			27.1%			55.8%	

VII. FACULTY

La Salle University		EIGHT FACTOR AVAILABILITY COMPUTATION FORM					
IPED-S CATEGORY: FACULTY		JOB TITLE: Instructor, Assistant Professor, Associate Professor, Professor					
JOB GROUP: LIFE SCIENCES							
Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	15.8%	50.0%	7.9%	45.0%	50.0%	22.8%	National Research Council, Doctorates awarded to United States Citizens and Permanent Residents, by Race, Gender, Life Sciences; 1997
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
3. PERCENTAGE OF MINORITIES AND WOMEN AT INSTITUTIONS PROVIDING TRAINING IN REQUISITE SKILLS	17.5%	50.0%	8.8%	47.7%	50.0%	23.9%	National Research Council, Doctorates awarded to United States Citizens and Permanent Residents, by Race, Gender, Life Sciences; 2002
4. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
FINAL AVAILABILITY			16.7%			46.4%	

IPED-S CATEGORY: FACULTY **JOB TITLE: Instructor, Assistant Professor, Associate Professor, Professor**

JOB GROUP: PHYSICAL SCIENCES

Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	15.7%	50.0%	7.9%	22.3%	50.0%	11.2%	National Research Council, Doctorates awarded to United States Citizens and Permanent Residents, by Race, Gender, Physical Sciences; 1997
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
3. PERCENTAGE OF MINORITIES AND WOMEN AT INSTITUTIONS PROVIDING TRAINING IN REQUISITE SKILLS	16.4%	50.0%	8.2%	26.9%	50.0%	13.5%	National Research Council, Doctorates awarded to United States Citizens and Permanent Residents, by Race, Gender, Physical Sciences; 2002
4. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
FINAL AVAILABILITY			16.1%			24.7%	

IPED-S CATEGORY: FACULTY		JOB TITLE: Instructor, Assistant Professor, Associate Professor, Professor					
JOB GROUP: PROFESSIONAL/OTHER FIELDS							
Factor	Minorities			Women			Source/Reason for Statistic and Weighting Factor
	Avail. (%)	Value Weight	Weighted Factor	Avail. (%)	Value Weight	Weighted Factor	
1. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE HAVING REQUISITE SKILLS IN REASONABLE RECRUITMENT AREA	16.8%	50.0%	8.4%	38.6%	50.0%	19.3%	National Research Council, Doctorates awarded to United States Citizens and Permanent Residents, by Race, Gender, Professional/Other Fields; 1997
2. PERCENTAGE OF MINORITIES AND WOMEN AMONG THOSE PROMOTABLE OR TRANSFERABLE WITHIN FACILITY	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
3. PERCENTAGE OF MINORITIES AND WOMEN AT INSTITUTIONS PROVIDING TRAINING IN REQUISITE SKILLS	19.4%	50.0%	9.7%	46.4%	50.0%	23.2%	National Research Council, Doctorates awarded to United States Citizens and Permanent Residents, by Race, Gender, Professional/Other Fields; 2002
4. PERCENT OF MINORITIES AND WOMEN AMONG THOSE AT FACILITY WHOM CONTRACTOR CAN TRAIN IN REQUISITE SKILLS	N/A	0.0%	0.0%	N/A	0.0%	0.0%	Not Applicable
FINAL AVAILABILITY			18.1%			42.5%	

APPENDIX C

2005-06 UTILIZATION ANALYSIS AND 2006-07 GOALS

I. FULL-TIME EMPLOYEES