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I. PURPOSE

An Affirmative Action Plan is a written document that guides you on the path of Equal Employment Opportunity. It begins with a commitment to Equal Employment Opportunity and assigns responsibility for Equal Employment Opportunity to the people who can make it happen. Then it looks at the females and minorities in your workforce by structure (Who reports to whom?) and by jobs (Who is in what kinds of jobs?). After you see who is working in your jobs, you can compare them to the people who are available to work in those jobs. Your Affirmative Action plan also shows you how people have been affected by the personnel actions you have taken. You will see who has applied to work for you and who has been hired, terminated, and promoted. Finally, your Affirmative Action Plan looks at your past and present workforce compared to the workforce you could have (Availability), and lists the steps that have gotten your workforce closer to the available workforce and the steps you will take for continued Equal Employment Opportunity.

Your Affirmative Action Plan shows you where you are, where you have been, and where you could be. It is a tool that puts your past and present in front of you to let you determine the best course for your future. It shows you how well you are living up to your commitment to Equal Employment Opportunity, and it lets you create your own path to more complete Equal Employment Opportunity.

II. SCOPE

These Guidelines address Federal AAP requirements. They do not necessarily tell you how to fulfill any other requirements – and complying with them does not relieve you of any other obligations.

III. RETENTION

The AAP should be retained for at least two years.

IV. AGENCIES REQUIRED TO COMPLETE AN AAP OR AN EEO POLICY

A. Agencies With Fewer Than 50 Employees

Non-Executive Branch agencies with fewer than 50 employees (classified and unclassified combined) are not required to prepare a full AAP but must have an Equal Employment Opportunity Policy, as set forth below. That policy must be updated when appropriate, signed by the Statutory Appointing Authority, and provided to the SCS Compliance and Audit Division for review during the agency's Compliance Audit.

B. Agencies With 50 or More Employees

Every Department in the Executive Branch and every other state agency with more than 50 employees (classified and unclassified combined) at any time during a year must have an AAP in place, update it at least annually, and provide to the SCS Compliance and Audit Division for review during the agency's Compliance Audit. Every employee of the Department or Agency must be included in an AAP – even Executive Branch employees who work in a facility or office with fewer than 50 employees. Board and

Commission Members who are appointed by the Governor or through another method beyond the control of the Department or Agency need not be counted or included.

Each Executive Department may have one or more AAP's. Each Department may choose to prepare a single AAP that includes all of its employees or separate AAP's for individual offices, institutions, or facilities.

For example, LDH may have one AAP that includes all LDH employees, or it may have a "Primary AAP," which would include the Secretary's Office and maybe the Office of Management and Finance, a separate AAP for each Program Office (Office of Public Health, Office of Mental Health,...), and separate AAP's for each Development Center and other unit (Licensing Boards, for example). The employees of each Office, Developmental Center, or other unit with fewer than 50 employees must be included in an AAP – either the Primary AAP or the unit's AAP.

To decide whether your Department should have one or more AAP's, look at the personnel function. Consider how free the units are to act without approval. If the units have some degree of autonomy in hiring, firing, and other personnel activities, separate AAP's may be appropriate. If the units cannot take personnel actions without approval, separate AAP's are probably not appropriate.

If separate AAP's are appropriate, you may choose to send one AAP that actually combines several AAP's. For example, the Department of Corrections/Corrections Services may submit an AAP that includes separate AAP's for Headquarters and for each Correctional Facility. If the Department has one EEO Policy and if responsibilities are designated to the same positions at each facility, those sections need not be repeated in each AAP.

Each Department's Primary AAP must include a list of all Personnel Areas (for LaGov HCM Departments) or Business Units (for Non-LaGov HCM Departments) in the Department and indicate which AAP includes each Personnel Area or Business Unit.

V. DATES

An AAP analyzes workforce data from the past year, and describes action steps planned for the future. The data analysis in an AAP looks at personnel activity during a chosen twelve-month period. Based on the analysis of personnel activity during that past twelve-month period, the agency makes plans for how recruiting, hiring, etc. will be done during the next twelve months. The completed AAP must be provided to the SCS Compliance and Audit Division for review during the agency's Compliance Audit.

For example, an agency may choose to use September 1, 2001 – August 31, 2002 as the data analysis period. In this case, the data used in the AAP will reflect personnel activity from September 1, 2001, to August 31, 2002. The employee counts used in the AAP will be based on the employees in service on August 31, 2002. The action steps described in the AAP will address future personnel activities from September 1, 2002 to August 31, 2003.

Example:

Data Dates:	September 1, 2001 – August 31, 2002
Action Steps Dates:	September 1, 2002 – August 31, 2003

Each agency chooses its AAP dates. When choosing, consider the availability of both data and personnel. If you know that your office is audited at a certain time every year, set your dates so that you will not be working on the AAP during that time. If you work at a University that hires many new employees at the beginning of each semester, set your dates so that you will not have to work on the AAP during those peak hiring periods.

VI. PARTS OF AN AAP

You are only required to prepare and provide the items that are listed and described below. If you are required to submit more information to the OFCCP or anyone else, you may provide that information during your Compliance Audit in addition to everything that we require.

Cover Page
Table of Contents
EEO Policy
Designation of Responsibility
Organizational Profile
Comparison of Incumbency to Availability
Summary of Personnel Activity
History of Comparisons and Action Steps

A. Cover Page

The Cover Page must include:

1. The Organization's name – and prior name if it changed in the last five years
2. Mailing Address (including P.O. Box or street address and zip code)
3. Data Year
4. AAP Year
5. The Preparer's name – typed and signed – and typed title
6. The EEO Coordinator's name – typed and signed – and typed title
Indicate if this is the same person as the preparer
7. Statutory Appointing Authority's name – typed and signed – and typed title
Clearly indicate any title (Dr., Mr., Mrs.,...) in the typed name
8. The following statement signed by the Statutory Appointing Authority:
"I have read this Affirmative Action Plan and will ensure that all necessary and appropriate steps are taken to ensure that this agency does provide equal employment opportunity to all employees and applicants."
9. Personnel Areas or Business Units
 - a. For all AAP's: The names of all Personnel Areas or Business Units included in the AAP. You may use a separate page.
 - b. For each Primary AAP: The names of all Personnel Areas or Business Units in the Department and which AAP includes each. You may use a separate page.

[Sample of Cover Page for Primary AAP](#)

[Sample of Cover Page for Non-Primary AAP](#)

B. Equal Employment Opportunity Policy

An Equal Employment Opportunity Policy clearly states a commitment to equal employment opportunity through merit selection in all employment actions. It may list considerations on which decisions are based, such as skills, experience, training, and suitability for employment, or factors that will not be considered, such as race, sex, or political or religious beliefs. The policy must be updated when appropriate and signed and dated – every year – by the Statutory Appointing Authority.

Your EEO Policy is the only one that is required in your AAP. Other personnel policies, such as sexual harassment, grievances, et cetera, need not be included in it.

C. Designation of Responsibility

At least one official must be responsible for implementing and monitoring the AAP. This person or these people must have the authority to ensure that the AAP is implemented and to take action to make it work. For this section, list the people or positions that have responsibility for the AAP and the responsibilities assigned to each person or position.

[1st Sample of Designation of Responsibility](#)

[2nd Sample of Designation of Responsibility](#)

D. Organizational Profile: Workforce Analysis or Organizational Display

The Organizational Profile gives an overview of the organization's sex and ethnic makeup on the last day of the Data Year. It breaks the organization down into offices, divisions, sections, or other appropriate units by "first line supervisor." For AAP purposes, "first line supervisor" is not rigidly defined. You may choose supervisors who recommend hiring and other personnel actions, PPR rating supervisors, supervisors who approve leave, supervisors who assign tasks, or any other supervisors that make sense in your organization. Very rarely will the Appointing Authority be the only supervisor.

For this section, you are concentrating on how your organization is divided – who reports to whom. You are not concerned with EEO Job Categories or Job Groups – just job titles and where they fit in your organization's structure. You do not need to list the individuals in the job titles – just the job titles and the number of employees in each sex and ethnic group.

You may provide a Workforce Analysis or an Organizational Display.

❖ Workforce Analysis

In a Workforce Analysis, for each organizational unit, (1) give the name of the unit, and (2) list all job titles, ranked by pay level. If you have a combination of pay levels and/or unclassified jobs in a unit, rank the jobs by salary. For each job title, give (1) the total number of incumbents, (2) the number of incumbents in each sex and ethnic group, (3) the pay level or an indication of unclassified status, and (4) the salary range (this will reflect SER's and other specials pay arrangements).

You may include all of this information in one chart or table for each unit, or you may put the pay level and/or salary range information in another section. If you use another section, you must specifically refer to it and give its page number(s) in this section.

You may indicate supervisors by (1) listing the supervisors' job titles first or last, regardless of pay level, or (2) putting an S by supervisors' job titles, or (3) any other obvious way.

The supervisor's job title should be listed first if pay levels go from highest to lowest or last if pay levels go from lowest to highest, no matter what the supervisor's pay level is.

[1st Sample of Workforce Analysis](#)

[2nd Sample of Workforce Analysis](#)

[3rd Sample of Workforce Analysis \(Pay Levels and Unclassified jobs\)](#)

❖ **Organizational Display**

An Organizational Display does not have as much detail as a Workforce Analysis. For each organizational unit, give (1) the name of the unit, (2) the supervisor's job title, ethnicity, and sex, (3) the total number of employees, and (4) the number of employees in each ethnic and sex group. The Organizational Display may look like the typical "org chart," or it may be a chart, list, table, spreadsheet, outline, or any other writing or drawing that can (a) show how the units relate to each other, and (b) give the required information for each unit.

To get the unit information for the Organizational Display, you may consider simply asking each first line supervisor. You could distribute organizational charts to your supervisors and tell them what information to fill in. You will have to know how the units relate to each other, but you will not have to search for that particular personnel information for your entire organization.

[1st Sample of Organizational Display \(Org Chart\)](#)

[2nd Sample of Organizational Display \(Outline\)](#)

E. Comparison of Incumbency to Availability

In this section, you will compare the percentage of women and minorities in your workforce to the percentage of women and minorities in the available workforce. These comparisons must be made for each Job Group within a geographic area.

Comparison of Incumbency to Availability has four steps:

1. Separating the jobs in your workforce into Job Groups;
2. Identifying the sex and minority makeup of each Job Group;
3. Considering your workforce and the outside workforce to determine the sex and minority makeup of the available workforce for those Job Groups; and
4. Comparing your workforce to the available workforce – what your workforce is compared to what it could be.

Note: Depending on the format you use, Job Group Analysis, Placement of Incumbents in Job Groups, Availability, and Comparing Incumbents and Availability may all be on one page for each Job Group, or each section may be on separate pages.

[Sample of Comparison of Incumbency to Availability \(one page\)](#)

1. Job Group Analysis

The Job Group Analysis puts the job titles in your workforce in Job Groups. Your incumbency of females and minorities in these Job Groups will be compared to the Availability of females and minorities in the Job Groups. A Job Group is a list of job titles – you only need to list them here – with similar content (duties and responsibilities), pay, and opportunities (training, transfer, promotion,...).

You may find guidance in creating Job Groups from the Dictionary of Occupational Titles, O*Net, the Louisiana Department of Labor's Louisiana Affirmative Action Data Book, and Civil Service job specifications. Because you will be comparing the incumbents in your Job Groups to availability data from outside sources, you may want to consider the way jobs are grouped in your sources. The Definitions and Lists section below includes the occupational groupings used in the Louisiana Affirmative Action Data Book as an example.

Job Group Analysis is not related to the Organizational Profile. For Job Group Analysis, you are looking at the job titles and grouping them so that you can later compare them to Availability data. Your organizational structure does not matter here.

Job Groups will be compared to Availability. Availability data is figured by recruitment area, so Job Groups must also be divided by recruitment area. A recruitment area may be one or more individual parishes or major metropolitan areas. If you have Accountants in Baton Rouge and in New Orleans in a single AAP, they will probably be in two separate Job Groups.

A Job Group should not contain jobs in more than one EEO Job Category. Classified and unclassified jobs cannot be in the same Job Group – because they do not have similar content, pay, and opportunities.

Agencies with 150 or fewer employees may use EEO Job Categories as Job Groups. Agencies that use the EEO Job Categories must still set up their Job Groups so that they do not combine classified and unclassified jobs or different recruitment areas in any Job Group.

[Sample of Job Group Analysis](#)

2. Placement of Incumbents in Job Groups

Figure the percentage of females and minorities in each Job Group that you just established. You need percentages in your Job Groups because you will be comparing them to Availability, which is figured in percentages. You can put the percentages after the list of job titles for each Job Group. You do not need to break your minorities down into ethnic groups, because Availability data are not available by ethnic group.

[Sample of Job Group Analysis and Placement of Incumbents in Job Groups](#)

[Sample of Placement of Incumbents in Job Groups](#)

3. Availability

Availability gives you the percentage of females and minorities that are available to work in each Job Group. It defines the demographics of your applicant pool. Availability data are separated by Job Group and recruitment area. The percentages of females and minorities available are to be compared to the percentages of females and minorities actually working for you in each Job Group.

There are two factors used for determining availability:

1. The percentage of minorities or women with the requisite skills in the reasonable recruitment area.
2. The percentage of minorities or women among those promotable, transferable, and trainable in the organization.

You may consider other factors, but you are only required to consider those two. Considering the factors means that you determine how important each factor is when you are filling positions. For each Job Group, show each factor with its raw percentage and weight. The factors may be weighted differently in different Job Groups.

To determine each factor's weight, look at how you have filled positions in each Job Group in the past. For example, you may always look inside your agency when filling high-level management positions. For the Job Groups with those positions, Factor 1 may be weighted at or near 0%, and Factor 2 may be weighted at or near 100%. For agencies that are so small that promotion is not feasible in some Job Groups, Factor 1 may be weighted at or near 100%, and Factor 2 may be weighted at or near 0% for those Job Groups.

You must determine the raw percentages for Factor 2 based on your own employees. Factor 2 is your internal availability. Look at the people who are already in your workforce who could promote, transfer, or train to fill different jobs. Figure the female and minority percentages of those people for each Job Group, and you have the raw data for Factor 2.

On each page of Availability in your AAP, put the source of your data. The data for Factor 1 for most jobs are available from the Louisiana Affirmative Action Data Book, published each May by the LA Department of Labor, Office of Occupational Information Services. You may also use other sources. Sources for Factor 2 may include ISIS Reports or Human Resources Records.

The weights for each factor may be different in different Job Groups, but they must always add up to 1 – or 100%.

If both factors are equally important in your appointment practices, then the weight for each factor is .5 – or 50%. Multiply the raw percentage for each factor by .5. Use the whole number of the percentages, rather than the decimal number. For example, if the raw percentage is 75%. Multiply 75 – not .75 – by .5. Add the products (the results of the multiplication) for each factor. That number is your Estimated Availability for the Job Group.

If you find that about 75% of your vacancies in certain Job Groups were filled by promotion, then Factor 1 should be .25 and Factor 2 should be .75 for those Job Groups.

[Sample of Availability](#)

4. Comparing Incumbents to Availability

For each Job Group, compare (put the numbers side by side) the percent of female and minority incumbents in your workforce and the percent of females and minorities you determined to be available.

[Sample of Comparing Incumbents and Availability](#)

F. Summary of Personnel Activity

1. *Hires*
2. *Terminations*
3. *Promotions and Upward Reallocations*
4. *Applicant Flow*

This section looks at a summary of personnel activities (what has happened to applicants and employees) during the Data Year. It can indicate whether a particular group of people has experienced a disproportionate amount of change – whether good (hires or promotions) or bad (terminations).

You may report this information by job title or Job Group. If you use job titles, list them by Job Group. You may use the Job Groups that you compared to Availability, or you may use Job Groups without regard to geographic area.

Report each activity separately (in a separate chart or table). For Hires, Terminations, and Promotions and Upward Reallocations, for each job title or Job Group, give (1) the total number of actions, (2) the total number of actions for females, (3) the percent of actions for females, (4) the total number of actions for each ethnic group, and (5) the percent of actions for each ethnic group.

The samples show only Hires, but the same format may be used for Terminations and Promotions and Upward Reallocations.

[1st Sample of Hires, Terminations, or Promotions and Upward Reallocations](#)

[2nd Sample of Hires, Terminations, or Promotions and Upward Reallocations](#)

[3rd Sample of Hires, Terminations, or Promotions and Upward Reallocations](#)

[4th Sample of Hires, Terminations, or Promotions and Upward Reallocations](#)

Summary of Applicant Flow requires more information. For each job title or Job Group, give the number and percent of applicants who are female and who are members of each ethnic group; the number and percent of rejected applicants who are female and who are members of each ethnic group; and the number and percent of females and members of each ethnic group who were selected (Selection Rate).

If you use any in-house tests to screen out applicants, you must also include the number and percent of females and members of each ethnic group who were eliminated from consideration.

Like the other personnel activities, you may report this information by job title or Job Group. If you use job titles, list them by Job Group. You may use the Job Groups that you compared to Availability, or you may use Job Groups without regard to geographic area.

An applicant is someone who applied for a job and did not later express unwillingness to take a job. Unwillingness could be shown through failure to respond to a letter, declining an interview or job offer, et cetera.

An applicant who was rejected did not meet the minimum qualifications.

The Selection Rate is the number of people selected (Appointees) divided by the total number of Applicants.

[Summary of Applicant Flow](#)

G. History of Comparisons and Action Steps

On one page (if possible), for each Job Group, show the percent of females and minority incumbents compared to the Availability percentages for the new AAP and the old AAP.

On the following page (or pages), if incumbency has gotten closer to availability, list the steps taken to achieve that improvement, for example, recruitment strategies, recruitment programs, et cetera. If incumbency is less than Availability, list the steps that will be taken to attempt to get the workforce closer to Availability.

The steps taken should increase the number of females and /or minorities in the pool of applicants. For example, LDH sends its vacancy announcements to the Legislative Black Caucus to increase its minority applicants. You are not required to appoint a less qualified person because of his or her sex or minority status.

The Statutory Appointing must sign each page of this section.

[Sample of History Comparisons](#)

VII. DEFINITIONS AND LISTS

- A. EEO-4 Job Categories
- B. EEO-6 Job Categories
- C. Ethnic Groups
- D. Example of Job Divisions

A. EEO-4 Job Categories

Definitions are from EEOC Form 164, State and Local Government Information (EEO-4)

Officials and Administrators: Occupations in which employees set broad policies, exercise overall responsibility for execution of these policies, or direct individual departments or special phases of the agency's operations, or provide specialized consultation on a regional, district or area basis. Includes: department heads, bureau chiefs, division chiefs, directors, deputy directors, controllers, wardens, superintendents, sheriffs, police and fire chiefs and inspectors, examiners (bank, hearing, motor vehicle, warehouse), inspectors (construction, building, safety, rent-and-housing, fire, A.B.C. Board, license, dairy,

livestock, transportation), assessors, tax appraisers and investigators, coroners, farm managers, and kindred workers.

Professionals: Occupations which require specialized and theoretical knowledge which is usually acquired through college training or through work experience and other training which provides comparable knowledge. Includes: personnel and labor relations workers, social workers, doctors, psychologists, registered nurses, economists, dieticians, lawyers, systems analyst, accountants, engineers, employment and vocational rehabilitation counselors, teachers or instructors, police and fire captains and lieutenants, librarians, management analysts, airplane pilots and navigators, surveyors and mapping scientists, and kindred workers.

Technicians: Occupations which require a combination of basic scientific or technical knowledge and manual skill which can be obtained through specialized post-secondary school education or through equivalent on-the-job training. Includes: computer programmers, drafters, survey and mapping technicians, licensed practical nurses, photographers, radio operators, technical illustrators, highway technicians, technicians (medical, dental, electronic, physical sciences), police and fire sergeants, inspectors (production or processing inspectors, testers and weighers), and kindred workers.

Protective Service Workers: Occupations in which workers are entrusted with public safety, security, and protection from destructive forces. Includes: police patrol officers, firefighters, guards, deputy sheriffs, bailiffs, correctional officers, detectives, marshals, harbor patrol officers, game and fish wardens, park rangers (except maintenance), and kindred workers.

Paraprofessionals: Occupations in which workers perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status. Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept. Included: research assistants, medical aides, child support workers, police auxiliary welfare service aides, recreation assistants, homemaker aides, home health aides, library assistants and clerks, ambulance drivers and attendants, and kindred workers.

Administrative Support (Including Clerical and Sales): Occupations in which workers are responsible for internal and external communication, recording and retrieval of data and/or information and other paperwork required in an office. Includes: bookkeepers, messengers, clerk-typists, stenographers, court transcribers, hearing reporters, statistical clerks, dispatchers, license distributors, payroll clerks, office machine and computer operators, telephone operators, legal assistants, sales workers, cashiers, toll collectors, and kindred workers.

Skilled Craft Workers: Occupations in which workers perform jobs which require special manual skill and a thorough and comprehensive knowledge of the processes involved in the work which is acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Includes: mechanics and repairers, electricians, heavy equipment operators, stationary engineers, skilled machining occupations, carpenters, compositors and typesetters, power plant operators, water and sewage treatment plant operators, and kindred workers.

Service-Maintenance: Occupations in which workers perform duties which result in or contribute to the comfort, convenience, hygiene or safety of the general public or which contribute to the upkeep and care of buildings, facilities, or grounds of public property. Workers in this group may operate machinery.

Includes: chauffeurs, laundry and dry cleaning operatives, truck drivers, bus drivers, garage laborers, custodial employees, gardeners and groundkeepers, refuse collectors, construction laborers, park rangers (maintenance), farm workers (except managers), craft apprentices/trainees/helpers, and kindred workers.

B. EEO-6 Job Categories

Definitions are from EEOC Form 221, Higher Education Staff Information (EEO-6)

Executive, Administrative and Managerial: Include all persons whose assignments require *primary* (and major) responsibility for 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, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as President, Vice President, Dean, Director, or the equivalent, as well, as officers subordinate to any of these administrators with such titles as Associate Dean, Executive Officer of academic department heads, or the equivalent, if their principal activity in administrative.

NOTE: Supervisors of professional employees are included here, while supervisor[s] of nonprofessional employees (technical, clerical, craft, and service/maintenance) are to be reported within the specific categories of the personnel they supervise.

Faculty (Instruction/Research/Public Service): Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. **Do not** include student teaching or research assistants or medical interns or residents.

Other Professionals (Support/Service): Include in this category persons employed for the primary purpose of performing academic support, student service and institutional support activities and whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Include employees such as librarians, accountants, personnel, counselors, systems analysts, coaches, lawyers, and pharmacists, for example.

Clerical and Secretarial: Include all persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paper work required in an office, such as bookkeepers, stenographers, clerk typists, office-machine operators, statistical clerks, payroll clerks, etc. Include also sales clerks such as those employed full time in the bookstore, and library clerks who are not recognized as librarians.

Technical and Paraprofessional: Include all persons who[se] assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many 2-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed

practical or vocational nurses, dieticians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupational-activity categories but which are institutionally defined as technical assignments.

Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional technical status. Such positions may fall within an identified pattern of staff development and promotion under a “New Careers” concept.

Skilled Craft: Include all 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. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors, and typesetters, upholsterers.

Service/Maintenance: Include persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, security personnel.

C. Ethnic Groups

Definitions are from EEOC Form 164, State and Local Government Information (EEO-4)

White (not of Hispanic origin): All persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin): All persons having origins in any of the Black racial groups of Africa.

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

Asian or Pacific Islander: All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

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

D. Example of Job Divisions

This is the list of job divisions in the Louisiana Labor Force Diversity Data, 2018. Notice that it has six groups (based on the EEO-1 Job Categories) that are repeated and broken down in the same list.

Management, professional, and related occupations
Service occupations
Sales and office occupations
Farming, fishing and forestry occupations

Construction, extraction, and maintenance occupations
Production, transportation and material moving occupations

MANAG. & PROF. SPECIALTY

EXECUTIVE, ADMIN., & MANAGERIAL

PROFESSIONAL SPECIALTY

ENGINEERS, ARCH., & SURVEYORS

MATH, COMPUTER, & NATURAL SCIEN.

TEACHERS

OTHER PROFESSIONALS

TECH., SALES & ADMIN. SUPPORT

TECHNICIANS & RELATED SUPPORT

HEALTH TECHNOLOGISTS & TECH.

ENGINEERING & RELATED TECH.

SCIENCE TECHNICIANS

OTHER TECHNICIANS

SALES OCCUPATIONS

SUPERVISORS & PROPRIETORS

WHOLESALE SALES

RETAIL SALES

OTHER SALES WORKERS

ADMIN., SUPPORT, INCL. CLERICAL

SUPERVISORS

COMPUTER EQUIPMENT OPERATORS

SECRETARIES, STENO. & TYPIST

OFFICE MACHINE OPERATORS

OTHER SUPPORT & CLERICAL

SERVICE OCCUPATIONS

PRIVATE HOUSEHOLD

PROTECTIVE SERVICE

SERVICE EXC. PROTECT. & PRIV. 'HOLD

FOOD SERVICE

HEALTH SERVICE

CLEANING & BUILDING SERVICES

PERSONAL SERVICES

PRECISION PROD., CRAFT & REPAIR

MECHANICS & REPAIRERS

CONSTRUCTION TRADES

EXTRACTIVE

PRECISION PRODUCTION

OPERATIVES, FABRICATORS, & LABORERS

MACH. OPER., ASSEMBLERS & INSPECTORS

FABRIC., ASSEMBLERS, HAND WORKERS

TRANSPORTATION & MATERIAL MOVERS

MOTOR VEHICLE OPERATORS

HANDLERS, CLEANERS, HELPERS & LABORERS

UNEMP. NO RECENT WORK EXPERIENCE

VIII. DSCS CHECKLIST

This is a brief checklist of requirements. Get details from the rest of the guidelines.

Cover Page

- Name
- Mailing Address
- Data Year
- AAP Year
- Preparer and Title – Typed and Signed
- SAA and Title – Typed and Signed
- SAA Statement
- Personnel Areas/Business Units

Table of Contents

- EEO Policy – Signed and Dated
- Designation of Responsibility – Who and what?
- Organizational Profile (only one)
 - Workforce Analysis
 - Unit Name
 - Job Titles – Ranked
 - Job Title totals
 - Sex/Ethnic Breakdown of Job Titles
 - GS-Level
 - Salary Range

Organizational Display

- Unit Relationships
- Unit Name
- Supervisor – Job Title, Ethnic/Sex Group
- Total Employees
- Ethnic/Sex Breakdown of Employees

Comparison of Incumbency to Availability

- Job Group Analysis (list) – Separate C/U and Recruitment Areas
- Placement of Incumbents in Job Groups – Percentages
- Availability
 - Factors and Weights
 - Data Sources

Comparing Incumbency to Availability

Personnel Activity – Totals and raw numbers and percents for sex and ethnic groups

- Hires
- Terminations
- Promotions and Upward Reallocations
- Applicant Flow – Applicants, Applicants Rejected, and Selection Rates

History of Comparisons and Action Steps

- Comparison – This plan and last plan
- Steps Already Taken that made improvements
- Steps to be Taken to make more improvements
- Each page signed by SAA

IX. FORMS

The forms that follow are samples that you may use in your AAP's. You are not required to use these forms; they are simply suggestions that may make your job easier.

- [Cover Sheet for Primary AAP](#)
- [Cover Sheet for Non-Primary AAP](#)
- [Designation for Responsibility \(1\)](#)
- [Designation for Responsibility \(2\)](#)
- [Organizational Profile: Workforce Analysis \(1\)](#)
- [Organizational Profile: Workforce Analysis \(2\)](#)
- [Organizational Profile: Workforce Analysis \(GS-, MS-, and Unclassified jobs\)](#)
- [Organizational Profile: Organizational Display \(Org Chart\)](#)
- [Organizational Profile: Organizational Display \(Outline\)](#)
- [Comparison of Incumbency to Availability \(one page\)](#)
- [Job Group Analysis](#)
- [Job Group Analysis and Placement of Incumbents in Job Groups](#)
- [Placement of Incumbents in Job Groups](#)
- [Availability](#)
- [Comparing Incumbents and Availability](#)
- [Hires, Terminations, or Promotions & Upward Reallocations \(1\)](#)
- [Hires, Terminations, or Promotions & Upward Reallocations \(2\)](#)
- [Hires, Terminations, or Promotions & Upward Reallocations \(3\)](#)
- [Hires, Terminations, or Promotions & Upward Reallocations \(4\)](#)
- [Applicant Flow](#)
- [History of Comparisons](#)