



Affirmative Action Plan

**Analysis of Plan Year
September 2016 – August 2017**

Goals for September 2017 - August 2018

June 19, 2018

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MESSAGE FROM THE PRESIDENT

"Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith."

The Belmont University mission statement, seen above, emphasizes our goal as an institution of higher education to empower men and women of *diverse* backgrounds. We recognize that to fully accomplish our mission, we must as an institution reflect the diversity in the world around us in order to best understand and meet that world's needs. Our people provide the heart of Belmont University, and so our faculty and staff must broadly represent the array of perspectives we encounter every day. In furtherance of this mission, Belmont University promotes equal employment opportunities to all qualified persons without regard to race, color, national origin, sex, disability, military service or sexual orientation. Through the enclosed affirmative action plan, we stand committed to reaching our goals in hiring and retaining persons who are members of groups not adequately represented among our current faculty, staff and administration.

Belmont University continues to make progress toward our goals, but we must continue to be diligent in our efforts. The University is committed to the work of the Welcome Home Diversity Council, a key campus-wide team that has been working on diversity and inclusion related ideals for many years. The Committee is "committed to embracing and fostering a culture characterized by rich diversity, an inclusive spirit and a welcoming environment that demonstrates respect, dignity and compassion."

I believe that this plan remains an important means to enable us to more faithfully live out our mission of providing an academically challenging education in a Christian community. As the composition of Belmont's faculty and staff increasingly mirrors the broader culture, our students will experience the global interactions that are shaping the future.

As president, I pledge my personal commitment to the values and objectives embodied in this plan. In addition, I affirm Belmont's historic and ongoing dedication to the principles of nondiscrimination and equal opportunity stated below:

- In compliance with federal law including Title VII of the Civil Rights Act of 1964, provisions of Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veterans Readjustment Assistance Act of 1974 amended 1976 (VEVRAA), the 1998 Veterans Employment Opportunity Act and the Jobs for Veterans Act of 2002, Belmont University does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, military service, or sexual orientation in its administration of educational policies, programs or activities; its admissions policies; or employment.
- Belmont University bases employment decisions in accord with principles of equal employment opportunity as outlined in the plan and will take affirmative action to achieve our goals.
- Belmont University's actions in relation to personnel policies and practices including transfers and promotions, compensation, benefits and training will be administered without regard to race, sex, color, national or ethnic origin, age, disability, military service or sexual orientation.

The members of the senior leadership team assist me in administering the provisions of this plan. They are responsible for assuring that the University's policy is carried out within their respective administrative areas. The Director of Human Resources monitors the University's compliance with equal employment opportunity and affirmative action laws and coordinates and implements the provisions of the affirmative action plan.

Sincerely,

Robert C. Fisher
President
Belmont University

Affirmative Action Plan for Women and Minorities

Introduction

Belmont University is committed to good faith affirmative action effort and equal opportunity in all aspects of employment, including recruitment, selection, placement, training, promotion, transfer, terminations, compensation, and working conditions. This Affirmative Action Plan reflects that commitment. This plan was developed to meet both the spirit and letter of all applicable federal and state laws concerning affirmative action and equal employment opportunity, including Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972 and Executive Order 11246. In addition to meeting federal requirements, this document is intended to provide assistance to employees and supervisors for understanding and applying affirmative action and equal opportunity policy and procedures.

Policy Statement

It is the policy of Belmont University to promote the realization of equal employment opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal employment opportunity without regard to race, color, sex, national or ethnic origin, age, sexual orientation, disability, or military service. To that end, the Equal Employment Opportunity Policy Statement has been developed and is included in the Employee Handbook, Faculty Handbook, is on the Belmont website, and will be included in orientation for new faculty and staff. Belmont University holds increasing the diversity of its students, faculty, staff and trustees as an integral part of its vision statements. The EEO policy statement, the University's mission, vision and values statements are included as Exhibit A. Additionally, increasing diversity and supporting inclusion within our campus community is a part of Belmont University's five-year strategic plan, Vision 2020, specifically mentioned in one of the ten [Common Guiding Principles](#). The EEO policy and our commitment to increasing our diversity are affirmed by the President of this University in the introductory letter to this Affirmative Action Plan.

Appointment of EEO Coordinator

Responsibility for implementation of all affirmative action programs is placed in an EEO Coordinator. Leslie Lenser, Sr. Director of Human Resources, has been appointed EEO Coordinator for Belmont University. Her name will appear on all internal and external communications regarding the University's Affirmative Action programs.

The EEO Coordinator will be given necessary senior leadership support and staffing to execute this assignment. The EEO Coordinator has been given specific responsibility to:

- Develop policy statements, affirmative action programs, internal and external communication techniques and monitoring systems.
- Assist management in arriving at solutions to problems.
- Design and implement audit and reporting systems which will measure the effectiveness of the Affirmative Action Program, indicate need for remedial action, if any, and determine whether the goals and objectives have been obtained.
- Serve as liaison between the University and enforcement agencies.

- Serve as the Deputy Title IX Coordinator with primary responsibility for Title IX issues for staff and faculty on campus. The Title IX Coordinator for Belmont University has primary responsibility for all student related issues.
- Serve as liaison between the University and private and public employment services for recruiting of minority groups and women, as well as minority organizations, women's organizations and community action groups concerning the employment opportunities of minorities and women.
- Keep management informed of latest developments in the entire equal employment opportunity area
- Assist in identifying problem areas and establishment of the University's goals and objectives.
- Advise supervisors that their equal employment opportunity efforts will be a part of their performance evaluations.

Identification of problem areas

In order to more effectively utilize its resources in establishing programs, the University conducts a number of analyses in order to identify problem areas.

- To comply with federal regulations on the definitions of ethnicity and race, all applicants are asked to voluntarily self-identify their ethnicity (Hispanic or not) and their race or races (Black or African American, American Indian or Alaska Native, White, Asian, or Native Hawaiian or Other Pacific Islander). The summary information of the workforce by minority group status includes those who chose two or more races or ethnicities as "other". Detailed information is kept within a database. A statistical analysis of the workforce by minority group status and sex has been made at least annually. The summary of the workforce analysis is on pages 11-14.
- The EEO Coordinator has reviewed the composition of the applicant flow by minority group status and sex at least twice a year. The University maintains a database of application information, indicating the name of the applicant, the minority group status, the sex of the applicant, the job applied for, and the recruiting source. The voluntary demographic information is obtained as part of the online application from those applicants who provide it. PeopleAdmin is the vendor for the Belmont Jobs Online system and all applicant information is stored permanently on servers as part of the vendor agreement. At least every six months, the contents of this database are summarized by job group, and the applicant flow is compared with the availability analysis figures. Tables summarizing the applicant flow results (Exhibit B) and recruiting sources are also included (Exhibit C).
- Belmont continues to explore ways to increase the visibility of job openings to obtain a larger and more diverse pool of qualified applicants. Belmont Jobs Online is used for all staff, faculty and adjunct instructor job postings. Similar systems are in use by 700+ colleges and government organizations nationwide. In the last plan year, the total number of unique applicants was 6118 with 961 minority applicants, and 227 of unknown race/ethnicity. Minority applicants represent 15.7% of the total.
- Interested individuals can apply for Belmont University job openings from any computer in the world. Online training for all applicants is provided. The Office of Human Resources publishes its phone number and email address on its website. The HR Office provides printed instructional materials and HR staff will provide one-on-one training and assistance as needed for anyone requesting it.
- The University has analyzed each of its position descriptions, position titles, worker specifications, application forms, interview procedures, test administration, test validity, referral procedures, final selection process and similar processes to determine whether any of them have factors interfering with the hiring and advancement of qualified minorities and women. Staff position descriptions are reviewed annually by both the employee and their manager as part of the performance management program and updated as needed.
- The University analyzes its internal personnel practices annually including the hiring process, transfers and promotions and terminations. (Exhibit D)

- The EEO Coordinator is told of all involuntary terminations prior to the termination. A progressive discipline approach is encouraged for all performance-related work issues prior to termination. Confidential online exit surveys are given to each staff and faculty member who leaves the University. The University analyzes information about employees who are terminated on an annual basis to ascertain the causes of termination and to look for any departmental trends that would indicate unfair treatment or discriminatory practices.
- All staff job openings are posted on the Belmont Jobs Online system and depending on the position may be posted on higherjobs.com, the Chronicle of Higher Education online, and selected other online sites relevant to the position. First priority is given to qualified internal candidates for all staff jobs. The posting policy is available in the employee handbook and is part of the training for search committees. Supervisors are required to attend Legal Wellness training programs. In addition, a member of the Office of Human Resources serves as an internal consultant for each open staff position.
- All faculty job openings are posted on the Belmont Jobs Online system. All tenure track faculty job openings are posted on higherjobs.com, the Chronicle of Higher Education online, and selected other online sites with national academic publications, many of which specifically target qualified minority or women candidates. Discussions are held with each faculty search committee to address ways to advertise to a diverse population and a member of the Office of Human Resources serves as an internal consultant for each open faculty position. For example, higherjobs.com has a database of over 300,000+ individuals who are interested in working for organizations that have an affirmative action plan or value diversity. Belmont purchases a package of targeted emails that are sent to this group on a regular basis with information about current faculty and selected staff open positions. This past year 39 jobs were marketed via email to this group. Current advertising venues are listed in Exhibit C. The EEO Coordinator analyzes recruitment methods and conducts cost analyses on these.
- The Office of Human Resources along with the Office of Communications regularly updates web pages for Belmont University entitled [Diversity and Global Engagement](#). This website includes a link to the current Affirmative Action Plan, the Welcome Home Team Initiative, MLK Programs, Black History Month and other programming, Diversity Resources, news stories about Belmont, diversity and our community, and a direct link to Belmont's Vision 2020 strategic plan. Several Human Resources webpages are geared toward applicants. On [Why Work at Belmont](#), a number of staff and faculty including several diverse staff and faculty volunteered to participate under the [Meet our Faculty](#) and [Meet our Staff](#) webpages. They each responded to questions about what it is like to work at Belmont and have agreed to respond to any applicant who may have questions.
- All University facilities, University sponsored recreation and social events, and special programs such as educational assistance are available to all University employees without regard to minority group status or sex.
- The University has reviewed its training programs, both formal and informal, to ensure they are nondiscriminatory. These programs will be analyzed annually. The University offers a wide variety of programs for staff, faculty and the greater Nashville community targeted toward topics of interest to a diverse population.
- All technical phases of compliance have been reviewed annually. Belmont has ascertained that the work force attitude is conducive to the principles of affirmative action and to nondiscriminatory treatment for all employees regardless of minority group status or sex. The University provides access to and requires training focusing on awareness and prevention of all forms of harassment. The Director of Organizational Development solicits feedback from the University community and encourages on-going dialogue through employee surveys, focus groups, lunch discussions and other training sessions covering diversity-related issues.
- Availability statistics are updated annually and utilization analysis is performed. Most staff job groups showed no underutilization for women or minorities. Job groups for staff positions needing progress in decreasing underutilization of women are in senior leadership, administrative management positions,

technician positions, and facilities management services supervisors. Underutilization for women at the Professor level is seen but has decreased over the last several years and is now only 1.

- Staff job groups needing continued progress in decreasing underutilization for minorities include athletics, manager facilities management and security, technicians, and entry-level administrative support positions.
- The University continues to work on decreasing faculty underutilization for minorities particularly at the Assistant Professor level (underutilized by 2), which is typically the rank for newly hired tenure track faculty members. Over time and through the tenure process, the increase in diversity is slowing in the more senior levels of faculty, although there continues to be underutilization in all ranks. Part of the increase in the underutilization at the Professor level is the increase in internal availability at the Associate Professor level. The total number of minorities within the regular faculty is 49.
- The availability percent used for Adjuncts was updated (from 15.4% to 17.3%) using data from the 2010 Census for individuals with graduate or professional degrees in the Nashville MSA. This number includes an unknown number of medical doctors and Belmont does not have a medical school nor does it hire MD's. Thus, the availability number is inaccurately high. The underutilization for Adjunct Instructors has improved from 45 in prior year to 25 in current report. This will continue to be a main area of emphasis. The Office of Human Resources along with the Welcome Home Diversity Council, the RED Team, the Provost Office and the Provost Council continue to address this in conversations and plans for the upcoming year.
- Exhibit C provides information on how applicants heard about open positions at Belmont from online ads and other sources. The Utilization tables are found on pages 46 - 51.

Selected Belmont University Outreach Efforts

The following summary, though not exhaustive, includes a comprehensive list of completed University initiatives, related to diversity and inclusion, since 2000. Those listed first are the most recent.

- The [Welcome Home Team](#) (WHT) began in 2010 and includes a cross functional and diverse group of employees and students. Its vision statement reads, “Through the work of the Welcome Home Team, Belmont University will strive to become a model for creating and sustaining a culture of racial and ethnic diversity, producing a welcoming environment among its students, faculty and staff.” Since its creation, the team has developed a number of goals and action plans which are viewable on the website under [Diversity and Global Engagement](#). After some campus-wide changes in the last year, the Welcome Home Team's name has changed to the RED Team which stands for Racial and Ethnic Diversity Team. This team meets biweekly to discuss these projects and additional diversity related initiatives. Beyond these efforts related to racial and ethnic diversity, Belmont formed The Welcome Home Diversity Council in 2017. This interdisciplinary team is made up of faculty, staff, students and administrators who work to ensure campus embraces and fosters a culture characterized by rich diversity, an inclusive spirit and a welcome environment that demonstrates respect, dignity and compassion. The WHDC continues to sponsor Belmont's annual Diversity Week. A number of activities for students, faculty and staff are scheduled to promote Belmont's dedication to promoting diversity and an inclusive campus environment.
- In the Summer of 2017, the Welcome Home Diversity Council launched the Belmont State of Mind, Initiative for Diversity and Inclusion, campus's overarching tagline for all diversity and inclusion related efforts. The Belmont State of Mind is inclusive, it's celebratory, it's open-minded and welcoming, it's transparent and honors differences, it challenges ideals and encourages dialogue—these major tenets of the Belmont community have always been in place, but the WHDC is eager to bring them to the forefront. The WHDC has devoted its time, efforts and resources to recognizing, publicizing and celebrating the Belmont State of Mind throughout campus and continues to encourage all members of the Belmont community to do the same.

- Belmont University welcomed the first group of 26 “[Bridges to Belmont](#)” scholars in the summer of 2013. Now in its fifth year, the program has more than 100 total scholars. The program is the result of a deliberate effort on the part of Belmont’s administration to engage inner-city students with the University. All of these students’ expenses—tuition, room, board, required fees and books—that are not covered by state or federal grant resources are provided via scholarships from Belmont for four consecutive academic years. In addition to the full scholarships, the Bridges to Belmont program focuses on creating an academic support/success and service environment to empower students’ personal passion to meet the needs of the world. Bridges scholars participate in a Summer Academy experience that affords them the opportunity to live on campus while taking courses for credit.
- The Bridges to Belmont Summer Academy seeks to engage scholars academically and in a co-curricular manner. Programming for the Summer Academy focuses on quantitative reasoning, writing, critical thinking and research methods as well as on creating a community of learners. The program has also developed an acronym to personify the mission and vision of the program, B.R.I.D.G.E.S., which stands for **B**ruins **R**eflecting **I**ntegrity & **D**etermination to **G**row as **E**mpowered **S**cholars. The Bridges to Belmont program has partnerships with the following entities within the community. These partnerships allow scholars to take part in many experiential learning opportunities while giving back to the larger Nashville Community:
 - Blue Cross Blue Shield - Scholarship Contribution & Internship opportunities
 - Community Service – over the summer, Bridges to Belmont scholars complete more than 500 hours of community service at the following sites, among others: The Nashville Food Project, Cheekwood Botanical Gardens, Hounds Abound and Room in the Inn
 - Edgehill Community Center – Halloween Bash (2015)
 - Links, Inc.(Hendersonville Chapter) – Young Women’s Empowerment Institute
 - Meharry Medical College BS to MD program
 - Vanderbilt University – Human & Organizational Development Internship Program
 - Watson Grove Baptist Church – after school tutorial program
- Belmont developed the Scholar-in-Residence Program in 2016, an initiative that brings faculty, deans and other senior administrators from diverse backgrounds to campus to speak about their expertise and further familiarize students with careers in higher education. Since its conception, the University has hosted five Scholars-in-Residence, each spending multiple days on campus with students, faculty and staff hosting convocations, individual meetings and more.
- The Faculty Fellows Program invites diverse doctoral students to campus to serve in fellowships on Belmont’s campus. This program allows these scholars to spend time on Belmont’s campus and provides additional diverse perspectives for students, faculty and staff.
- Diversity Week began in 2015 and has continued since then as a week-long celebration of the diversity that is found on Belmont’s campus. This most recent celebration, Diversity Week 2017, provided more than 20 opportunities for students, faculty and staff across campus to celebrate diversity and engage in important dialogue surrounding Belmont’s ever-growing initiatives.
- Belmont created the Fannie Hewlett Award in 2006, a student award given on Scholarship and Awards Day every spring to recognize students who celebrate racial and ethnic diversity across campus by recognizing student courage, leadership and contribution to the creation of inclusion at Belmont. This award is presented each year to an undergraduate student and a graduate student.
- The Welcome Home Diversity Council, in partnership with Human Resources, has launched the Belmont State of Mind / Be You U Diversity Competency Training program for all faculty and staff. Facilitated by passionate members of Belmont’s faculty and staff community, all employees will experience this training before August 2018. The training is rooted in cultural humility and sensitivity and provides all employees with a common language related to diversity and inclusion.
- Belmont’s Office of Service-Learning is involved in a number of efforts to support and increase diversity among Belmont student and faculty, as well as increasing Belmont’s service to a diverse cross section of the community. One of these efforts involves providing support to students receiving the Ingram, Rose

Park, Community and Bridges to Belmont scholarships for their required community service component. These students reach out to racially diverse communities through service at organizations like the Boys and Girls Club, Easley Community Center, the Edgehill Community Garden, among others.

- A number of service-learning classes reach out to support a diverse cross section of the community as well, including students who serve refugee and immigrant families through the Nashville International Center for Empowerment (NICE), World Relief and Nations Ministries, and students who tutor or provide resources for low income children through programs in schools, community centers and community organizations like Book'em, Preston Taylor Ministries and the Cross-Point Dream Center.
- Additionally, the Office of Service-Learning coordinates the MLK Day Joint Day of Service with other area colleges and universities including TSU, Vanderbilt, Lipscomb, Trevecca, Fisk, Nashville State and Meharry. This annual event brings together a cross section of Nashville students to honor the life and legacy of Dr. King by serving others.
- The Office of Multicultural Learning and Experiences hosts celebrations honoring Black History Month, Women's History Month, Hispanic Heritage Month and more. These celebrations provide intentional opportunities for faculty, staff, students and administrators to engage with these important annual events.
- The library faculty and staff annually create displays in celebration of MLK Day and Black History Month. Bunch library serves as a community meeting site for the One Hundred Kings Program across the academic year. The library has continued to increase its holdings in the areas of African-American studies and Asian Studies, and each year renews three databases that provide electronic access to resources needed to promote scholarship in African-American and Asian studies. .
- The Library Director meets regularly with an informal group of faculty and staff to discuss diversity issues, and he regularly attends a weekly coffee hour for international students. For Vision 2020, Bunch Library partnered with Bridges to Belmont in planning a joint service project. Also, the Library helps to promote Operation Christmas Child, an initiative where gift-filled shoeboxes are sent to children in more than 150 countries and territories. Bunch Library is one of the many distribution and collection sites for Operation Christmas Child across campus.
- In 2015, the Research Librarians started a Personal Librarian Program for the new cohort of Bridgesscholars . Many freshmen feel overwhelmed with the transition to college, especially with research paper expectations. This program is a way to reach out to the scholars and offer additional support. Each scholar has been assigned their very own "personal librarian" for the academic year. In August, the personal librarians met with their respective scholars, toured the library and got to know them personally. Since then, the librarians have been emailing their students once per month, offering research appointments and tips for research papers and will continue to check in with them throughout the academic year.
- Belmont continues to offer a number of academic programs supporting diverse partners. The Curb College of Entertainment and Music Business have partnerships with Honolulu Community College, Watkins College of Art, Design and Film and Fisk University, a local historically black university. Begun in 2007, Fisk students can take up to 18 credit hours at Belmont paying Fisk tuition and transfer the credits back to Fisk. They can get a minor in Music Business after completing all required components.
- The College of Health Sciences and Nursing has increased efforts to recruit minority students:
 - A CHS Minority Student Advisory group, comprising students from Nursing, Occupational Therapy, Physical Therapy, Pharmacy and Social Work has been formed.
 - The School of Nursing has continued the Partners in Nursing program with Trevecca Nazarene University, Volunteer State Community College, Nashville State Community College, and Welch College and discussions about potential partnerships with Meharry Medical College are ongoing.
 - The School of Physical Therapy has participated in several recruitment efforts. These included attending events at Morehouse College Exercise Science department and College recruitment fair and Spelman College Health Careers Fair. Ads will run in Morehouse and Spelman publications and future recruitment events are being scheduled at Morehouse Health Careers Programs.
 - Emailing more than 50 pre-PT advisors at HBCU's with highlights about the Belmont PT program and explaining our interest in recruiting minority students.

- Participated in a 3-year, Howard University, retrospective review of Admittance Policies and Procedures of US Graduate Physical Therapy Schools study.
- The Social Work student club has done service work with Project Reflect/Smithson Craighead Academy (a charter school that serves children in poverty) that has an enrollment rate of approximately 96% students of color and the department chair consults with SCA. There are several other courses and service opportunities that social work students and faculty engage in to learn from and with members of diverse groups.
- The College of Business Administration is committed to building an environment in which diversity and inclusion are fully integrated into the College's mission of teaching, scholarship, and community engagement. The Massey Graduate School of Business offers the H.B. and Doris Massey Minority Scholarship and the Ben Rechter Minority Scholarship for minority students that have demonstrated outstanding leadership potential and have a high probability of completing an MBA or MACC degree from Belmont. College of Business students learn experientially about inclusion through the following partnerships with minority groups:
 - 100 Kings - Created by 100 Black Men of Tennessee, this partnership teaches critical success skills to young inner-city African-American men. 125 11-year-old Kings have been taught age-appropriate success skills by Belmont students throughout their middle school, junior high and high school years.
 - Linking, Educating, and Advancing Families (LEAF) - As part of the Nashville Mayor's Poverty Reduction Initiative, Belmont has partnered with Metro Nashville Public Schools and its ESL teachers to teach math, reading and other basic market economic survival skills to immigrant children and their families.
- The College of Visual and Performing Arts faculty coordinate a number of programs with the community. The Dance program has a cooperative partnership with Rejoice Ministries, an inner city dance training program for youth. Music education classes and student teachers frequently partner in underserved schools with large minority populations. Other music students teach at W.O. Smith School. The collaboration between the School of Music and the Nashville Ballet is looking to expand into a neighborhood school or community center to teach students about dance and music before the September collaborative performance in Massey Concert Hall.
- The departments in the College of Liberal Arts and Social Sciences have a number of programs and partnerships where students and faculty learn from and serve diverse populations. The School of Education sponsors the "Best Buddies Program" pairing college students with individuals with Down's syndrome. All education students complete at least one clinical placement in an inner-city school. A number of students tutor female prisoners to assist in their obtaining a GED. A summer group works with underserved children in area summer school programs on literacy and study skills. Education students complete practicum courses at Rose Park Middle School, Pearl-Cohn High School, Murrell Elementary and a variety of Metro Nashville Public School Reading Clinics to tutor minority and under-privileged children.
- For several years, students in COM 2230: Teamwork in Organizations have partnered with Book'em, an organization that provides books and reading volunteers to economically disadvantaged children in the Nashville area. Students have collected approximately 7,500 books for the organization through group book drives.
- In Sport Science, the Sport Administration (MSA) Event Planning class hosted a Special Olympics basketball tournament at the Curb Event Center. They hosted about 200 athletes for the event. The MSA program also hosts a golf scramble in the spring, of which half of the profits go to Special Olympics TN. Several exercise science majors have interned with Sports4All, an organization that has served people with disabilities through the redistribution of equipment and apparel to enable full participation in sports and recreation. Sports4All also provides regular exercise and sport specific training for athletes competing in the Special Olympics. A faculty member in Sport Science shares information about the U.S. citizenship application process and test preparation tips with newly immigrated groups taking English as a Second Language (ESL) course, sponsored by a local church. The Room in the Inn is housed in the Belmont

Ministry Center and the Sport Science Club has partnered with them to supply some items of need for the residents.

- The Education and English Departments support Belmont's Annual Family Literacy Day events at Rose Park. Through service learning projects, faculty in English are involved in projects at Carter-Lawrence Math and Science Magnet School, Easley Community Center's Homework Club, Shakespeare in the Prisons, Thistle Farms, Martha O'Bryan Center, Brighter Days Tutoring Center, and Dismas House. One study abroad third-year writing class works with children affected by HIV at Komogela day care center and patients with HIV and cancer at Holy Cross hospice in Gabarone, Botswana; in Cape Town, South Africa students work in schools in Redhill Township. One English professor's study away class works with Native Americans (Lakota, Crow, and Northern Arapaho) in South Dakota, Montana, and Wyoming.
- Faculty in the Foreign Language area organize international awareness events that are open to the campus, focusing on international issues and cultures. The Spanish program, through its service-learning courses, works with diverse communities in a number of programs including: Conexion Americas especially in the areas of financial planning and education; Cheekwood's Hispanic Celebration for el Dia de los Muertos; and through the Tennessee Immigrant and Refugee Rights Coalition.
- Minority Health Sciences Association fosters scholarship, community service, and comradeship among culturally and ethnically diverse students and those who are interested in concerns related to this group. MHSA is also actively involved in promoting health professions to Nashville's local high school communities. Membership is open to any interested individual enrolled in the College of Health Sciences or College of Pharmacy. Dr. Marilyn Odom serves as an advisor for the group.
- Belmont College of Pharmacy faculty employees continue to serve on the advisory board for the Hillsboro High School Global Health Academy. Through efforts of the Assistant Dean of Students Kelley Kinningham and assistant professor Dr. Edgar Diaz Cruz, students attend a one-day workshop on Belmont's campus to make them aware of healthcare professions including pharmacy. In addition, Belmont College of Pharmacy is actively involved in various career fairs at the middle school and high school level. This year, we will again participate in Metro Nashville Public Schools Career Fair, which hosts 5,000 students over the course of a day in downtown Nashville.
- One of the objectives of Belmont University College of Law's ("BUCOL") program is to make legal education available to racially and ethnically diverse students, women, and non-traditional students. BUCOL's efforts to recruit a diverse student body include personal visits to historically black colleges and universities, personal visits to universities with large enrollments of women, and implementation of the Bell Tower Scholars Program. BUCOL's Career Services Office provides seminars focusing on career paths and career choices. Whenever possible, the guest speakers at each seminar represent a diverse group in terms of race, gender, ethnicity, and background. In addition, when information is received by BUCOL, minority law students are apprised of job and career fairs as well as scholarship opportunities chiefly targeted towards minority students.
- BUCOL has been an event sponsor by the Napier-Looby Bar Association, a Nashville bar association dedicated to the advancement and development of black attorneys as well as attorneys interested in issues affecting the black community. BUCOL has diverse speakers and topics at programs each semester that are attended by students, faculty, staff, and administrators. Each year, BUCOL appoints attorney mentors within the legal community for all new law students. The attorney mentors include women as well as minority attorneys and judges. Diverse student organizations have also been established by law students at BUCOL including the Black Law Students Association and the Women's Law Student Organization. Law students who have served in the Armed Forces may be eligible for financial assistance through the Yellow Ribbon Program. BUCOL students have benefitted from this program.
- The GPS Office has worked with the Bridges to Belmont Scholars on academic encouragement & support; taught class for Bridges Summer Academy and serves on advisory board. Additionally, for Rose Park Scholars & Community Scholars, work with individual scholars to provide a holistic view of the academic experience and provide mentorship/support as needed.

- New faculty can participate in a New Faculty Seminar series during the fall and spring semesters. Session topics are often helpful to diverse faculty and/or all new faculty as they work with diverse students. Topics have included Student Stages of Development; Formative Feedback for our Courses; Students with Disabilities; Strengthsfinder; Ethical Case Studies; Effective Course Endings, and Effective First Day of Class Activities; Tenure & Promotion, and the Boyer Model; Technology and Pedagogy; Faculty Scholarship at Bunch Library; The Transition from 1st Year to 2nd Year at Belmont.
- A Diverse Faculty Learning Cohort with 7 faculty participants (from multiple colleges) formed in September 2014 and continues to meet regularly. The group is facilitated by Dr. Cheryl Slay Carr. They are using *Faculty of Color: Teaching in Predominantly White Colleges and Universities*, edited by Christine Stanley, to provide some readings for discussion and are identifying other interests/projects as they continue to meet, with an eye toward developing some scholarship opportunities at some point. **Faculty Identities and the Challenge of Diversity: Reflections on Teaching in Higher Education** by Chesler and Young was identified as another potential resource. The Teaching Center will provide some funds (\$500) to support group work/activities, including such items as electronic or text resources, meals for community building, and supplies.
- As part of Belmont's faith-based mission, the University sponsors a number of international, national and local mission trips and encourages participation by students, faculty and staff. Belmont employees are allowed to lead a Belmont sponsored mission trip and be paid while not using any vacation time. The College of Theology and Christian Ministry supports annual student mission and service trips to South Africa and other underserved countries that focuses on vulnerable and orphaned children and AIDS relief work. A Theology faculty member also teaches in a local correctional facility. Belmont's Office of Spiritual Development plans a number of programs each semester that are attended by students, faculty, staff and the community. Many of these programs have diverse speakers and topics of interest to a very diverse audience.
- The Office of Career and Professional Development staff serve on the Belmont & Beyond Advisory Board. The Advisory Board members plan and coordinate 24 co-curricular programs for students. The Advisory Board selects a diverse group of speakers to present career-related topics. The Director of the Office of Career & Professional Development serves as co-advisor for the Bigs@Belmont campus organization. Belmont students serve as Big Brothers and Big Sisters and volunteer to mentor at-risk, school aged children in area schools. Belmont students are matched with at-risk children through Big Brothers Big Sisters of Middle TN. Belmont students meet with children 4 – 8 hours each month engaging in activities ranging from reading and schoolwork to sharing a meal. The results from the Big Brothers Big Sisters Youth Outcomes Survey show the children served in mentoring relationships are more likely to develop life skills to positive youth development such as social acceptance, strong parental relationships, and higher educational expectations and academic performance.

Development and Execution of Action-Oriented Programs

Where a comparison of availability of minorities and women for job groups to their percentages in the University's job group population indicate an underutilization, the University will set a goal and a timetable to reach that goal (Exhibit G).

- All goals and timetables set shall be attainable
- Goals should reflect the results that could reasonably be expected from putting forth good faith effort to make the University's Affirmative Action Program work.

Along with the Sr. Director of Human Resources (EEO and Deputy Title IX Coordinator), other staff members of the Office of Human Resources are actively involved in the University's action-oriented programs some of which are described in the Problem Identification Section above.

- Jason Pappas, Human Resources Generalist, serves as the recruiter for positions in Facilities Management Services, Security and other Administrative Departments and works with their supervisors to manage

searches and employee issues in those areas. Along with the HR Assistant, he manages an office worker pool to obtain temporary help for departments when positions are open after turnover or when someone is on leave. He manages Belmont's Workers' Compensation program and works with supervisors to resolve absence-related issues. He works with all new employees to complete their new hire paperwork.

- Shandus Parish, Human Resources Generalist, manages the overall staff and faculty recruitment process. She provides advice to each search committee to assist in finding local and national recruiting sources that target a diverse population appropriate for each search, particularly for positions where underutilization is seen. She consults about hiring processes including appropriate interview questions, and assists the Sr. Director with information related to legal issues in employment. She also serves as ex-officio member of the University Staff Advisory Council.
- Roslian Humphrey, Benefits and Compensation Manager, manages the benefits and compensation programs and plans for Belmont University and all employee FMLA requests. She works with vendors to resolve employee's insurance questions and issues. She regularly scans the benefits environment to ensure Belmont is offering an optimal benefits package to attract and retain diverse faculty and staff. This information is provided to the senior leadership of the University.
- Meg Arnold, Director of Organizational Development, manages the professional development opportunities provided to staff and faculty including training about diversity, harassment awareness and sexual misconduct prevention. She develops training tutorials for policies such as FERPA, HIPAA, Title IX, and Protecting Minors on Campus. She has responsibilities for the annual staff employee satisfaction survey which is reviewed by the senior leadership of the University. She administers, analyses, and reports the 360 degree evaluations of all academic leaders (provost, deans, associate provosts, associate deans, and department chairs). A summary of the survey is available online for all employees to view. Arnold annually analyzes exit surveys for any termination trends. She offers training about Belmont's performance management program and audits each staff evaluation to ensure fairness.
- Morgan Hiler, Human Resources Assistant answers general human resources questions as well as information about open positions to individuals who are interested in working at Belmont University through phone, email and in person. She also provides support for an office worker pool to obtain temporary help for departments when positions are open after turnover or when someone is on leave.

Internal Audit and Reporting Systems

The University, through the EEO Coordinator, reviews records of transfers, promotions, and terminations at all levels to monitor the impact of the University's affirmative action and non-discriminatory policies. On an annual basis, this data is summarized and sent to schools and departments for use in assessing underutilization and the impact of programs on recruitment, retention and hiring. The schools and departments can also gauge the impact of new programs to determine effectiveness of recruitment efforts, promotion, new hires, demotion, and transfers. The Sr. Director of Human Resources meets with each department head and Dean at the beginning of each year to discuss the current year's Affirmative Action Plan and the past year's results.

Workforce Analysis

The workforce analysis consists of a listing of each organizational unit, and the gender, racial, and ethnic composition of each organizational unit. A unit is, in general, a college or department, although some smaller departments have been combined into more meaningful units.

Workforce Analysis Summary – Faculty by College (not including Adjuncts or Lecturers)

<i>College</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Male Minorities</i>					<i>Females Minorities</i>					<i>Total Minorities</i>
				<i>Black</i>	<i>Asian</i>	<i>AmIn</i>	<i>Hispanic</i>	<i>Other</i>	<i>Black</i>	<i>Asian</i>	<i>AmIn</i>	<i>Hispanic</i>	<i>Other</i>	
<i>College of Business</i>	49	36	13 26.5%	3	3	0	2	1	2	0	0	0	1	12 24.5%
<i>College of Entertainment & Music Business</i>	37	31	6 16.2%	1	1	0	1	0	2	1	0	0	0	6 16.2%
<i>College of Health Sciences & Nursing</i>	58	7	51 87.9%	0	0	0	0	0	3	1	0	0	0	4 6.9%
<i>College of Law</i>	19	11	8 42.1%	1	0	0	1	1	1	0	0	0	0	4 21.1%
<i>College of Science & Mathematics</i>	43	24	19 44.2%	0	0	0	0	2	2	0	0	0	0	4 9.3%
<i>College of Pharmacy</i>	28	11	17 60.7%	1	0	0	1	0	2	1	0	0	0	5 17.9%
<i>College of Liberal Arts & Social Science</i>	76	35	41 53.9%	0	1	0	1	0	2	0	0	1	1	6 7.9%
<i>College of Theology & Christian Ministry</i>	17	10	7 41.2%	0	0	0	1	0	0	0	0	1	0	2 11.8%
<i>College of Visual & Performing Arts</i>	58	35	23 39.7%	1	0	0	0	2	0	1	0	1	0	5 8.6%
<i>University Central*</i>	13	5	8 61.5%	0	0	0	0	0	0	0	0	0	0	0 0.0%
<i>Total Faculty</i>	398	205	193 48.5%	7	5	0	7	6	14	4	0	3	2	48 12.1%

Minorities include both racial and ethnic minorities. Other is two or more races/ethnicities selected. University Central* includes Interdisciplinary and Adult Degree Programs, Honors Program, Teaching Center, Social Entrepreneurship and Library.

Workforce Analysis Summary - Adjunct Instructors by College

(includes part-time Adjunct Instructors and full-time adjunct Lecturers and faculty support positions who taught at any time between the Spring Semester 2017 through the Fall Semester 2017)

College	Total	Males	Females	Male Minorities					Female Minorities					Total Minorities
				Black	Asian	AmIn	Hispanic	Other	Black	Asian	AmIn	Hispanic	Other	
College of Business	54	40	14	0	0	0	0	3	0	0	0	0	1	4
			25.9%											7.4%
College of Entertainment & Music Business	127	90	37	0	0	0	1	4	1	0	0	0	2	8
			29.1%											6.3%
College of Health Sciences & Nursing	209	25	184	1	0	0	0	0	5	2	0	0	9	17
			88.0%											8.1%
College of Law	24	16	8	2	0	0	0	0	1	0	0	0	0	3
			33.3%											12.5%
College of Science & Mathematics	44	23	21	0	1	1	0	1	1	0	0	0	1	5
			47.7%											11.4%
College of Pharmacy	24	7	17	0	0	0	0	0	0	3	0	0	0	3
			70.8%											12.5%
College of Liberal Arts & Social Sciences	134	55	79	3	1	1	1	3	8	1	0	1	4	23
			59.0%											17.2%
College of Theology & Christian Ministry	40	28	12	0	2	0	1	1	1	1	0	0	1	7
			30.0%											17.5%
College of Visual & Performing Arts	140	66	74	3	1	0	4	0	1	1	0	0	5	15
			52.9%											10.7%
University Central*	13	3	10	0	0	0	0	0	0	0	0	0	1	1
			76.9%											7.7%
Total Adjunct Faculty	809	353	456	9	5	2	7	12	18	8	0	1	24	86
			56.4%											10.6%

Minorities include both racial and ethnic minorities. Other is two or more races or ethnicities selected. University Central* includes Interdisciplinary and Adult Degree Programs, Office of the Associate Provost, Honors Program, Teaching Center, Social Entrepreneurship and Library.

Workforce Analysis Summary–Staff by Major Departmental Units (regular full and part-time)

<i>Department</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Minority Males</i>					<i>Minority Females</i>					<i>Total Minorities</i>
				<i>Black</i>	<i>Asian</i>	<i>AmIn</i>	<i>Hisp</i>	<i>Other</i>	<i>Black</i>	<i>Asian</i>	<i>AmIn</i>	<i>Hisp</i>	<i>Other</i>	
<i>Academic Services</i>	102	16	86 84.3%	1	0	0	0	2	7	2	0	1	2	15 14.7%
<i>Academic Support Services</i>	14	2	12 85.7%	0	0	0	0	0	4	0	0	0	0	4 28.6%
<i>Administrative Services</i>	15	3	12 80.0%	0	0	0	0	0	3	0	0	0	1	4 26.7%
<i>Athletics</i>	47	32	15 31.9%	2	1	0	0	0	1	0	0	0	0	4 8.5%
<i>Auxiliary Services</i>	22	11	11 50.0%	1	0	0	0	0	0	0	0	1	0	2 9.1%
<i>Business Centers</i>	19	10	9 47.4%	0	0	0	0	0	2	0	0	0	0	2 10.5%
<i>Campus Security</i>	30	20	10 33.3%	6	0	0	0	1	4	0	0	1	2	14 46.7%
<i>Enrollment Services</i>	41	13	28 68.3%	3	0	0	0	0	7	0	0	0	0	10 24.4%
<i>Facilities Management Services</i>	106	65	41 38.7%	20	14	0	9	0	11	8	0	12	1	75 70.8%
<i>Library Services</i>	14	3	11 78.6%	0	0	0	0	0	0	0	0	0	0	0 0.0%
<i>Senior Mgt. Offices</i>	35	12	23 65.7%	0	0	0	0	0	4	1	0	0	0	5 14.3%
<i>Student Services</i>	59	17	42 71.2%	2	0	0	0	0	9	0	0	0	0	11 18.6%
<i>Technology</i>	35	25	10 28.6%	3	1	0	0	0	1	0	0	0	0	5 14.3%
<i>University Marketing & Communications</i>	15	6	9 60.0%	0	1	0	0	1	1	0	0	0	0	3 20.0%
<i>University Relations</i>	21	8	13 61.9%	0	1	0	0	0	0	1	0	0	0	2 9.5%
<i>Total Staff</i>	575	243	332 57.8%	38	18	0	9	4	54	12	0	15	6	156 25.9%

Minorities include both racial and ethnic minorities. Other is two or more races or ethnicities selected.

Job Group Statistics

All job titles with similar content, wage rates and opportunities for advancement are placed together as a job group. The following list outlines the job groups being utilized by Belmont University and the titles associated with each job group. Beginning in 2013 the Department of Education began utilizing SOC categories rather than EEO-1 categories for IPEDS reporting. In order to maintain consistency, this AAP will continue to utilize EEO-1 categories. See Exhibit G for the definition of these categories.

<i>Job group</i>	<i>Job group description</i>
1A	Senior Management
1B	Administration and Management
2A	Faculty - Professor Rank
2B	Faculty - Associate Professor Rank
2C	Faculty - Assistant Professor Rank
2D	Faculty – Instructor Rank
2E	Adjunct Instructor and faculty support
3A	Professional Staff
3B	Athletics Staff
3C	Entry Level Professional Staff
3D	Manager Professional Staff
3E	Manager Facilities Management Services/Security
4A	Administrative Assistant III
4B	Administrative Assistant II
4C	Administrative Assistant I
5A	Technician
5AS	Technician Supervision
6A	Skilled Craft
6AS	Skilled Craft Supervision
7A	Security Staff
7AS	Security Supervision
7B	Facilities Management Services Staff
7BS	Facilities Management Services Supervision

Titles by Job Group

Group No

HR Title

1A

President
Provost
Vice President
VP and Chief of Staff
VP and University Counsel
Director V

1B

Assoc Provost Dean Enrollment Services
Assoc Provost Dean of Students
Director III
Director IV

3A

Administrator
Analyst III
Analyst IV
Assistant Director
Assistant Registrar
Associate Minister
Associate Registrar
Budget Analyst
Chief Technical Engineer
Coordinator / Specialist
Coordinator II
Coordinator III
Counselor
Counselor Mental Health
Database Administrator I
Database Administrator II
Digital Resource Librarian
Director I
Director II
Director III
Graphic Designer
Librarian
Manager II
Nurse
Nurse Practitioner
Pharmacist
Program Manager
Programmer Analyst IV
Reference Librarian

Senior Accountant
Senior Graphic Designer
Senior Systems Analyst
Simulation Lab Assistant
Special Consult to President
Specialist II
Specialist III
Sr Coordinator
Sr Programmer Analyst
Sr. Coordinator
Sr. Executive Assistant
Sr. HR Generalist
Sr. Specialist
Supervisor III
Systems Support Spec
University Photographer
Web Developer
Web Master
Web Programmer

3B

Assist Coach CC Track
Assist Coach Men's Basketball
Assist Coach Track & Field
Assist Coach Women Basketball
Assist Coach Women's Soccer
Assistant Coach
Assistant Coach Baseball
Assistant Coach Men's Basketball
Assistant Coach Men's Soccer
Assistant Coach Softball
Assistant Coach Volleyball
Assoc Head Coach Men Basketball
Assoc Head Coach Track & Field
Asst Coach Women's Soccer
Cheerleader Coach
Director of CC Track & Field
Head Coach Baseball
Head Coach Men's Golf
Head Coach Men's Soccer
Head Coach Men's Tennis
Head Coach Softball
Head Coach Women Soccer
Head Coach Women's Tennis
Head Coach Women's Volleyball

3C

Admissions Counselor
Analyst I
Analyst II
Assistant Chief
Belmont Academy Director
Coordinator I
Coordinator II
Coordinator III
Counselor
Graphic Designer
Library Assistant
Manager
Manager I
Manager II
Residence Director
Specialist I
Specialist II
Supervisor II
Supervisor III
Verification Counselor

3D

Assistant Dean of Students
Assistant Director
Director II
Director III
Head Coach Mens Basketball
Head Coach Women Basketball
Manager III
University Minister
University Registrar

3E

Assistant Chief
Director II
Manager I
Manager II

4A

Administrative Coordinator
Executive Assistant

4B

Admin Assist III
Coordinator II

4C	Admin Assist I
	Admin Assist II
	Assistant Buyer
	Associate I
	Associate II
	HR Assistant
	Receptionist I
	Specialist I
5A	Apprentice I
	Computer Technician
	Coordinator III
	IT Network Engineer
	Lab Manager
	Manager II
	Network Technician
	Pharmacy Technician
	Security Technician
	Specialist III
	Technician
5AS	Director II
	Manager II
	Manager III
6A	Carpenter
	Electrician
	HVAC Technician
	Maintenance Associate II
	Maintenance Associate II - Locksmith
6AS	Supervisor
7A	Dispatcher
	Patrol Officer I
	Patrol Officer I 2nd Shift
	Patrol Officer I 3rd Shift
7AS	Manager I
	Supervisor II
	Supervisor II 2nd Shift
	Supervisor II 3rd Shift

7B

Associate II
Custodian
Custodian I
Custodian II
Groundskeeper
Groundskeeper II
Maintenance Associate I
Maintenance Associate II

7BS

Maintenance Supervisor
Supervisor I

Availability Analysis

Availability analysis estimates the percentages of minorities and women available for employment in each identified job group. Each job group is a sub-set of the EEO-1 groupings as defined by the EEOC and formerly used by the Department of Education (see Exhibit G – EEO-1 Definitions of Major Job Groups). The Office of Federal Contractor Compliance Programs (OFCCP) has defined two factors to be considered in determining the availability estimate for each group – external and internal availability. External availability is defined as the percentage of minorities or women with requisite skills in the reasonable recruitment area, defined as the geographical area from which the contractor usually seeks or reasonably could seek workers to fill the position in question. This geographical area could be the Nashville MSA, regional, national, or a combination. The internal availability is defined as the percentage of minorities or women among those promotable, transferable, and trainable within the contractor’s organization. The feeder job groups are identified in each analysis. Weightings between internal and external availability are established by analyzing the recruitment history of that job group.

The two-factor analysis was conducted on each job group. Each factor was considered for its relevance to that particular job group, and given a weight, determined by past experience. The sources for availability data are the most current demographic reports available and were from the U.S. Department of Education, the Bureau of Census for local and national data, and the NCAA. The best possible match was made between job categories as defined by these sources and the Belmont job groups. The specific source is identified on each availability analysis.

1A - Senior Management

This job group is recruited exclusively by national search. For example, the data used to determine the estimate in this case was the US Department of Education, National Center for Educational Statistics, IPEDS 2013 HR Component Fall Survey for Executive, Administration and Management group, Table 314.4.

1B - Administration and Management

While this job group may be recruited on a local basis, some positions utilize a national search. The EEO-1 Tabulation 2006-2010, 5 year ACS data for Officials and Managers in Nashville was used for the local data. In addition, some promotions from the professional job groups may be made.

2A, 2B, 2C, 2D, 2E - Faculty

Regular full-time tenure track faculty positions are recruited nationally. The US Department of Education, IPEDS table 315.2 from the HR Component Fall Staff Survey 2013 provides this information by rank. Consideration was also given for promotion through the ranks. Lecturers which are full-time Adjunct Instructors along with part-time Adjunct instructor positions are almost always recruited locally. Data is from the American Community Survey 2010-2012 Educational Attainment for population 25 years and older for graduate or professional degree, Nashville MSA, Tables B15002 and B15002A.

3A - Professional Staff

This job group is generally recruited from the Nashville area, with some promotions from other job groups. The EEO-1 Tabulation 2006-2010, 5 year ACS data for Professionals for the Nashville MSA was used.

3B - Athletics

This job group may be recruited either nationally or locally. The source of the data is the NCAA Race and Gender Demographic Data 2013-2014 for Head Coaches and Assistant Head Coaches.

- 3C Entry-level Professionals**
- 3D Manager Professionals/Technicians**
- 3E Manager Facilities Management Services & Security**
- 4A Administrative Support III (senior level)**
- 4B Administrative Support II (mid-level)**
- 4C Administrative Support I (entry level)**
- 5AS Technician Supervisor**
- 6AS Skilled Crafts Supervisor**
- 7AS Security Supervisor**
- 7BS Facilities Management Services Supervisor**

These job groups are recruited from the Nashville area, with some promotions from other job groups. The EEO-1 Tabulations 2006-2010 for the relevant job group for Nashville were used.

- 5A Technicians**
- 6A Skilled Crafts**
- 7A Security**
- 7B Facilities Management Services**

These job groups are recruited from the Nashville area. There are no job groups that provide promotional opportunities into this job group. The EEO-1 Tabulations 2006-2010 for the relevant job group for Nashville were used.

Job group *1A* *Senior Management*

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority <i>External Availability</i>			
US Dept. of Education, National Center for Educational Statistics, IPEDS, Fall 2013, Table 314.40 Management	100	20.3	20.3
	0		
<i>Internal Availability</i>	0		
	0		
	0		
Total	100		20.3%
Women <i>External Availability</i>			
US Dept. of Education, National Center for Educational Statistics, IPEDS, Fall 2013, Table 314.40 Management	100	54.9	54.9
	0		
<i>Internal Availability</i>	0		
	0		
	0		
Total	100		54.9%

Job group **1B** **Admin. and Management**

	Factor	Weight	Data	Weighted average
Minority	External Availability			
	EEO-1 Tabulation 2006-2010, 5 year ACS data, Officials and Managers Nashville MSA	40	12.9	5.2
	US Dept. of Education, National Center for Educational Statistics, IPEDS, Fall 2013, Table 314.40 Management	40	20.3	8.1
	Internal Availability			
	job group 3a	7	11.4%	0.8
	job group 3b	6	14.8%	0.9
	job group 3d	7	8.7%	0.6
	Total	100		15.6%
Women	External Availability			
	EEO-1 Tabulation 2006-2010, 5 year ACS data, Officials and Managers Nashville MSA	40	56.6	22.64
	US Dept. of Education, National Center for Educational Statistics, IPEDS, Fall 2013, Table 314.40 Management	40	54.9	21.9
	Internal Availability			
	job group 3a	7	66.7%	4.7
	job group 3b	6	25.9%	1.6
	job group 3d	7	52.2%	3.7
	Total	100		54.5%

Job group 2A Professor

Factor	Weight	Data	Weighted average
Minority External Availability			
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Professor rank	10	16.4	1.6
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Associate Professor rank	10	21.8	2.2
Internal Availability			
job group 2b	80 0 0	15.3%	12.2
Total	100		16.1%
Women External Availability			
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Professor rank	10	30.7	3.1
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Associate Professor rank	10	43.6	4.36
Internal Availability			
job group 2b	80 0 0	50.6%	40.5
Total	100		47.9%

Job group 2B Associate Professor

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Associate Professor rank	30	21.8	6.5
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Assistant Professor rank	10	25.3	2.5
Internal Availability			
job group 2c	60	16.3%	9.8
	0		
	0		
Total	100		18.9%
Women External Availability			
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Associate Professor rank	30	43.6	13.1
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Assistant Professor rank	10	50.4	5.04
Internal Availability			
job group 2c	60	58.9%	35.3
	0		
	0		
Total	100		53.4%

Job group 2C Assistant Professor

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Assistant Professor rank	30	25.3	7.6
NSF, 2013 Survey of Earned Doctorates, Tables 20 and 21	60	27.1	16.3
Internal Availability			
job group 2d	10 0 0	7.4%	0.7
Total	100		24.6%
Women External Availability			
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Assistant Professor rank	30	50.4	15.1
NSF, 2013 Survey of Earned Doctorates, Tables 20 and 21	60	46.2	27.7
Internal Availability			
job group 2d	10 0 0	51.9%	5.2
Total	100		48.0%

Job group 2D Instructor

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Instructor rank	90	21.9	19.7
	0	0	0.0
Internal Availability			
job group 2e	10 0 0	7.2%	0.7
Total	100		20.4%
Women External Availability			
US Dept. of Education, NCES, IPEDS, TABLE 315.20, HR Component Fall Staff 2013 Survey, Instructor rank	90	56.8	51.12
	0	0.0	0
Internal Availability			
job group 2e	10 0 0	54.0%	5.4
Total	100		56.5%

Job group *2E* *Adjunct Professor*

	<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority	<i>External Availability</i>			
	American Community Survey 2010-2012 Educational Attainment for population 25 yrs & older, graduate or professional degree, Nashville MSA, Tables B15002 and B15002A	100	17.3	17.3
		0	0	0.0
	<i>Internal Availability</i>			
		0		
		0		
		0		
	<i>Total</i>	100		17.3%
Women	<i>External Availability</i>			
	American Community Survey 2010-2012 Educational Attainment for population 25 yrs & older, graduate or professional degree, Nashville MSA, Tables B15002 and B15002A	100	51.2	51.2
		0	0.0	0
	<i>Internal Availability</i>			
		0		
		0		
		0		
	<i>Total</i>	100		51.2%

Job group 3A Professional Staff

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Professionals Nashville MSA	70	16.8	11.8
	0	0	0.0
Internal Availability			
job group 3c	30	16.3%	4.9
	0		
	0		
Total	100		16.6%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Professionals Nashville MSA	70	56.6	39.6
	0	0.0	0
Internal Availability			
job group 3c	30	72.1%	21.6
	0		
	0		
Total	100		61.2%

Job group **3B** *Athletics Staff*

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority <i>External Availability</i>			
NCAA Race & Gender Demographic Report Derived from 2013-2014 Database info for Head Coaches & Asst. Head Coaches	100	18.6	18.6
	0	0	0.0
 <i>Internal Availability</i>			
	0		
	0		
	0		
 Total	100		18.6%
 Women <i>External Availability</i>			
NCAA Race & Gender Demographic Report Derived from 2013-2014 Database info for Head Coaches & Asst. Head Coaches	100	27.9	27.9
	0	0.0	0
 <i>Internal Availability</i>			
	0		
	0		
	0		
 Total	100		27.9%

Job group 3C Entry Level Professional

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Professionals Nashville MSA	60	16.8	10.1
	0	0	0.0
Internal Availability			
job group 4b	20	22.2%	4.4
job group 4c	20	17.7%	3.5
	0		
Total	100		18.1%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Professionals Nashville MSA	60	56.6	33.9
	0	0.0	0
Internal Availability			
job group 4b	20	94.4%	18.9
job group 4c	20	93.5%	18.7
	0		
Total	100		71.6%

Job group 3D Supervisor Professional

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Officials and Managers Nashville MSA	50	12.9	6.5
	0	0	0.0
Internal Availability			
job group 3a	30	11.4%	3.4
job group 5a	20	4.5%	0.9
	0		
Total	100		10.8%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Officials and Managers Nashville MSA	50	56.6	28.3
	0	0.0	0
Internal Availability			
job group 3a	30	66.7%	20.0
job group 5a	20	13.6%	2.7
	0		
Total	100		51.0%

Job group 3E Manager Facilities Mgt & Security

Factor	Weight	Data	Weighted average
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Avg Front line Supervisors SOC codes 33-1099, 37-1011, 37-1012, 49-1011	25	23.4	5.9
	0	0	0.0
Internal Availability			
job group 6a	25	37.5%	9.4
job group 7as	25	44.4%	11.1
job group 7bs	25	80.0%	20.0
Total	100		46.3%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Avg Front line Supervisors SOC codes 33-1099, 37-1011, 37-1012, 49-1011	25	21.6	5.4
	0	0.0	0
Internal Availability			
job group 6a	25	0.0%	0.0
job group 7as	25	22.2%	5.6
job group 7bs	25	20.0%	5.0
Total	100		16.0%

Job group 4A Administrative Assistant III

Factor	Weight	Data	Weighted average
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Administrative Workers Nashville MSA	40	21.5	8.6
	0	0	0.0
Internal Availability			
job group 4b	60	22.2%	13.3
	0		
	0		
Total	100		21.9%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Administrative Workers Nashville MSA	40	74.1	29.6
	0	0.0	0
Internal Availability			
job group 4b	60	94.4%	56.7
	0		
	0		
Total	100		86.3%

Job group 4B Administrative Assistant II

Factor	Weight	Data	Weighted average
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Administrative Workers Nashville MSA	50	21.5	10.8
	0	0	0.0
Internal Availability			
job group 4c	50	17.7%	8.9
	0		
	0		
Total	100		19.6%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Administrative Workers Nashville MSA	50	74.1	37.05
	0	0.0	0
Internal Availability			
job group 4c	50	93.5%	46.8
	0		
	0		
Total	100		83.8%

Job group 4C Administrative Assistant I

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Administrative Workers Nashville MSA	90	21.5	19.4
	0	0	0.0
Internal Availability			
job group 7a	5	38.9%	1.9
job group 7b	5	67.7%	3.4
	0		
Total	100		24.7%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Administrative Workers Nashville MSA	90	74.1	66.6
	0	0.0	0
Internal Availability			
job group 7a	5	33.3%	1.7
job group 7b	5	47.3%	2.4
	0		
Total	100		70.7%

Job group **5A** **Technician**

Factor	Weight	Data	Weighted average
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Computer support specialists 1050 (SOC 15-1150) Nashville MSA	100	22	22.0
	0	0	0.0
Internal Availability	0		
	0		
	0		
Total	100		22.0%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Computer support specialists 1050 (SOC 15-1150) Nashville MSA	100	27.0	27
	0	0.0	0
Internal Availability	0		
	0		
	0		
Total	100		27.0%

Job group 5AS Technician Supervision

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Computer support specialists 1050 (SOC 15-1150)Nashville MSA	50	22	11.0
	0	0	0.0
Internal Availability			
job group 5a	50	4.5%	2.3
	0		
	0		
Total	100		13.3%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Computer support specialists 1050 (SOC 15-1150)Nashville MSA	50	27.0	13.5
	0	0.0	0
Internal Availability			
job group 5a	50	13.6%	6.8
	0		
	0		
Total	100		20.3%

Job group **6A** *Skilled*

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority <i>External Availability</i>			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Craft Workers Nashville MSA	100	22.2	22.2
	0	0	0.0
<i>Internal Availability</i>	0		
	0		
	0		
Total	100		22.2%
Women <i>External Availability</i>			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Craft Workers Nashville MSA	100	4.7	4.6
	0	0.0	0
<i>Internal Availability</i>	0		
	0		
	0		
Total	100		4.7%

Job group 6AS Skilled Supervision

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Craft Workers Nashville MSA	25	22.2	5.6
	0	0	0.0
Internal Availability			
job group 6a	75 0 0	37.5%	28.1
Total	100		33.7%
Women External Availability			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Craft Workers Nashville	25	4.7	1.1
	0	0.0	0
Internal Availability			
job group 6a	75 0 0	0.0%	0.0
Total	100		1.2%

Job group **7A** **Security**

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEO Tabulation 2006-2010 5-year ACS data Security guards and gaming surveillance officers 3930 (SOC 33-9030) Nashville MSA	100	24	24.0
	0	0	0.0
Internal Availability			
	0		
	0		
	0		
Total	100		24.0%
Women External Availability			
EEO Tabulation 2006-2010 5-year ACS data Security guards and gaming surveillance officers 3930 (SOC 33-9030) Nashville MSA	100	31.0	31
	0	0.0	0
Internal Availability			
	0		
	0		
	0		
Total	100		31.0%

Job group 7AS Security Supervision

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEO Tabulation 2006-2010 5-year ACS data Security guards and gaming surveillance officers 3930 (SOC 33-9030) Nashville MSA	25	24	6.0
	0	0	0.0
Internal Availability			
job group 7a	75	38.9%	29.2
	0		
	0		
Total	100		35.2%
Women External Availability			
EEO Tabulation 2006-2010 5-year ACS data Security guards and gaming surveillance officers 3930 (SOC 33-9030) Nashville MSA	25	31.0	7.75
	0	0.0	0
Internal Availability			
job group 7a	75	33.3%	25.0
	0		
	0		
Total	100		32.8%

Job group **7B** *Facilities Management Services*

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority <i>External Availability</i>			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Building and Grounds (SOC 37-0000) Nashville MSA	100	47	47.0
	0	0	0.0
 <i>Internal Availability</i>			
	0		
	0		
	0		
 Total	100		47.0%
 Women <i>External Availability</i>			
EEO-1 Tabulation 2006-2010, 5 year ACS data, Building and Grounds (SOC 37-0000) Nashville MSA	100	39.0	39
	0	0.0	0
 <i>Internal Availability</i>			
	0		
	0		
	0		
 Total	100		39.0%

Job group 7BS Facilities Mgt Services Supervision

<i>Factor</i>	<i>Weight</i>	<i>Data</i>	<i>Weighted average</i>
Minority External Availability			
EEEE-1 Tabulation 2006-2010, 5 year ACS data, Building and Grounds (SOC 37-0000) Nashville MSA	25	47	11.8
	0	0	0.0
Internal Availability			
job group 7b	75	67.7%	50.8
	0		
	0		
Total	100		62.6%
Women External Availability			
EEEE-1 Tabulation 2006-2010, 5 year ACS data, Building and Grounds (SOC 37-0000) Nashville MSA	25	39.0	9.75
	0	0.0	0
Internal Availability			
job group 7b	75	47.3%	35.5
	0		
	0		
Total	100		45.2%

Utilization Analysis

The utilization analysis involved a comparison of the actual percentage employment of minorities and women in each Job Group with the calculated percentage availability of minorities and women to determine if minorities or women are “underutilized” in any major Job Group.

The declaration of “underutilization” does not amount to an admission of impermissible conduct. It is neither a finding of discrimination nor a finding of a lack of good faith affirmative action effort. Rather, “underutilization” is a technical targeting term used exclusively by affirmative action planners who seek to apply good faith efforts to increase in the future the percentage utilization of minorities and women in a workforce. Belmont University uses the 80% rule in determining underutilization. In addition, any job that indicates underutilization of less than one employee will not be identified as such.

The composition of the workforce for each Job Group and the calculation and identification of underutilization are shown on the following tables.

Utilization Analysis Staff Female

Group No	All employees			Availability	80%	underutilized by
	Total	Males	Females			
1A Senior Management	9 -	7 -	2 22.2%	54.9%	43.9%	y - 1
1B Admin. and Management	16 -	11 -	5 31.3%	54.5%	43.6%	y - 1
3A Professional Staff	121 -	41 -	80 66.1%	61.2%	49.0%	n
3B Athletics Staff	31 -	23 -	8 25.8%	27.9%	22.3%	n
3C Entry Level Professional	95 -	27 -	68 71.6%	71.6%	57.2%	n
3D Supervisor Professional	26 -	13 -	13 50.0%	51.0%	40.8%	n
3E Manager Facilities Mgt & Security	6 -	2 -	4 66.7%	16.0%	12.8%	n
4A Administrative Assistant III	21 -	2 -	19 90.5%	86.3%	69.0%	n
4B Administrative Assistant II	19 -	1 -	18 94.7%	83.8%	67.1%	n
4C Administrative Assistant I	68 -	7 -	61 89.7%	70.7%	56.6%	n
5A Technician	27 -	23 -	4 14.8%	27.0%	21.6%	y - 1
5AS Technician Supervision	4 -	4 -	0 0.0%	20.3%	16.3%	n
6A Skilled	7 -	7 -	0 0.0%	4.7%	3.8%	n
7A Security	20 -	13 -	7 35.0%	31.0%	24.8%	n
7AS Security Supervision	8 -	6 -	2 25.0%	32.8%	26.2%	n

7B Facilities Management Services	90 -	50 -	40 44.4%	39.0%	31.2%	n
7BS Facilities Mgt Services Supervision	7 -	6 -	1 14.3%	45.2%	36.2%	y - 1

Utilization Analysis Staff Minorities

Group No	Total	Minorities					Female					Minority total	availability 80	Underutilized by?
		B	A	AI	H	O	B	A	AI	H	O			
1A	9	0	0	0	0	0	1	0	0	0	0	1	20.3%	n
Senior Management					-						-	11.1%	16.2%	
1B	16	2	0	0	1	0	1	0	0	0	0	4	15.6%	n
Admin. and Management					-						-	25.0%	12.5	
3A	121	2	2	0	0	0	10	0	0	0	2	16	16.6%	n
Professional Staff					-						-	13.2%	13.3%	
3B	31	2	1	0	0	0	0	0	0	0	0	3	18.6%	y - 1
Athletics Staff					-						-	9.7%	14.9%	
3C	95	5	0	0	0	1	10	0	0	0	0	16	18.1%	n
Entry Level Professional					-						-	16.8%	14.5%	
3D	26	0	0	0	0	1	4	0	0	0	0	5	10.8%	n
Supervisor Professional					-						-	19.2%	8.6%	
3E	6	0	0	0	0	0	1	0	0	0	0	1	46.3%	y - 1
Manager Facilities Mgt & Security					-						-	16.7%	37.1%	
4A	21	0	0	0	0	0	2	2	0	0	0	4	21.9%	n
Administrative Assistant III					-						-	19.0%	17.5%	
4B	19	0	0	0	0	1	2	0	0	0	1	4	19.6%	n
Administrative Assistant II					-						-	21.1%	15.7%	
4C	68	0	0	0	0	0	7	2	0	2	0	11	24.7%	y - 2
Administrative Assistant I					-						-	16.2%	19.7%	
5A	27	0	1	0	0	0	0	0	0	0	0	1	22.0%	y - 3
Technician					-						-	3.7%	17.6%	
5AS	4	1	0	0	0	0	0	0	0	0	0	1	13.3%	n
Technician Supervision					-						-	25.0%	10.6%	
6A	7	1	1	0	1	0	0	0	0	0	0	3	22.2%	n
Skilled					-						-	42.9%	17.8%	
7A	20	4	0	0	0	1	3	0	0	0	2	10	24.0%	n
Security					-						-	50.0%	19.2%	
7AS	8	2	0	0	0	0	1	0	0	1	0	4	35.2%	n
Security Supervision					-						-	50.0%	28.1%	
7B	90	16	13	0	6	0	12	8	0	11	1	67	47.0%	n
Facilities Management Services					-						-	74.4%	37.6%	
7BS	7	3	0	0	1	0	0	0	0	1	0	5	62.6%	n
Facilities Mgt Services Supervision					-						-	71.4%	50.0%	

Utilization Analysis Faculty Female

<i>Group No</i>	<i>All employees</i>			<i>Availability</i>	<i>80%</i>	<i>underutilized by</i>
	<i>Total</i>	<i>Males</i>	<i>Females</i>			
2A Professor	133 -	84 -	49 36.8%	47.9%	38.3%	y - 1
2B Associate Professor	106 -	50 -	56 52.8%	53.4%	42.8%	n
2C Assistant Professor	127 -	54 -	73 57.5%	48.0%	38.4%	n
2D Instructor	32 -	17 -	15 46.9%	56.5%	45.2%	n
2E Adjunct Professor	809 -	353 -	456 56.4%	51.2%	41.0%	n

Utilization Analysis Faculty Minorities

Group No	Total	Minorities										Minority total	availability 80	Underutilized by?
		Male					Female							
		B	A	AI	H	O	B	A	AI	H	O			
2A	133	0	0	0	1	1	2	0	0	0	1	5	16.1%	y - 12
Professor	-	-	-	-	-	-	-	-	-	-	-	3.8%		12.8%
2B	106	5	1	0	2	1	7	2	0	2	0	20	18.9%	n
Associate Professor	-	-	-	-	-	-	-	-	-	-	-	18.9%		15.1%
2C	127	2	4	0	3	3	5	3	0	1	1	22	24.6%	y - 2
Assistant Professor	-	-	-	-	-	-	-	-	-	-	-	17.3%		19.7%
2D	32	0	0	0	1	1	0	0	0	0	0	2	20.4%	y - 3
Instructor	-	-	-	-	-	-	-	-	-	-	-	6.3%		16.3%
2E	809	9	5	2	7	12	18	8	0	1	24	86	17.3%	y - 25
Adjunct Professor	-	-	-	-	-	-	-	-	-	-	-	10.6%		13.8%

Affirmative Action Plan for Persons with Disabilities and Veterans

Introduction

In addition to Executive Order 11246, individuals with disabilities (IWD) and certain veterans are covered by Section 503 of the Rehabilitation Act of 1973 (Section 503), as amended with the ADA Amendments Act of 2008, the Vietnam Era Veteran Readjustment Assistance Act (VEVRAA) of 1974, as amended, and the Veteran's Employment Opportunities Act of 1999. This includes qualified special disabled veterans, Vietnam era veterans, recently separated veterans, and veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized. Section 503 as well as VEVRAA requires employers to take affirmative action to recruit, hire, promote, and retain these individuals.

Policy Statement

It is the policy of Belmont University to promote the realization of equal employment opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal employment opportunity without regard to race, color, sex, national or ethnic origin, age, disability, sexual orientation or military service. To that end, the Equal Employment Policy (Exhibit A) has been developed and is included in the Staff Handbook, Faculty Handbook, is on the Belmont website, and will be included in orientation for new faculty and staff. In addition, this policy is reaffirmed by the President of this institution in the introductory letter to this Affirmative Action Plan.

Appointment of EEO Coordinator

Responsibility for implementation of all Affirmative Action Programs is placed in an EEO Coordinator. Leslie Lenser, Sr. Director of Human Resources, has been appointed EEO Coordinator of Belmont University. Her name will appear on all internal and external communications regarding the company's Affirmative Action programs.

More specific responsibilities required of the EEO Coordinator are outlined in the section "AAP for Women and Minorities".

Review of Personnel Processes

The Office of Human Resources, and specifically the EEO Coordinator, has been charged with reviewing all personnel processes, including hiring or promotion and training to ensure consideration of applicants and employees with known disabilities and veterans. Modifications will be made where necessary of any process that eliminates qualified individuals with a disability or veterans. All applicants are invited to self-identify their status as a disabled individual or covered veteran. Additionally, new employees are surveyed after a job offer is made and prior to the beginning of employment as part of their new hire paperwork.

All open positions are posted using Belmont Jobs Online. No qualified candidate may be denied employment or promotion on the basis of disability or covered veteran status. University compensation practices are nondiscriminatory, and compensation policies are administered fairly. In offering employment or promotion to individuals with disabilities or covered veterans, the amount of compensation offered is not reduced by any disability income, pension, or other benefits the applicant or employee receives. Only relevant portions of an applicant's military service record are considered when reviewing the applicant's qualifications against the specific job qualifications of a vacant position.

Physical and Mental Qualifications

All job descriptions contain physical and mental qualifications necessary to perform the essential job functions of that position. These qualifications are part of the job postings for all position openings. Physical and mental qualifications are reviewed periodically to ensure that they accurately describe the qualifications for that position.

Reasonable Accommodation to Physical and Mental Limitation

Belmont University makes every effort to reasonably accommodate known physical or mental limitations of otherwise qualified individuals with disabilities, disabled veterans, and other covered veterans. Requests are evaluated in order to ensure that they would not impose an undue hardship on the operation of the University, and where that is the case, alternative solutions are encouraged.

Harassment

The University's position against the harassment of any individual is very clearly stated in the policy. "The University's policy of nondiscrimination, while consistent with the law, is in fact mandated by the University's religious values. The University's values are rooted in Christian principles which recognize the basic dignity of every person as a creation of God." Because of this basic belief and value system, Belmont University does not tolerate harassment of any kind.

Recruitment Efforts and Results - Individuals with Disabilities (IWD)

A nationwide 7% utilization goal for qualified IWD has been established. Belmont University asks every applicant within its online recruiting system to voluntarily self-identify if they have a disability and if they will require a reasonable accommodation to perform the duties of the position for which they are applying. A link is provided to Form CC-305 from the Office of Management and Budget (OMB) and gives examples of disabilities and additional descriptions. During the last plan year, 98 out of 4605 applicants (2.0%) responded yes to the request for self-identification of a disability.

The Office of Human Resources provides a survey link to all new employees during their onboarding process requesting self-identification of a disability.

Recruitment Efforts and Results - Veterans

A national benchmark of 7% is provided for hiring of covered veterans. Belmont University asks every applicant within its online recruiting system to voluntarily self-identify if they are a covered veteran. Additionally, all new employees are asked about their veteran status during the onboarding process.

Because all faculty positions require at least a Master's degree, Belmont University believes that the number of qualified applicants that are veterans is less than the national benchmark of 7%. Belmont University continues a number of good faith advertising efforts to publicize positions to populations that we believe have a higher percentage of veterans.

Belmont University has taken strides to continually increase the diversity among our faculty and staff. In addition to renewing the purchase of online ad packages with The Chronicle of Higher Education and Higher Ed Jobs, which includes the Affirmative Action email blast, we have expanded our advertising to include LinkedIn and the Higher Education Recruitment Consortium (HERC).

The Office of Human Resources (OHR) created a LinkedIn page and purchased a LinkedIn Jobs ad package. The recruiters have been granted access to post open positions on Belmont University's LinkedIn page and the Alumni Relations' LinkedIn page.

The recruiters also have membership in the Association of Latino Professionals for America to connect with diverse applicants. Belmont's open positions are also listed on the National Labor Exchange, which provides a daily feed to the Veterans Job Bank, the Tennessee Department of Labor and Goodwill Industries in hopes to attract more veterans and individuals with disabilities.

For faculty search committees, the HR Generalist provides training on the search process. This includes meeting with the search committee as a whole to discuss Belmont's affirmative action goals, the faculty search process, and PeopleAdmin training. The recruiters continually research additional avenues for advertising positions in order to attract more diverse faculty applicants. Along with additional adjunct advertising, a concerted effort will be made to assist department chairs in the recruitment of diverse applicants.

Definitions

The following definitions are applicable to this Program.

"Individual with a disability" means any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment.

"Qualified individual with a disability" means a disabled individual as defined above who is capable of performing the essential functions of a particular job, with or without reasonable accommodation.

"Covered veteran" means a special disabled veteran, Vietnam era veteran, or any other Gulf War or recent veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

"Special disabled veteran" means (1) a veteran who is entitled to compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Department of Veterans' Affairs for a disability which is (a) rated at 30 percent or more, or (b) rated at 10 or 20 percent, in the case of a veteran who has been determined under Section 38 U.S.C. 3106 to have a serious employment handicap, or (2) a person who was discharged or released from active duty because of service-connected disability.

Serious employment handicap, as used in the paragraph above, means a significant impairment of a veteran's ability to prepare for, obtain, or retain employment consistent with the veteran's abilities, aptitudes, and interests.

"Qualified special disabled veteran" means a special disabled veteran who satisfies the requisite skill, experience, education, and other job-related requirements of the employment position the veteran holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of the position.

"Veteran of the Vietnam era" means a person who (1) served on active duty in the U.S. military, ground, naval or air force for a period of more than 180 days and was discharged or released with other than a dishonorable discharge, if any part of the active duty occurred (a) in the Republic of Vietnam between February 28, 1961 and May 7, 1975, or (b) between August 5, 1964 and May 7, 1975 in all other cases, or (2) was discharged or released from active duty because of a service-connected disability, if any part of the active duty occurred (a) in the Republic of Vietnam between February 28, 1961 and May 7, 1975, or (b) between August 5, 1964 and May 7, 1975 in any other locations.

"Recently Separated Veteran" means any veteran who served on active duty in the U.S. military, ground, naval or air service during the one-year period beginning on the date of such veteran's discharge or release from active duty.

"Other Protected Veteran" means a veteran who served on active duty in the U.S. military, during a war or in a campaign or expedition for which a campaign badge has been authorized. A copy of the list also may be obtained by calling (301) 306-6752.

Other information for veterans can be found <http://www.opm.gov/policy-data-oversight/veterans-services/vet-guide/>.

Nondiscrimination Statement

Belmont University is a Christian community. The University faculty, administration, and staff uphold Jesus as the Christ and as the measure for all things. As a community seeking to uphold Christian standards of morality, ethics, and conduct, Belmont University holds high expectations of each person who chooses to join the community. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Sections 504 of the Rehabilitation Act of 1973, Belmont University does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, military service, or sexual orientation in its administration of education policies, programs or activities; its admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. The University has appointed the Senior Director of the Office of Human Resources to serve as coordinator of compliance with Title VI, Title VII and Title IX issues and questions for staff and faculty. The Director of Title IX Compliance and Prevention Programs serves as coordinator for Title IX issues and questions for students.

Inquiries or complaints should be directed to:

Leslie Lenser
Senior Director of Human Resources
& Deputy Title IX Coordinator
Fidelity Hall Fourth Floor
1900 Belmont Boulevard
Nashville, TN 37212
615-460-5443
leslie.lenser@belmont.edu

Lauri Chaudoin
Director of Title IX Compliance
& Prevention Programs
Freeman Hall Third Floor
1900 Belmont Boulevard
Nashville, TN 37212
615-460-6894
lauri.chaudoin@belmont.edu

Affirmative Action

In addition to the policy of non-discrimination, the University has established an Affirmative Action Plan using the guidelines set forth by the Office of Federal Contract Compliance Programs. The purpose of the affirmative action plan follows its regulation 41 CFR 60-2.10:

An affirmative action plan is a set of specific and results-oriented procedures to which a contractor commits itself to apply every good faith effort. The objective of those procedures plus such efforts is equal employment opportunity. Procedures without effort to make them work are meaningless, and effort, undirected by specific and meaningful procedures, is inadequate. An acceptable affirmative action program must include an analysis of areas within which the contractor is deficient in the utilization of minority groups and women and, further, goals and timetables to which the contractor's good-faith efforts must be directed to correct the deficiencies and thus to achieve prompt and full utilization of minorities and women at all levels and in all segments of its workforce where deficiencies exist.

The University recognizes that the presence of a diverse faculty and staff is educationally desirable. It further acknowledges that past practices of admission and employment tended to have an adverse effect on the employment opportunities of members of previously excluded groups, or groups whose employment or promotional opportunities have been artificially limited. In order to overcome the lack of adequate representation of minority faculty and staff, Belmont has adopted a policy of affirmative action.

The University therefore has and will continue to identify and work to eliminate any institutional employment practices which are not directly related to qualifications and/or job performance. These practices shall include an ongoing review of the initial application and interview process, the contents of job descriptions, pre-employment questions and tests, job qualifications, and procedures and programs which bear upon opportunities for advancement within the University.

Recruitment

The University will generally pursue a program of open recruitment to avoid the possible discriminatory effects of a closed system. Belmont will conduct ongoing evaluations of the means by which candidates for employment are sought, to the end that the pool of candidates will include qualified persons which will include qualified minorities and women.

Similarly, the University's academic program is available to students without regard to race, sex, color, national or ethnic origin, age, disability, sexual orientation or military service. The University is committed to a policy of enrollment which encourages a diverse student body as a desirable educational goal. Belmont will conduct ongoing evaluations of the means by which it creates pools of prospective students and every aspect of University life which might result in inadvertent discrimination.

This policy shall be made clear to all persons in the University community and to those who come into contact with Belmont. The policy shall be included in the staff handbook, faculty handbook and will be included in orientation for new faculty and staff.

Belmont University Governing Ideas

I. Vision

To be a leader among teaching universities, bringing together the best of liberal arts and professional education in a Christian community of learning and service.

II. Mission Statement

Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.

- Belmont University is **student-centered**. The University provides an environment for students to develop intellectually, spiritually, socially and physically through experiences of learning and research, leading and serving, success and failure, and consideration and choice. Faculty, administration and staff commit themselves to guide and challenge students to develop their full potential in order to lead lives of meaning and purpose.
- Belmont University is a **Christian community**. Faculty, administration and staff uphold Jesus as the Christ and as the measure for all things. Students encounter Christian values relevant to personal growth, service, and spiritual maturity and are expected to commit themselves to high moral standards.
- Belmont University is **academically challenging**. The University offers rigorous undergraduate and graduate programs emphasizing knowledge and discernment, intellectual discourse and debate, and humble engagement of cultural and social perspectives within a framework of ethical and moral reflection. All learning contexts stress the skills and dispositions necessary for lifelong learning and sustaining the value of higher education in each person's professional and personal life.
- Belmont University welcomes men and women from **diverse backgrounds**. The University upholds the dignity of all and fosters an atmosphere of respect for the civil expression of divergent perspectives that enables students to learn, live, work and socialize together.
- Belmont University empowers men and women to **engage and transform the world**. The University prepares students to use their intellectual skills, creativity and faith to meet the challenges and opportunities that face the human community.

III. Values

As a student-centered Christian community with a rich Baptist heritage, Belmont University upholds the following core values as essential to intellectual, spiritual, personal and corporate life:

- Integrity
- Inquiry
- Collaboration
- Service
- Humility

Belmont University [Vision 2020](#)

COMMON GUIDING PRINCIPLES ON THE PATH TO 2020

01. Students will be at the center of all that we do.
02. Highest quality academic programs and excellence in teaching will be treasured.
03. Strong Christian character will be embedded in all that we do.
04. Diversity will be enhanced across the University community.
05. A strong people-first culture of openness and mutual respect will guide our relationships.
06. The reputation of Belmont University will be strengthened.
07. Technology will be deployed to enhance learning and improve operational efficiency.
08. University resources will be applied to achieve high quality and to maintain momentum.
09. Investments in people will be made in the form of salary, benefits and individual development opportunities.
10. We will cherish the privilege of service to others and the importance of our work.

SEVEN STRATEGIC PRIORITIES

Formed from the input of students, faculty, staff and alumni, these seven strategies reflect who Belmont wants to be and where it plans to go as a University by 2020.

01. **WE WILL** strive to attract, retain and graduate extraordinary students.
02. **WE WILL** pursue transparency, open conversations and positive relationships as tools for creating a renewed sense of mutual respect and collaboration.
03. **WE WILL** ensure long-term organizational strength by the efficient and responsible use of our resources.
04. **WE WILL** engage in ongoing evaluation of our learning processes and adapt to changing environments.
05. **WE WILL** utilize technology related to information dissemination, learning, instructional delivery and administrative practice to innovate.
06. **WE WILL** continue our commitment to be “Nashville’s University,” aligning Belmont’s vision and resources with the ever-changing needs of the people in our community.
07. **WE WILL** exemplify our Christian faith by responding to the imperative expressed in James 1:22, which states “Do not merely listen to the word... Do what it says.”

Exhibit B

Applicant Flow

Applicant Flow Analysis Female

<i>Job group</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Availability</i>	<i>Adverse impact?</i>
1B	70	32	38	54.5%	n
Admin. and Management	-	-	54.3%		
2B	17	5	12	53.4%	n
Associate Professor	-	-	70.6%		
2C	619	417	202	48.0%	y-35
Assistant Professor	-	-	32.6%		
2E	973	452	521	51.2%	n
Adjunct Professor	-	-	53.5%		
3A	674	304	370	61.2%	n
Professional Staff	-	-	54.9%		
3B	258	196	62	27.9%	n
Athletics Staff	-	-	24.0%		
3C	1218	459	759	71.6%	n
Entry Level Professional	-	-	62.3%		
3D	236	128	108	51.0%	n
Supervisor Professional	-	-	45.8%		
3E	175	140	35	16.0%	n
Manager Facilities Mgt & Security	-	-	20.0%		
4A	52	16	36	86.3%	n
Administrative Assistant III	-	-	69.2%		
4B	201	48	153	83.8%	n
Administrative Assistant II	-	-	76.1%		
4C	121	25	96	70.7%	n
Administrative Assistant I	-	-	79.3%		
5A	35	30	5	27.0%	y-2
Technician	-	-	14.3%		

<i>Job group</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Availability</i>	<i>Adverse impact?</i>
6A	20	20	0	4.7%	n
Skilled	-	-	0.0%		
7A	149	117	32	31.0%	y-5
Security	-	-	21.5%		
7AS	35	32	3	32.8%	y-6
Security Supervision	-	-	8.6%		
7B	143	92	51	39.0%	n
Facilities Management Services	-	-	35.7%		
7BS	33	21	12	45.2%	n
Facilities Mgt Services Supervision	-	-	36.4%		

* For job groups 2A, 2B, 2C, 2D, rank is generally determined after the hire is made depending upon the education and experience of the person hired. Thus, the job group of the applicants may vary.

**Adjunct Instructors have one semester part-time contracts. Belmont uses an online system which has pools of interested applicants for adjunct openings. All applicants within the pool are counted once unless they drop out or are not qualified.

Applicant Flow Analysis Minorities

<i>Job group</i>	<i>Total</i>	<i>Minorities</i>										<i>Unk</i>	<i>Minority total</i>	<i>Adverse impact? availability</i>	
		<i>Male</i>					<i>Female</i>								
		<i>B</i>	<i>A</i>	<i>AI</i>	<i>H</i>	<i>O</i>	<i>B</i>	<i>A</i>	<i>AI</i>	<i>H</i>	<i>O</i>				
1B	70	10	1	0	0	1	11	0	0	0	1	10	24	15.6%	n
Admin. and Management	-	-	-	-	-	-	-	-	-	-	-	-	40.0%		
2B	17	0	1	0	0	0	5	0	0	0	0	1	6	18.9%	n
Associate Professor	-	-	-	-	-	-	-	-	-	-	-	-	37.5%		
2C	619	36	67	6	0	1	27	28	0	0	2	87	167	24.6%	n
Assistant Professor	-	-	-	-	-	-	-	-	-	-	-	-	31.4%		
2E	973	32	12	4	0	6	73	26	2	0	7	122	162	17.3%	n
Adjunct Professor	-	-	-	-	-	-	-	-	-	-	-	-	19.0%		
3A	674	37	4	4	0	3	59	7	0	0	2	79	116	16.6%	n
Professional Staff	-	-	-	-	-	-	-	-	-	-	-	-	19.5%		
3B	258	28	4	1	0	0	5	2	0	0	3	28	43	18.6%	n
Athletics Staff	-	-	-	-	-	-	-	-	-	-	-	-	18.7%		
3C	1218	62	8	1	0	10	123	13	5	0	5	86	227	18.1%	n
Entry Level Professional	-	-	-	-	-	-	-	-	-	-	-	-	20.1%		
3D	236	24	4	1	0	1	33	1	2	0	0	21	66	10.8%	n
Supervisor Professional	-	-	-	-	-	-	-	-	-	-	-	-	30.7%		
3E	175	5	2	1	0	1	10	0	0	0	0	15	19	46.3%	y-44
Manager Facilities Mgt & Security	-	-	-	-	-	-	-	-	-	-	-	-	11.9%		
4A	52	1	2	0	0	0	6	0	0	0	1	5	10	21.9%	n
Administrative Assistant III	-	-	-	-	-	-	-	-	-	-	-	-	21.3%		
4B	201	7	4	1	0	0	32	4	3	0	2	12	53	19.6%	n
Administrative Assistant II	-	-	-	-	-	-	-	-	-	-	-	-	28.0%		
4C	121	4	1	0	0	1	15	3	0	0	1	18	25	24.7%	n
Administrative Assistant I	-	-	-	-	-	-	-	-	-	-	-	-	24.3%		
5A	35	4	1	0	0	2	0	1	0	0	0	2	8	22.0%	n
Technician	-	-	-	-	-	-	-	-	-	-	-	-	24.2%		

<i>Job group</i>	<i>Total</i>	<i>Minorities</i>										<i>Unk</i>	<i>Minority total</i>	<i>Adverse impact? availability</i>	
		<i>Male</i>					<i>Female</i>								
		<i>B</i>	<i>A</i>	<i>AI</i>	<i>H</i>	<i>O</i>	<i>B</i>	<i>A</i>	<i>AI</i>	<i>H</i>	<i>O</i>				
6A	20	3	0	2	0	0	0	0	0	0	0	4	5	22.2%	n
Skilled	-	-	-	-	-	-	-	-	-	-	-	-	-	31.3%	
7A	149	30	0	4	0	5	22	0	0	0	0	13	61	24.0%	n
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	44.9%	
7AS	35	4	0	1	0	2	3	0	0	0	0	6	10	35.2%	n
Security Supervision	-	-	-	-	-	-	-	-	-	-	-	-	-	34.5%	
7B	143	30	18	1	0	0	36	7	0	0	0	12	92	47.0%	n
Facilities Management Services	-	-	-	-	-	-	-	-	-	-	-	-	-	70.2%	
7BS	33	13	0	0	0	0	6	0	0	0	1	2	20	62.6%	n
Facilities Mgt Services Supervision	-	-	-	-	-	-	-	-	-	-	-	-	-	64.5%	

*For job groups 2A, 2B, 2C, 2D, rank is generally determined after the hire is made depending upon the education and experience of the person hired. Thus, the job group of the applicants may vary.

**Adjunct Instructors have one semester part-time contracts. Belmont uses an online system which has pools of interested applicants for adjunct openings. All applicants within the pool are counted once unless they drop out or are not qualified.

Exhibit C

Recruitment Sources

All staff and faculty positions are posted on Jobs at Belmont. Each applicant is asked “How did you first hear about the position?” This helps the University understand how it can better market openings to attract a diverse pool of applicants.

Belmont University has taken strides to continually increase the diversity among our faculty and staff. The University renewed the purchase of online ad packages with The Chronicle of Higher Education and HigherEdJobs.com, which includes the Affirmative Action email blast to over 300,000+ individuals interested in open positions at institutions focused on expanding their employee diversity. Other advertising venues include LinkedIn, CareerBuilder, Indeed, the Southern Region Education Board, and New American Colleges & Universities.

For faculty search committees, the HR Generalist assigned to faculty provides training on the search process. This includes meeting with each search committee as a whole to discuss Belmont’s affirmative action goals, implicit bias training, review of the faculty search process and training on the PeopleAdmin system. The faculty search process includes established procedures for ensuring consistency and objectivity to avoid disparate impact.

The recruiters continually research additional avenues for advertising positions to attract more diverse applicants. Along with additional adjunct advertising, a concerted effort will be made to assist department chairs and committee search chairs in the recruitment of diverse applicants.

Listing of Recruitment Sources

All applicants were asked how they first heard about the open position. In addition to the Belmont website, friends, colleagues and Belmont employees, additional sources are listed below:

Response

ACPA
AES Job Board
AJET Job Listing Facebook Group
Alabama Career Services Website
Alumni referral
Another student at Belmont
API Alumni Group
APPA Website
ASCA
Association for Student Conduct Administration (ASCA)
Audio Engineering Society
Belmont Alumni Facebook Page
Belmont Career Services
Belmont Employee
Belmont Friend
Belmont HR Website
Belmont University Professors
Belmont University webpage for job listings
Belmont Website
Beyond.com
BusinessWorkforce.com
Career Center in Metro Center-Nashville
Careerbuilder.com
Christian Higher Ed Jobs
Chronicles of Higher Education
CIO Listserv
Craigslist
EDUCAUSE Career Website
Employ Georgia Website
Facebook
Facebook - Belmont University Alumni Association
Facebook group for Student Affairs Professionals
Former Belmont Employee
Former student
Georgia Department of Labor
GetGraphicDesignJobs.com
Getphotographyjobs.com
Gigats.com
GlassDoor.com
Google
Green Hills Church
HigherEdJobs.com

HigherEdJobs.com, Affirmative Action Job Announcement
<http://nacelinknetwork.jobs>
<http://ncaamarket.ncaa.org/>
<http://www.simplyhired.com>
iHire Admin
iHireBroadcasting
Indeed.com
Inside Higheredjobs.com
JobInsider
JobPlace
Kentucky Career Center
Ladders
LinkedIn Job Postings
MT SHRM website
Nashville Chamber of Commerce Website
Nashville International Center for Empowerment
NCAA.org
NICE Refugee Resettlement Agency
SECUSS-L@listserve.buffalo.edu
SHRM
Simply Hired
Southern Region Education Board
Talent Zoo
Tennessee Department of Labor
The Chronicle for Higher Education
The Goodwill Solutions
TheLadders.com
TICUA
University of Mississippi School of Law Career Services
University of Phoenix career site
University of Tennessee Law Career Center
URIMA
us.jobrapido.com
VA website
World Relief, Nashville
WVU College of Law simplicity website
ZipRecruiter.com

Exhibit D

Personnel Practices

New Hire Analysis Female

<i>Job group</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>availability adverse impact?</i>	
1B	1	0	1	54.5%	n
Admin. and Management	-	-	100.0%		
2A	1	1	0	47.9%	n
Professor	-	-	0.0%		
2B	3	1	2	53.4%	n
Associate Professor	-	-	66.7%		
2C	12	8	4	48.0%	n
Assistant Professor	-	-	33.3%		
2D	2	1	1	56.5%	n
Instructor	-	-	50.0%		
2E	5	0	5	51.2%	n
Adjunct Professor	-	-	100.0%		
3A	16	4	12	61.2%	n
Professional Staff	-	-	75.0%		
3B	7	2	5	27.9%	n
Athletics Staff	-	-	71.4%		
3C	25	6	19	71.6%	n
Entry Level Professional	-	-	76.0%		
3D	3	1	2	51.0%	n
Supervisor Professional	-	-	66.7%		
3E	1	0	1	16.0%	n
Manager Facilities Mgt & Security	-	-	100.0%		
4A	1	0	1	86.3%	n
Administrative Assistant III	-	-	100.0%		
4B	7	1	6	83.8%	n
Administrative Assistant II	-	-	85.7%		
4C	8	4	4	70.7%	n
Administrative Assistant I	-	-	50.0%		

<i>Job group</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>availability adverse impact?</i>	
6A	1	1	0	4.7%	n
Skilled	-	-	0.0%		
7A	10	8	2	31.0%	n
Security	-	-	20.0%		
7B	14	11	3	39.0%	y-1
Facilities Management Services	-	-	-	21.4%	
7BS	1	1	0	45.2%	n
Facilities Mgt Services Supervision	-	-	0.0%		

New Hire Analysis Minorities

Job group	Total	Minorities										Minority total	Adverse impact? availability	
		Male					Female							
		B	A	AI	H	O	B	A	AI	H	O			
1B	1	0	0	0	0	0	0	0	0	0	0	0	15.6%	n
Admin. and Management	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
2A	1	0	0	0	0	0	0	0	0	0	0	0	16.1%	n
Professor	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
2B	3	0	0	0	0	0	0	0	1	0	0	0	18.9%	n
Associate Professor	-	-	-	-	-	-	-	-	-	-	-	-	33.3%	
2C	12	1	0	0	1	0	0	0	0	0	0	0	24.6%	n
Assistant Professor	-	-	-	-	-	-	-	-	-	-	-	-	16.7%	
2D	2	0	0	0	1	0	0	0	0	0	0	0	20.4%	n
Instructor	-	-	-	-	-	-	-	-	-	-	-	-	50.0%	
2E	5	0	0	0	0	0	1	1	0	0	0	0	17.3%	n
Adjunct Professor	-	-	-	-	-	-	-	-	-	-	-	-	40.0%	
3A	16	1	0	0	0	0	2	0	0	0	0	0	16.6%	n
Professional Staff	-	-	-	-	-	-	-	-	-	-	-	-	18.8%	
3B	7	0	0	0	0	0	0	0	0	0	0	0	18.6%	y-1
Athletics Staff	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
3C	25	1	0	0	0	0	2	0	0	0	0	0	18.1%	n
Entry Level Professional	-	-	-	-	-	-	-	-	-	-	-	-	12.0%	
3D	3	0	0	0	0	0	2	0	0	0	0	0	10.8%	n
Supervisor Professional	-	-	-	-	-	-	-	-	-	-	-	-	66.7%	
3E	1	0	0	0	0	0	0	0	0	0	0	0	46.3%	n
Manager Facilities Mgt &	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
4A	1	0	0	0	0	0	0	0	0	0	0	0	21.9%	n
Administrative Assistant III	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
4B	7	0	0	0	0	0	1	0	0	0	0	0	19.6%	n
Administrative Assistant II	-	-	-	-	-	-	-	-	-	-	-	-	14.3%	
4C	8	0	0	0	0	0	0	0	0	0	0	0	24.7%	y-1
Administrative Assistant I	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
6A	1	0	0	0	0	0	0	0	0	0	0	0	22.2%	n
Skilled	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
7A	10	1	0	1	0	1	0	0	0	0	0	0	24.0%	n
Security	-	-	-	-	-	-	-	-	-	-	-	-	30.0%	
7B	14	5	4	0	1	0	1	1	0	0	0	0	47.0%	n
Facilities Management	-	-	-	-	-	-	-	-	-	-	-	-	85.7%	
7BS	1	1	0	0	0	0	0	0	0	0	0	0	62.6%	n
Facilities Mgt Services	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	

Transfers/ Promotions Female

<i>Job group</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>Availability</i>	<i>Adverse impact?</i>
2A	5	2	3	47.9%	n
Professor	-	-	60.0%		
2B	27	13	14	53.4%	n
Associate Professor	-	-	51.9%		
2C	5	3	2	48.0%	n
Assistant Professor	-	-	40.0%		
2D	5	2	3	56.5%	n
Instructor	-	-	60.0%		
2E	3	2	1	51.2%	n
Adjunct Professor	-	-	33.3%		
3A	3	2	1	61.2%	n
Professional Staff	-	-	33.3%		
3B	1	1	0	27.9%	n
Athletics Staff	-	-	0.0%		
3C	7	1	6	71.6%	n
Entry Level Professional	-	-	85.7%		
3D	2	1	1	51.0%	n
Supervisor Professional	-	-	50.0%		
3E	1	1	0	16.0%	n
Manager Facilities Mgt & Security	-	-	0.0%		
4A	1	0	1	86.3%	n
Administrative Assistant III	-	-	100.0%		
4B	2	0	2	83.8%	n
Administrative Assistant II	-	-	100.0%		
4C	1	0	1	70.7%	n
Administrative Assistant I	-	-	100.0%		
7A	8	6	2	31.0%	n
Security	-	-	25.0%		
7AS	2	2	0	32.8%	n
Security Supervision	-	-	0.0%		
7B	2	2	0	39.0%	n
Facilities Management Services	-	-	0.0%		
7BS	2	2	0	45.2%	n
Facilities Mgt Services Supervision	-	-	0.0%		

Transfers Promotion Analysis Minorities

<i>Job group</i>	<i>Total</i>	<i>Minorities</i>										<i>Minority total</i>	<i>Adverse impact? availability</i>
		<i>Male</i>					<i>Female</i>						
		<i>B</i>	<i>A</i>	<i>AI</i>	<i>H</i>	<i>O</i>	<i>B</i>	<i>A</i>	<i>AI</i>	<i>H</i>	<i>O</i>		
2A Professor	5 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 0.0%	16.1% n
2B Associate Professor	27 -	1 -	0 -	0 -	1 -	1 -	2 -	1 -	0 -	0 -	0 -	6 22.2%	18.9% n
2C Assistant Professor	5 -	0 -	0 -	0 -	1 -	0 -	0 -	0 -	0 -	0 -	0 -	1 20.0%	24.6% n
2D Instructor	5 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 0.0%	20.4% n
2E Adjunct Professor	3 -	0 -	1 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	1 33.3%	17.3% n
3A Professional Staff	3 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 0.0%	16.6% n
3B Athletics Staff	1 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 0.0%	18.6% n
3C Entry Level Professional	7 -	0 -	0 -	0 -	0 -	0 -	1 -	0 -	0 -	0 -	0 -	1 14.3%	18.1% n
3D Supervisor Professional	2 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 0.0%	10.8% n
3E Manager Facilities Mgt & Security	1 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 0.0%	46.3% n

<i>Job group</i>	<i>Total</i>	<i>Minorities</i>					<i>Female</i>					<i>Minority total</i>	<i>Adverse impact? availability</i>	
		<i>Male</i>												
		<i>B</i>	<i>A</i>	<i>AI</i>	<i>H</i>	<i>O</i>	<i>B</i>	<i>A</i>	<i>AI</i>	<i>H</i>	<i>O</i>			
4A	1	0	0	0	0	0	1	0	0	0	0	1	21.9%	n
Administrative Assistant III	-	-	-	-	-	-	-	-	-	-	-	-	100.0%	
4B	2	0	0	0	0	0	0	0	0	0	0	0	19.6%	n
Administrative Assistant II	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
4C	1	0	0	0	0	0	0	0	0	0	0	0	24.7%	n
Administrative Assistant I	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
7A	8	0	0	0	0	0	0	0	0	0	0	0	24.0%	y-1
Security	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
7AS	2	0	0	0	0	1	0	0	0	0	0	1	35.2%	n
Security Supervision	-	-	-	-	-	-	-	-	-	-	-	-	50.0%	
7B	2	0	0	0	1	0	0	0	0	0	0	1	47.0%	n
Facilities Management Services	-	-	-	-	-	-	-	-	-	-	-	-	50.0%	
7BS	2	1	0	0	0	0	0	0	0	0	0	1	62.6%	n
Facilities Mgt Services Supervision	-	-	-	-	-	-	-	-	-	-	-	-	50.0%	

Terminations Analysis Female

<i>Job group</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>availability adverse impact?</i>	
1B	1	0	1	54.5%	n
Admin. and Management	-	-	100.0%		
2A	5	2	3	47.9%	n
Professor	-	-	60.0%		
2B	2	2	0	53.4%	y-1
Associate Professor	-	-	0.0%		
2C	5	1	4	48.0%	n
Assistant Professor	-	-	80.0%		
2D	2	0	2	56.5%	n
Instructor	-	-	100.0%		
2E	4	0	4	51.2%	n
Adjunct Professor	-	-	100.0%		
3A	20	6	14	61.2%	n
Professional Staff	-	-	70.0%		
3B	3	1	2	27.9%	n
Athletics Staff	-	-	66.7%		
3C	20	5	15	71.6%	y-2
Entry Level Professional	-	-	75.0%		
3E	2	1	1	16.0%	n
Manager Facilities Mgt & Security	-	-	50.0%		
4A	2	0	2	86.3%	n
Administrative Assistant III	-	-	100.0%		
4B	4	1	3	83.8%	y-1
Administrative Assistant II	-	-	75.0%		
4C	9	0	9	70.7%	n
Administrative Assistant I	-	-	100.0%		
5A	1	1	0	27.0%	n
Technician	-	-	0.0%		
6A	1	1	0	4.7%	n
Skilled	-	-	0.0%		

<i>Job group</i>	<i>Total</i>	<i>Males</i>	<i>Females</i>	<i>availability adverse impact?</i>	
7A	9	7	2	31.0%	y-1
Security	-	-	22.2%		
7AS	1	1	0	32.8%	n
Security Supervision	-	-	0.0%		
7B	10	6	4	39.0%	n
Facilities Management Services		-	- 40.0%		

Terminations Analysis Minorities

Job group	Total	Minorities					Female					Minority total	Adverse impact?	Availability
		Male	B	A	AI	H	O	B	A	AI	H			
1B	1	0	0	0	0	0	0	0	0	0	0	0	15.6%	n
Admin. and Management	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
2A	5	0	0	0	0	0	0	0	0	0	0	0	16.1%	y-1
Professor	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
2B	2	0	0	0	0	0	0	0	0	0	0	0	18.9%	n
Associate Professor	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
2C	5	0	0	0	0	0	1	0	0	0	0	1	24.6%	n
Assistant Professor	-	-	-	-	-	-	-	-	-	-	-	-	20.0%	
2D	2	0	0	0	0	0	0	0	0	0	0	0	20.4%	n
Instructor	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
2E	4	0	0	0	0	0	0	1	0	0	0	1	17.3%	n
Adjunct Professor	-	-	-	-	-	-	-	-	-	-	-	-	25.0%	
3A	20	0	0	0	0	0	3	0	0	0	0	3	16.6%	y-1
Professional Staff	-	-	-	-	-	-	-	-	-	-	-	-	15.0%	
3B	3	0	0	0	0	0	0	0	0	0	0	0	18.6%	n
Athletics Staff	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
3C	20	1	1	0	1	0	3	0	0	0	0	6	18.1%	n
Entry Level Professional	-	-	-	-	-	-	-	-	-	-	-	-	30.0%	
3E	2	0	0	0	0	0	0	0	0	0	0	0	46.3%	y-1
Manager Facilities Mgt & Security	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
4A	2	0	0	0	0	0	0	0	0	0	0	0	21.9%	n
Administrative Assistant III	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
4B	4	0	0	0	0	0	0	0	0	0	0	0	19.6%	n
Administrative Assistant II	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
4C	9	0	0	0	0	0	1	0	0	0	0	1	24.7%	y-1
Administrative Assistant I	-	-	-	-	-	-	-	-	-	-	-	-	11.1%	
5A	1	0	0	0	0	0	0	0	0	0	0	0	22.0%	n
Technician	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
6A	1	0	0	0	0	0	0	0	0	0	0	0	22.2%	n
Skilled	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
7A	9	0	0	1	0	0	0	0	0	0	0	1	24.0%	y-1
Security	-	-	-	-	-	-	-	-	-	-	-	-	11.1%	
7AS	1	0	0	0	0	0	0	0	0	0	0	0	35.2%	n
Security Supervision	-	-	-	-	-	-	-	-	-	-	-	-	0.0%	
7B	10	1	1	0	0	0	1	3	0	0	0	6	47.0%	n
Facilities Management Services	-	-	-	-	-	-	-	-	-	-	-	-	60.0%	

Exhibit E Training Programs

Offerings of assorted programs of interest to a diverse community are communicated widely. The following table lists some of them and how the offering was communicated.

Employee	Training	Communication
All employees	<ul style="list-style-type: none"> ▪ Belmont State of Mind Diversity & Inclusion in-person training sessions 	<ul style="list-style-type: none"> ▪ Faculty and Staff Meetings ▪ Emails
All employees	<ul style="list-style-type: none"> ▪ Business management and professional skills ▪ Leadership Development ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Emails ▪ Brochures ▪ Staff meetings ▪ MyBelmont intranet
All employees	<ul style="list-style-type: none"> ▪ Sack Lunch discussions 	<ul style="list-style-type: none"> ▪ Emails ▪ MyBelmont intranet
All employees	<ul style="list-style-type: none"> ▪ Title IX Responsible Employee 	<ul style="list-style-type: none"> ▪ Emails ▪ Student Concerns Handout (MyBelmont intranet and hard copy in orientation) ▪ Faculty and Staff Meetings
All supervisors of staff	<ul style="list-style-type: none"> ▪ Legal Wellness workshop ▪ Behavioral Interviewing workshop ▪ Hiring workshop ▪ Sexual Misconduct and Sexual Harassment workshops ▪ Performance Management workshops ▪ Manager competency video lending library 	<ul style="list-style-type: none"> ▪ Phone calls and emails ▪ Staff meetings ▪ Training Today LMS ▪ MyBelmont intranet
All Staff	<ul style="list-style-type: none"> ▪ Core Competency Workshops on Communication, Customer Focus, Diversity & Inclusion, Managing Change 	<ul style="list-style-type: none"> ▪ Emails ▪ MyBelmont intranet ▪ Staff Meetings
Custodial Services staff	<ul style="list-style-type: none"> ▪ Job specific training ▪ Manager training 	<ul style="list-style-type: none"> ▪ In-service departmental training
Campus Security staff	<ul style="list-style-type: none"> ▪ Job specific training ▪ Manager training 	<ul style="list-style-type: none"> ▪ In-service departmental training
Faculty	<ul style="list-style-type: none"> ▪ Search Committee applicant screening and interviewing 	<ul style="list-style-type: none"> ▪ Search Committee Meeting ▪ Email
Faculty	<ul style="list-style-type: none"> ▪ Teaching Effectiveness workshops and lunch discussions including 	<ul style="list-style-type: none"> ▪ Teaching Center events

	Diversity in the Classroom, other specific diversity topics	
All new employees (within 30 days of hire date)	<ul style="list-style-type: none"> ▪ FERPA tutorial ▪ Title IX online course ▪ Training Today online (Diversity, Harassment, Discrimination) 	<ul style="list-style-type: none"> ▪ MyBelmont intranet online training
New full-time faculty	<ul style="list-style-type: none"> ▪ 3 days Orientation including Diversity in the Classroom, Sexual Misconduct and Sexual Harassment Awareness, ADA 	<ul style="list-style-type: none"> ▪ Orientation through the Provost's Office, Teaching Center, and Human Resources
New staff	<ul style="list-style-type: none"> ▪ Orientation including Belmont mission, vision, values and relevant policies 	<ul style="list-style-type: none"> ▪ At new employee signup ▪ MyBelmont intranet ▪ Emails
All faculty and staff who work with minors	<ul style="list-style-type: none"> ▪ Protecting Minors on Campus 	<ul style="list-style-type: none"> ▪ Awareness training for all faculty and staff ▪ Focused training and background checks for all faculty, staff, students who work directly with minors in programs on campus
Faculty and staff Campus Security Authorities	<ul style="list-style-type: none"> ▪ Clery Act 	<ul style="list-style-type: none"> ▪ Email ▪ Faculty and Staff Meetings and Training Sessions

Bi-Weekly Staff received one hour of in-service per month training. All employees participated in the training sessions as a departmental group at the same time. A breakdown of participation follows:

Department	Total number of employees	Total number of minorities	% minorities
Landscaping	8	3	37%
Maintenance	26	9	34%
Custodial Services	63	52	82%
Campus Security	27	9	33%

How Belmont University disseminates the existence of its Affirmative Action Plan & Equal Employment Opportunity Policy
Admissions information
All employment advertisements
All official university printed documents and forms
Belmont Jobs Online recruiting and hiring system including employment applications
Belmont Jobs Online staff and faculty training for each posting
Departmental instructional meetings
Guest lectures by HR staff for Belmont classes on Diversity, AAP, EEOC
HR advises policy and procedures for all faculty and administrator searches
Human Resources Website and internal intranet, MyBelmont http://www.belmont.edu/hr includes Mission, Vision, and Values statements with links to Diversity information
Legal Wellness workshops for managers and handbooks and training
New Faculty Orientation and handbooks
New Staff Orientation and employee handbooks
Welcome Home Team website and activities
Student Vision articles

Exhibit F

EEO-1 Definitions of Major Job Groups

Beginning in 2014, the Department of Education changed their IPEDS reporting to utilize Standard Occupational Codes (SOC) rather than EEO-1 categories. In order to maintain consistency, this Affirmative Action Plan will continue to report jobs according to EEO-1 categories.

Executive, administrative and managerial – A primary function or occupational activity category used to classify a person whose assignments require management of the institution or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment. Included in this category are employees holding titles such as top executives; chief executives; general and operations managers; advertising, marketing, public relations, and sales managers; operations specialties managers; administrative services managers; computer and information systems manager; financial managers; human resources managers; purchasing managers; postsecondary education administrators, such as presidents, vice presidents (including assistants and associates), deans (including assistants and associates) if their principal activity is administrative and not primarily instruction, research or public service; and assistant and associate managers (including first-line managers of service, production, and sales workers who spend more than 80% of their time performing supervisory activities); engineering managers; food service managers; lodging managers; and medical and health services managers. *At Belmont - EEO groups 1A (Senior Management) and 1B (Administration and Management).*

Faculty – Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research, or public service as a principal activity. They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive offers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as “faculty” is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category. *At Belmont - EEO groups 2A (Professor Rank), 2B (Associate Professor Rank), 2C (Assistant Professor Rank), 2D (Instructor Rank) and 2E (Adjunct Instructors).*

Other Professional (support/service) – A primary function or occupational activity category used to classify persons employed for the primary purpose of performing academic support, student service, and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background. Included in this category are all employees holding titles such as business operations specialists; buyers and purchasing agents; human resources, training, and labor relations specialists; management analysts; meeting and convention planners; miscellaneous business operations specialists; financial specialists; accountants and auditors; budget analysts; financial analysts and information scientists; research; computer programmers; computer software engineers; computer support specialists; computer systems analysts; dataset administrators; network and computer systems administrators; network systems and data communication analysts; counselors, social workers, and other community and social service specialists; health educators; clergy; directors, religious activities and education; lawyers; librarians, curators, and archivists; museum technicians and conservators; artists and related workers; designers; athletes, coaches, and umpires; dancers and choreographers; music directors and composers; chiropractors, dentists; dieticians and nutritionists; optometrists; pharmacists; physicians and surgeons; podiatrists; registered nurses; therapists; and veterinarians. *At Belmont - EEO groups 3A (Professional Staff),*

3B (Athletics Staff), 3C (Entry level Professional staff), 3D (Supervisor of Professional Staff), 3E (Manager Facilities Management Services and Security).

Clerical and secretarial – A primary function or occupational activity category used to classify persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Includes personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmer) or information and other paperwork required in an office. Also includes such occupational titles as switch board operators, including answering service; telephone operators; bill and account collectors; billing and posting clerks and machine operators; bookkeeping, accounting, and auditing clerks; payroll and timekeeping clerks; procurement clerks; file clerks; clerical library assistants; human resources assistants, except payroll and timekeeping; shipping, receiving, and traffic clerks; secretaries and administrative assistants; computer operators; data entry and information processing workers; desktop publishers; mail clerks and mail machine operators (except postal service); office clerks (general); office machine operators (except computer); and proofreaders and copy markers. *At Belmont - EEO groups 4 A, B, C (Administrative Assistants III, II and I respectively).*

Technical and Paraprofessionals – A primary function or occupational activity category used to classify persons whose assignments require specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job training, or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma. Includes persons who perform some of the duties of a professional in a supportive role, which usually requires less formal training and experience than normally required for professional status. Includes mathematical technicians; life, physical, and social science technicians; agricultural and food science technicians; chemical technicians; geological and petroleum workers; health technologists and technicians; dietetic technicians; pharmacy technicians; licensed practical and vocational nurses; medical records and health information technicians; opticians dispensing; healthcare support occupations; nursing aides, orderlies, and attendants; physical therapist assistants and aides; massage therapists; dental assistants; medical assistants; and pharmacy aides. *At Belmont - EEO groups 5A and 5AS (Technician and Technician Supervisors).*

Skilled Crafts – A primary function or occupational activity category used to classify persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs. Includes occupational titles such as welders, cutters, solderers, and braziers; bookbinders and bindery workers; printers; cabinet makers and bench carpenters; plant and system operators; stationary engineers and boiler operators; water and liquid waste treatment plant and system operators; crushing, grinding, polishing, mixing, and blending workers; medical, dental, and ophthalmic laboratory technicians; painting workers; photographic process workers and processing machine operators; and etchers and engravers. *At Belmont - EEO groups 6A and 6AS (Skilled Craft & Skilled Craft Supervision).*

Service and Maintenance – A primary function or occupational activity category used to classify persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties that result in or contribute to the comfort, convenience, and hygiene of personnel and the student body, or that contribute to the upkeep of the institutional property. Includes titles such as fire fighters; law enforcement workers; parking enforcement workers; police officers; security guards; lifeguards; ski patrol; cooks and food preparation workers; food and beverage serving workers; fast food and counter workers; waiters and waitresses; other food preparation and serving related workers; building cleaning and pest control workers; grounds maintenance workers; electrical and electronic equipment mechanics; installers and repairers; radio and telecommunications equipment installers and repairers; avionics technicians; electric motor, power tool and related repairers; vehicle and mobile equipment mechanics, installers, and repairers; control and valve installers and repairers; heating, air conditioning, and refrigeration mechanics and installers;

air transportation workers; motor vehicle operators; and parking lot attendants. *At Belmont - EEO groups 7A and 7AS (Security and Security Supervision) and 7B and 7BS (Facilities Management Services & Supervision).*

Exhibit G**AAP Goals and Timetable**

The University voluntarily sets goals and time tables to achieve the goals. Goals must be reasonable and achievable and are based on current hiring patterns and availability. Belmont University is committed in its efforts to applying good faith methods to increase the percentages of women and minorities in underutilized groups. Affirmative action planning requires that goals be set as a percentage. However, due to the small numbers involved in hiring in many of our job categories, those percentages would be less than a person each year. Therefore, we have voluntarily, as an administrative aid to our hiring managers, established these numerical goals. These are goals to assist management and should not be construed as quotas in any way. Job groups are not listed if there is no underutilization for either women or minorities.

Affirmative Action Goals for Staff Positions 2018 - 2023

Job group number and name	Current Under-utilization	Goal 2018-2019	Goal 2019-2020	Goal 2020-2021	Goal 2021-2022	Goal 2022-2023
1A Senior Management	1 women			1 woman		
1B Admin and Management	1 women		1 woman			
3B Athletics Staff	1 minority		1 minority			
3E Manager Facilities/ Security	1 minority			1 minority		
4C Admin. Assistant Level I	2 minorities	1 minority			1 minority	
5A Technician	3 minorities 1 woman	1 minority	1 woman	1 minority		1 minority
7BS Facilities Mgt Services Supr	1 woman		1 woman			

On the staff side, utilization numbers have consistently increased over the years. The Technicians category shows the most underutilization. We will continue to recruit women and minorities for these positions. However, there was only one total new hire for 2017, so it will take some time to accomplish our goal in this area. The entry level Administrative Assistant category has improved, and now has an underutilization of 2 minorities. The other categories showing underutilization and their goals are shown above.

Affirmative Action Goals for Faculty Positions 2018 - 2023

Job group number and name	Current Under-utilization	Goal 2018-2019	Goal 2019-2020	Goal 2020-2021	Goal 2021-2022	Goal 2022-2023
2A Professor	1 women & 12 minorities	1 minority	1 woman 1 minority	1 minority	1 minority	1 minority
2C Assistant Professor	2 minorities	1 minority	1 minority			
2D Instructor	3 minorities	1 minority	1 minority	1 minority		
2E Adjunct Instructor	25 minorities	10 minorities	10 minorities	5 minorities		

The University has shown great improvement in the utilization of women and minorities for Faculty positions. Since 2014, the number of minority faculty has increased by a total of 10 (from 37 to 47). Promotions for faculty positions are based on meeting a number of criteria including minimum years of service, teaching and student evaluations, and other job-based performance goals. The minimum number of years before possible promotion between Assistant to Associate Professor and from Associate to full Professor is generally 6 years for each. Thus goals for increasing women and minorities within the faculty may be more than five years in the future. For faculty, the primary emphasis will continue to be hiring more minorities at the Assistant Professor level, as this is the traditional beginning level for tenure track faculty. Additionally, the University must refocus its efforts to hire more minorities for Adjunct Instructors by continuing to educate and support the academic hiring managers for these positions and for additional outreach to increase the number of qualified minorities in the applicant pool.