



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN (EEO)



2024

2027

San Luis Obispo County Community College District EQUAL EMPLOYMENT OPPORTUNITY PLAN (EEO) 2024-2027

San Luis Obispo Campus North County Campus South County Center Distance Education

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Component 1: Introduction

The San Luis Obispo County Community College District Equal Employment Opportunity Plan (*Plan*) was first adopted by the governing board on June 3, 2015. The *Plan* reflects the District's commitment to inclusion and equal employment opportunity and further underscores the District's dedication to creating a working and academic environment that welcomes all, fosters diversity and promotes excellence. This *Plan* is a standing agenda item with the Equity and Student Success Committee, which is the District's assigned EEO Advisory Committee. The governing board adopted this revised version on May 1, 2024, following review by the college's participatory governance councils, and the California Community College Chancellor's Office.

The District holds that an educational experience in a diverse and inclusive environment, better prepares our students to live and work in today's global society. The District will continue to take active and vigorous steps to ensure inclusion and equal employment opportunity. Further, the District supports a working and academic environment, which is welcoming to all, fosters diversity, and promotes excellence. This dedication is exhibited in the Cuesta College Mission Statement, Strategic Plan 2020-2023, and EEO Plan.

The *Plan* includes steps that the District will take to support and promote equal employment opportunity in its recruitment and hiring policies and practices and the steps the District shall take in the event of underrepresentation of monitored groups. It contains a longitudinal analysis of the demographic makeup of the District's workforce population and a longitudinal analysis of whether underrepresentation of monitored groups exists.

The *Plan* includes the complaint procedure relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the *Plan*. In support and success of a growing diverse student population, the District endeavors to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.



Signature of Superintendent/President

4.12.24

Date

Component 2: Definitions

CCR Title 5, § 53001

- a) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

- b) *Cultural Competence*: The San Luis Obispo Community College District defines cultural competence as the ability to embrace diversity. This is demonstrated throughout the college and is reflected in employees' ability to respond respectfully, effectively, and inclusively to diverse ideas and disparate individuals, acknowledging that to do so strengthens the learning and working environment. Exercising cultural competence includes developing one's understanding of people's differences, recognizing one's biases and seeking not to be limited by them in one's thinking and one's actions, and challenging institutional systems and policies that sustain inequalities. The Board is committed to staff development, hiring processes and a campus environment that embody cultural competence.

- b) *Diversity*: a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability, and socio-economic backgrounds, in all aspects of the workplace.

- c) *Equal Employment Opportunity*: ("EEO") means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in all job categories. Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
 - (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and
 - (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and which is welcoming to all persons free from

discrimination related to the categories protected by Government Code section 12940.

- d) *Equal Employment Opportunity Plan*: a written document that describes a district's EEO program. A district's EEO plan shall include: 1) analysis of the district's work force; and 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.
- e) *Equal Employment Opportunity Programs*: refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.
- f) *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.
- g) *Job Categories* include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skills crafts, and service and maintenance.
- h) *Monitored Group*: means those groups for which districts must provide demographic data pursuant to section 53004.
- i) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- j) *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.
- k) *Screening or Selection Procedures*: any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, , performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.
- l) *Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category is below

eighty percent (80%) of the projected representation for that group and job category.

Component 3: Policy Statement

CCR Title 5, § 53002, 51200, 51201, 59300

The San Luis Obispo County Community College District is committed to equal employment opportunity for all. Equal employment opportunity goes beyond the process of hiring, and includes practices and processes that create inclusive, respectful work environments.

The San Luis Obispo County Community College District shares the goal of the Board of Governors and California Community Colleges of ensuring equal educational opportunity for all students. By embracing diversity among students, faculty, staff and the community we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

The District acknowledges that institutional racism, discrimination, and biases exist and our goal is to eradicate these from our practices and processes. Our commitment to diversity requires that we strive to eliminate barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

The District's commitment is reflected in the Mission Statement, Institutional Code of Ethics (Administrative Procedure 3050) and our Commitment to Diversity (Board Policy 7100).

To advance our goals of diversity, equity, inclusion, and social justice in support of the success of students and employees, we must honor that each individual is unique and that individual differences contribute to the ability of the College to prepare students for their continued educational journey and success in the workforce. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the District is committed to fostering an anti-racist environment that offers equal opportunity for all.

The District and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military or veteran status, or because they are perceived to have one or more

of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Component 4: Delegation of Responsibility and Authority to Implement and Enforce the EEO Plan

CCR Title 5, § 53003(c) (3) and 53020

It is the goal of the San Luis Obispo County Community College District that all employees promote and support equal employment opportunity because assuring equal employment opportunity requires a commitment and a contribution from every segment of the organization. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

1. *Governing Board - Board of Trustees*

The Board of Trustees is ultimately responsible for proper implementation of the District's *Plan* at all levels of District and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

2. *Superintendent/President*

The Board of Trustees delegates to the Superintendent/President, as chief executive officer, the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

3. *Equal Employment Opportunity Officer*

The District has designated the Assistant Superintendent/Vice President, Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. *Equal Employment Opportunity Advisory Committee*

The Equity and Student Success Committee will act as an advisory body to the equal employment opportunity officer and the District to promote understanding and support of equal employment opportunity policies and procedures.

The Equity and Student Success Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all requirements of this *Plan*.

6. *Good Faith Effort*

The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

Component 5: Advisory Committee

CCR Title 5, § 53005

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its *Plan*. As such, the Equity and Student Success has established in the committee description that the committee provides support, makes recommendations, and facilitates coordination of campus-wide efforts to promote diversity, equity and inclusion for all faculty, staff, and students. The committee utilizes participatory governance processes to make recommendations and disseminate information concerning the planning, coordination and implementation of instruction, student services, and campus climate initiatives.

The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document those efforts were made to recruit advisory committee members who are members of monitored groups.

The committee composition shall consist of seven (7) faculty, six (6) managers, three (3) classified staff, and two (2) students. Diversity in the committee composition may include representation from various clusters, departments, and disciplines. A quorum is half of the current members of the committee. The committee will hold regular meetings, typically monthly, with the *Plan* as a standing item on the agenda.

Component 6: Complaints

CCR Title 5, § 53003(c)(4), 53026 and 59300 et seq.

- 1) *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).* The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations¹ have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to Title 5, section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by Title 5, § 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at: <http://extranet.cccco.edu/Divisions/Legal/GuidelinesandForms.aspx>)

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

¹ The equal employment opportunity regulations are found in California Code of Regulations, title 5, section 53000 et seq.

The complaint shall be filed with the equal employment opportunity officer who is designated as the Assistant Superintendent/Vice President, Human Resources. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Superintendent/President. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Title 5 § 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5 § 59300 et seq.

- 2) *Complaints Alleging Unlawful Discrimination or Harassment (Title 5, § 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Assistant Superintendent/Vice President Human Resources, is responsible for receiving such complaints and for coordinating their investigation. The District's discrimination and sexual harassment complaint procedures are contained in its Administrative Procedures, AP 3435 Discrimination and Harassment Investigations, found on the District's website.

Component 7: Notification to District Employees

CCR Title 5, § 53002 and 53003(c)(5)

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be included in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the Superintendent/President, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The *Plan* will be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the District office will send a notice to all employees, a copy of the board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this *Plan*) and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the *Plan's* implementation.

Component 8: Training for Screening/Selection Committees

CCR - Title 5, § 53003(c)(6) and 53024 (e)

Any organization or individual, whether an employee of the District or an external subject matter expert, who is involved in the recruitment and screening, or selection of personnel shall receive annual training on the following, prior to their participation in recruitment activities.

Training shall include, but need not be limited to:

- (a) the requirements of Title 5's subchapter on EEO Programs for community colleges, and of state and federal nondiscrimination laws;
- (b) the educational benefits of workforce diversity;
- (c) the recognition and elimination of bias in hiring decisions; and
- (d) best practices in serving on a selection or screening committee.

Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. Committees are encouraged to seek representation from other areas of the college, outside of the hiring department/division. Committee assignments are approved by the Assistant Superintendent/Vice President, Human Resources and the Superintendent/President.

The District revises the Equal Employment Opportunity training required annually for selection committee participants which consists of one-and-a-half-hour live training. The training consists of the following components: Federal and State law, District Board Policies and Administrative Procedures, Implicit Bias, best practices for candidate screening and interviewing, conflicts of interest, selection committee members; roles, and best practices on reviewing internal candidates.

Component 9: Annual Written Notice to Community Organizations

CCR - Title 5, § 53003(c)(7)

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations where they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. Written notice may include mailings and electronic communications. A list of organizations, which will receive this notice, is in Appendix A of this *Plan*. This list may be revised from time to time as necessary.

Component 10: Analysis of District Workforce and Applicant Pool

CCR - Title 5, § 53003(c)(8) and 53006

The Human Resources Department annually reports the District's workforce composition. The Human Resources Department shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the *Plan*, provide the necessary data for the reports required by this *Plan* and determine whether additional measures are required pursuant to Title 5, section 53006, and implement and evaluate the effectiveness of those measures.

For purposes of the survey and report required by Title 5, each applicant or employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability. Persons may designate as many ethnicities as they identify with, but currently, per section 53004, shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander groups as well as in separate subcategories. However, in determining whether additional steps are necessary to ensure that monitored groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary.

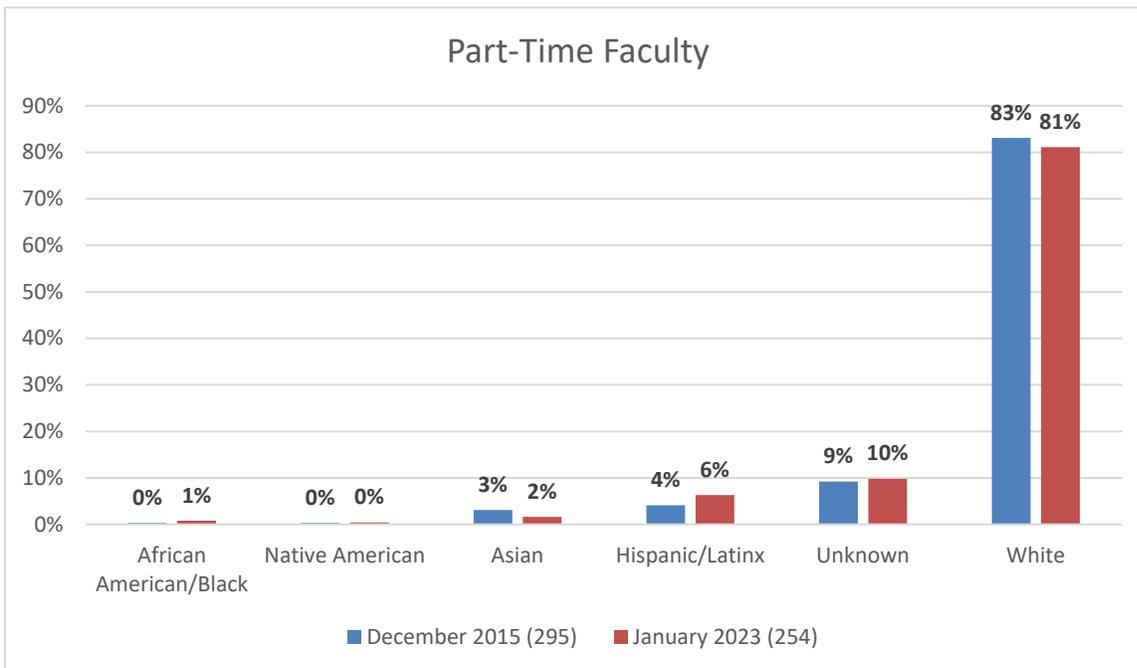
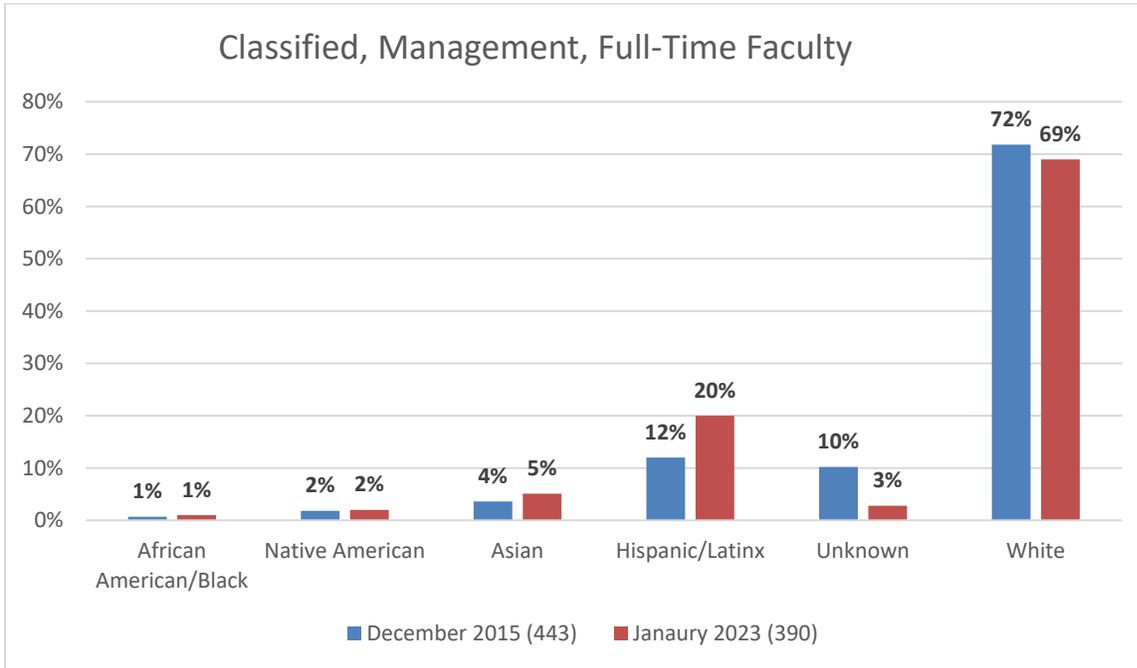
This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be done for each site in the District.

The District will annually report to the Chancellor the results of its annual survey of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- 1) Executive/Administrative/Managerial
- 2) Full-time Faculty and other Instructional Staff
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

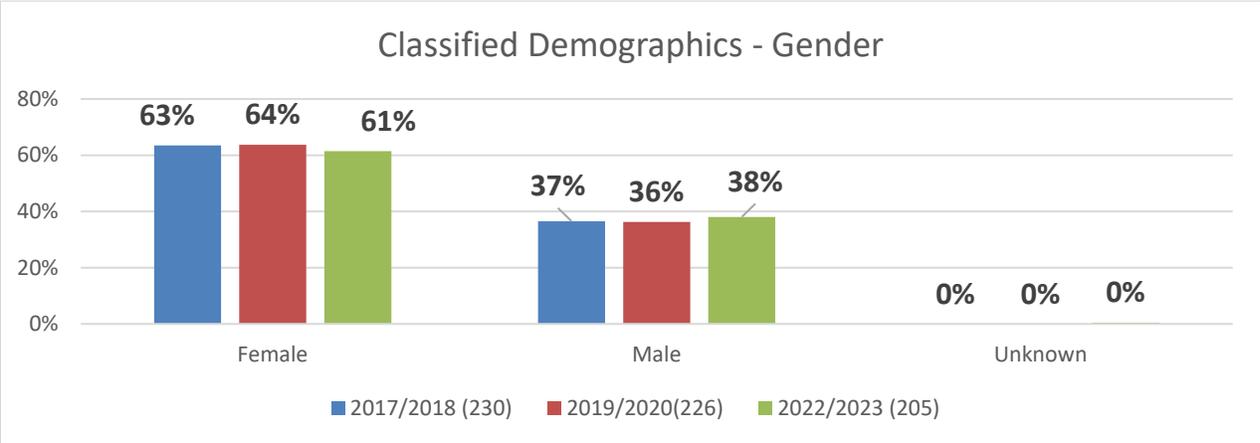
Additionally, the District will keep track of full-time faculty separate from part-time faculty. Charts containing the District's workforce and applicant pool data broken down by monitored group status, an analysis of the longitudinal and most recent data follows.

Employees Demographics

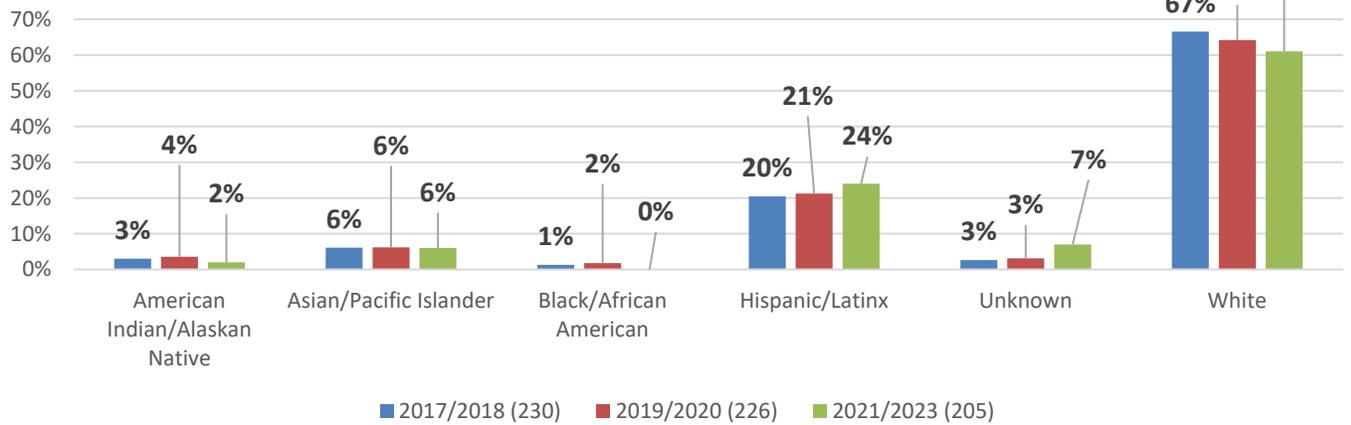


Classified, Management, FT Faculty	Fall 2011 (448)	December 2015 (443)	September 2020 (401)	January 2023 (390)
African American/Black	0.9%	0.70%	1%	1%
Native American	1.6%	1.8%	1.7%	2%
Asian	2.2%	3.6%	4.7%	5.1%
Hispanic/Latinx	11.2%	12%	17%	20%
Unknown	10.3%	10.2%	7.5%	2.8%
White	74.1%	71.8%	68.1%	69%

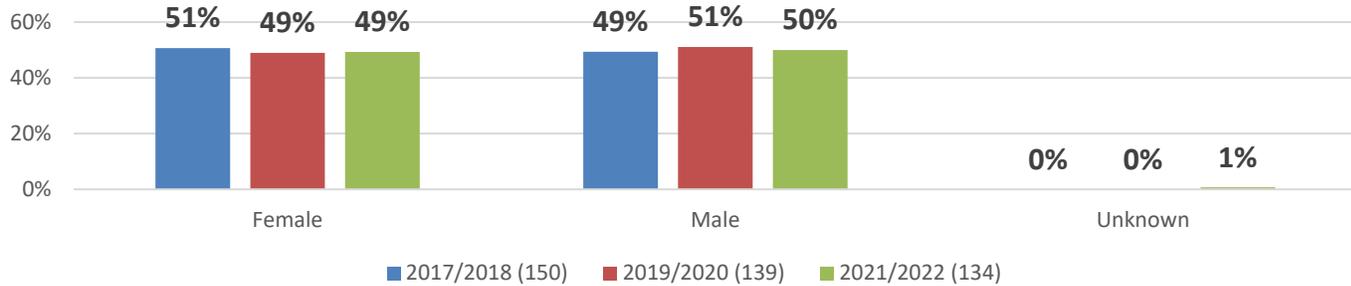
PT Faculty	Fall 2011 (359)	December 2015 (295)	September 2020 (275)	January 2023 (254)
African American/Black	0.8%	0.3%	1.8%	0.8%
Native American	0.6%	0.3%	0.7%	0.4%
Asian	0%	3.1%	1.5%	1.6%
Hispanic/Latinx	5.8%	4.1%	6.9%	6.3%
Unknown	8.9%	9.2%	10.5%	9.8%
White	81.6%	83.1%	78.5%	81.1%



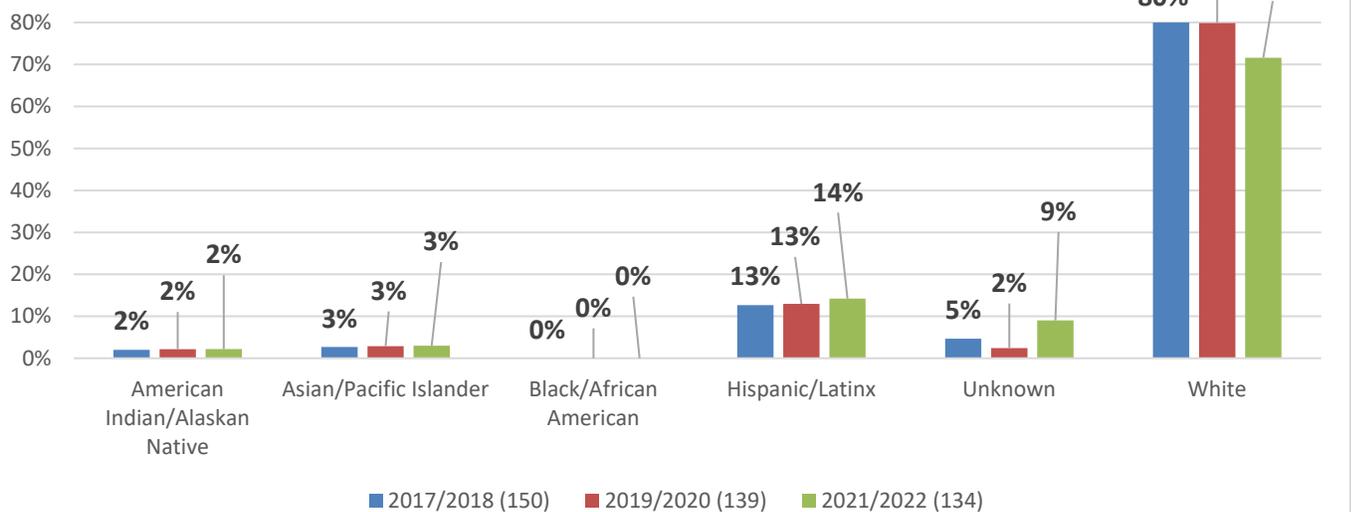
Classified Demographics - Ethnicity

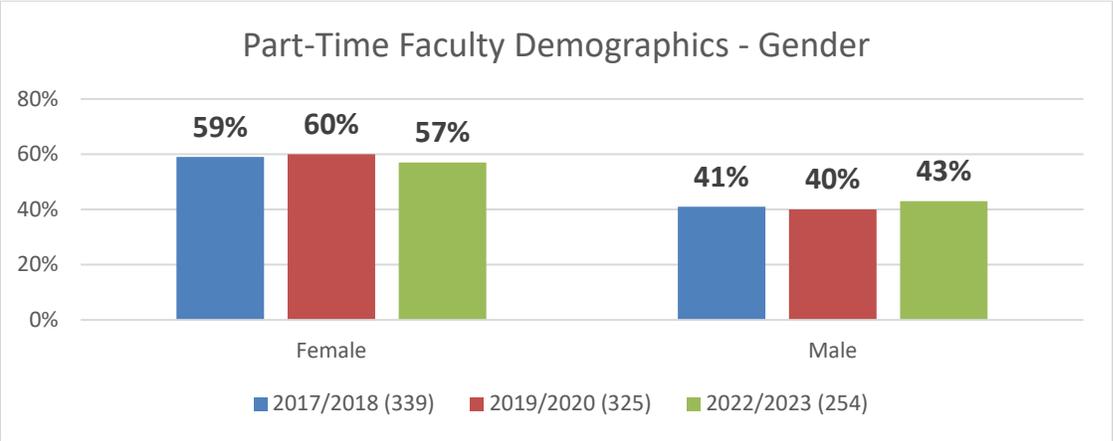
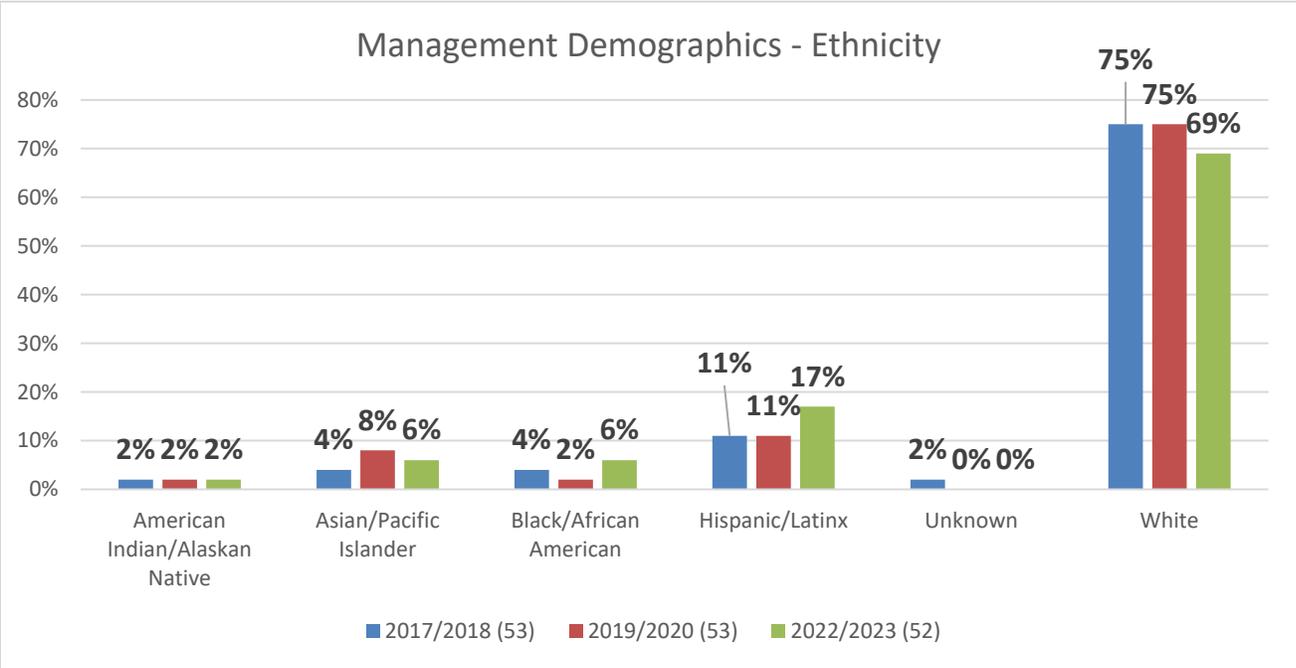
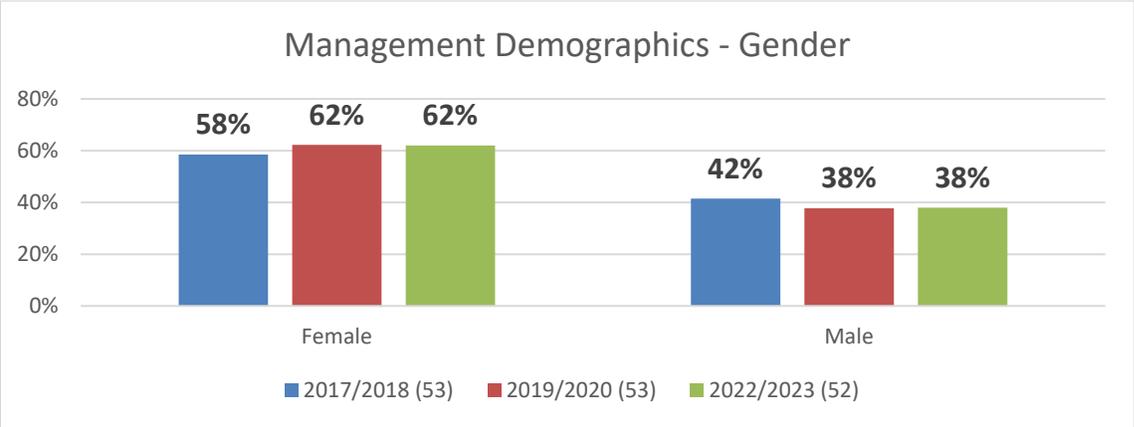


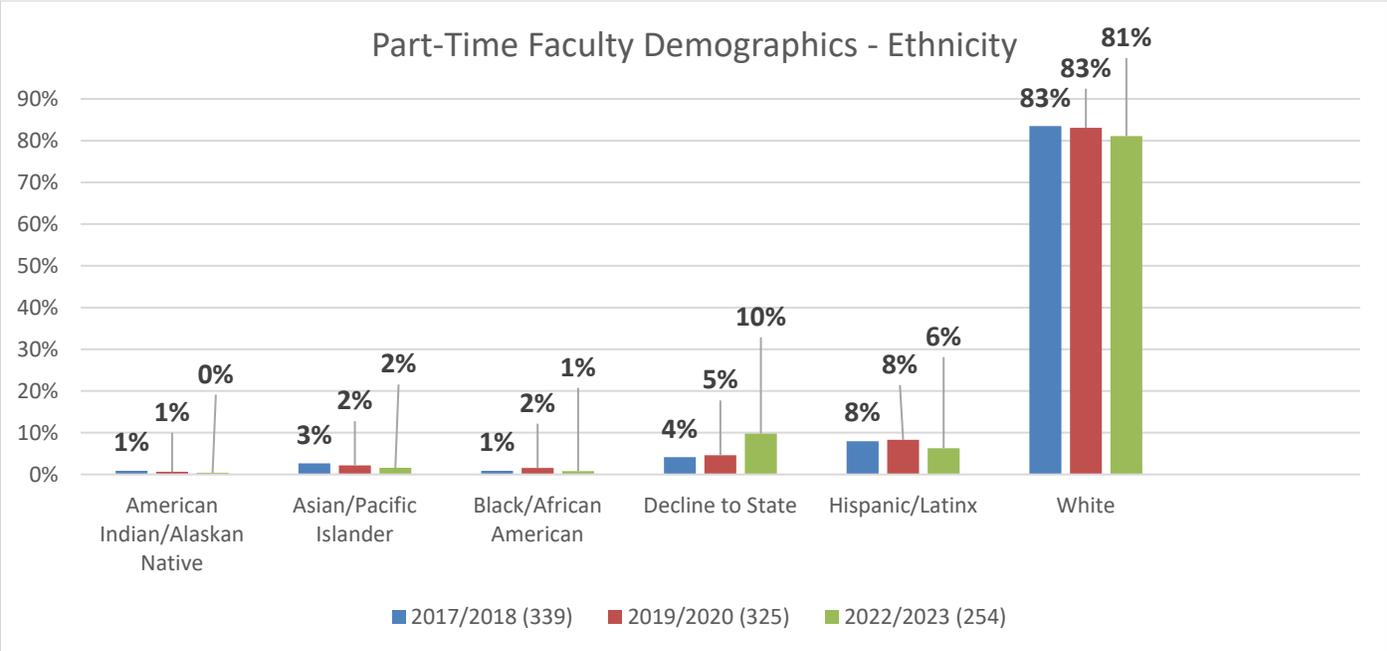
Full-Time Faculty Demographics - Gender



Full-Time Faculty Demographics -- Ethnicity



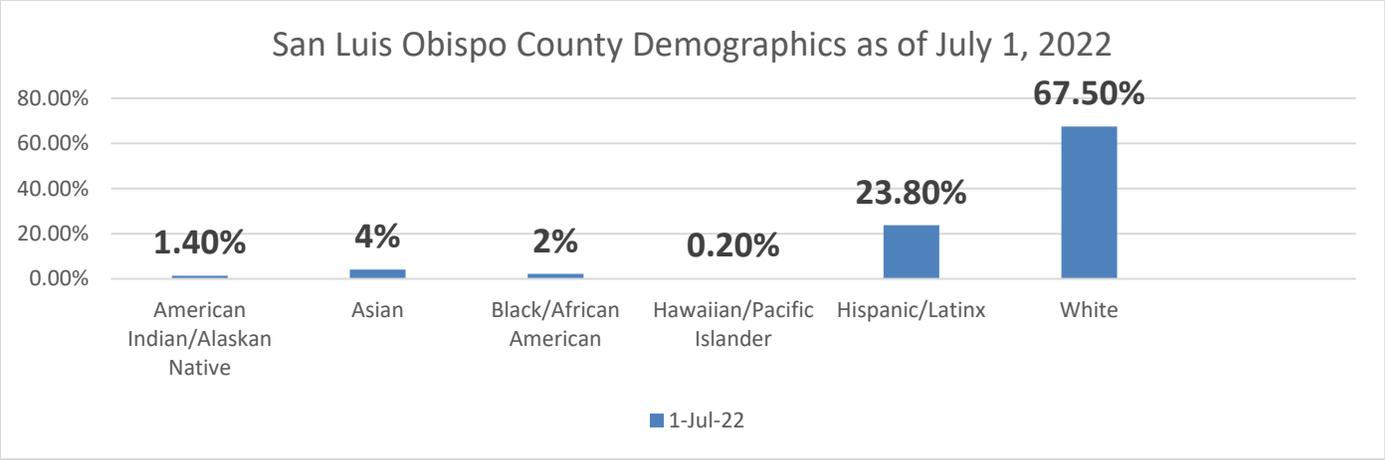




Reflected in the charts above, the total number of employees has reduced. Full-time faculty and classified has been reduced by 11% from 2017/2018 to 2022/2023. Part-time faculty have reduced by 25%, and Management by 2%.

The number of full-time and part-time recruitments has remained consistent as shown by the following chart.

Year	Full-Time Recruitments	Part-Time Recruitments
2017/2018	9	51
2018/2019	7	48
2019/2020	4	62
2021/2022	12	14



**San Luis Obispo County information
<https://www.census.gov/quickfacts/fact/table/sanluisobispocountycalifornia#>

Student Demographics Fall Data (All Students)

Year	Hispanic/Latinx	White	Black/African American	Asian/Pacific Islander	American Indian/Alaskan Native	Unreported
2017	34.05%	54.66%	1.74%	2.96%	0.60%	0.73%
2019	34.69%	50%	2.17%	3.27%	0.47%	3.94%
2021	34.19%	50.86%	2.5%	3.46%	0.35%	2.49%

District Workforce Analysis

The District continues to increase the racial/ethnic diversity of employees. The overall employee demographics have grown marginally closer to our student demographics. From Fall 2011 to January 2023, employee’s identifying as Hispanic/Latinx has grown from 11.2% to 20%; and employees identifying as Asian has grown from 2.2% to 5.1%. The employee representation for the Asian/Pacific Islander category is higher than our student demographics The District is underrepresented in the Hispanic/Latinx group by over 15%, and overrepresented by White employees by 19%.

The District continues to struggle with diversifying the racial/ethnic compositions of faculty, both full-time and part-time. White part-time faculty are overrepresented with 81% identifying as white.

The District has implemented several strategies to improve the racial/ethnic diversity of applicant pools and employees. These strategies include:

- Masked applicant screening;
- Broadening advertising to include diverse publications specific to higher education;

- Continuing to evaluate and revise the interview questions and screening rubrics;
- Publicize the District’s commitment to EEO and Diversity, Equity and Inclusion; and
- Flexibility with interview modality.

Strategies to address these disparities are identified in Component 13.

Monitored Group Analysis

The District has made marginal improvements in the percentage of employees who are members of monitored racial/ethnic groups. As shown in the chart below, since 2017 there has been an improvement in the overall hiring of monitored groups.

Year	Hispanic/Latinx	White	Black/African American	Asian/Pacific Islander	American Indian/Alaskan Native	Unreported
2017	12.82%	77.2%	1.04%	3.76%	1.81%	2.98%
2020	17%	68.1%	1%	4.7%	1.7%	7.5%
2023(Jan)	20%	69%	1%	5.1%	2%	2.8%

When disaggregated by classification of employees the improvement is more relevant. The racial/ethnic demographics of classified and management employee group are the only classification to closely align with the San Luis Obispo County racial/ethnic demographics.

The Confidential/Supervisor/Management/Executive group saw increases in the hiring of employees who identify as Black/African American (2% in 19/20 to 6% in 22/23) and Hispanic/Latinx (11% in 19/20 to 17% in 22/23). The full-time faculty group shows little improvement with 72% white persisting. There has been an increase in the decline to state/unknown category for the part-time faculty racial/ethnic demographics, but no improvement in other monitored groups within the full-time faculty classification.

The District has met its full-time faculty obligation number in the last five years, and makes new hires of full-time tenure track faculty annually. Strategies to address faculty hiring are identified in Component 13.

Sub-Group Ethnicity	Hispanic/Latinx	White	Black/African American	Asian/Pacific Islander	American Indian/Alaskan Native	Unreported
Professional Non-Faculty	15%	65%	0	10%	0	10%
Secretarial/Clerical	32%	58%	0	4%	2%	3%
Technical/Paraprofessional	14%	75%	0	2%	4%	5%

Skilled Crafts	15%	69%	0	8%	0	8%
Service & Maintenance	21%	51%	3%	3%	0	13%

Sub Group – Gender	Female	Male	Unreported
Professional Non-Faculty	85%	15%	0
Secretarial/Clerical	88%	11%	1%
Technical/Paraprofessional	52%	48%	0
Skilled Crafts	46%	54%	0
Service & Maintenance	10%	90%	0

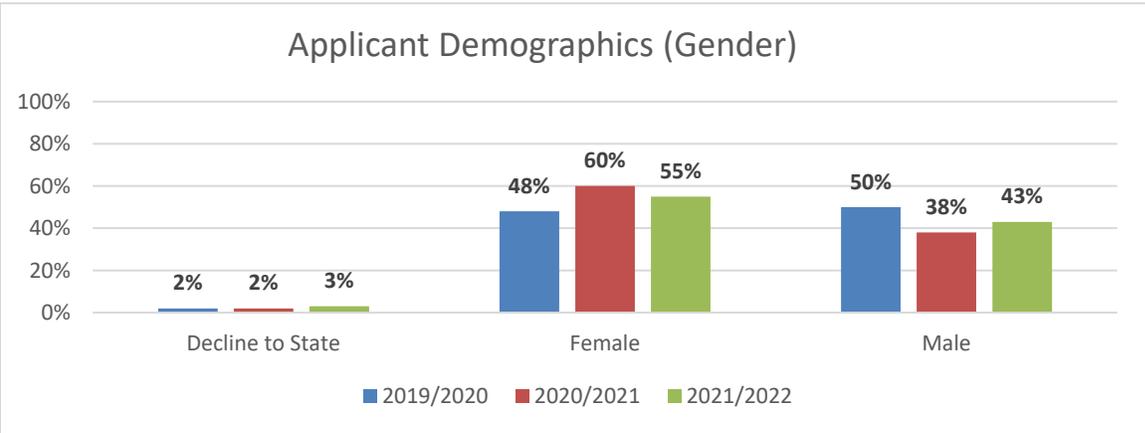
The District’s largest subgroups within classified professionals are secretarial/clerical and service/maintenance. Historically, these two groups do not see much fluctuation with gender demographics, and are more diverse. The secretarial/clerical group is predominantly female-identified while the service/maintenance group is predominantly male-identified.

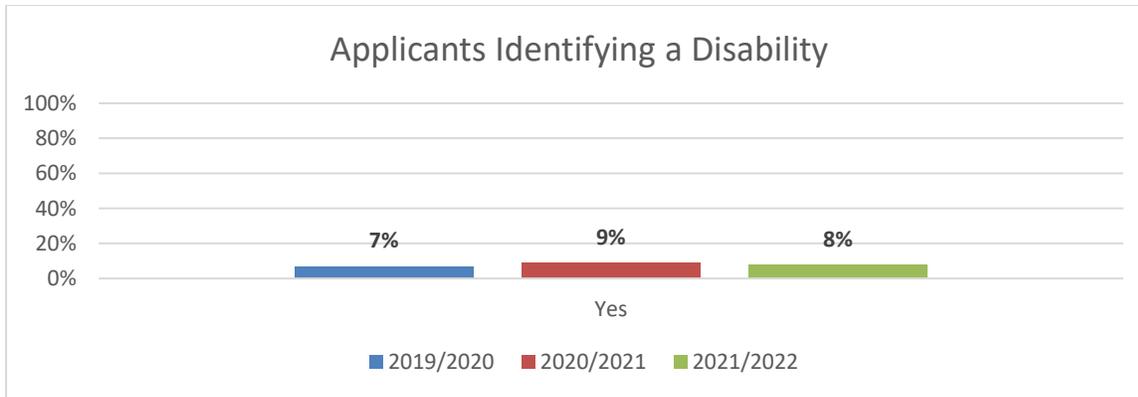
The technical/paraprofessional groups is among the higher paying subgroups based upon the required technical expertise required. This group is predominantly white. Gender demographics are almost equal.

The data for sub-groups regarding racial/ethnic demographics and gender have not changed significantly since the previous EEO Plan.

Analysis of Applicant Pools

TOTAL APPLICANT DEMOGRAPHICS – RECRUITMENTS
(Does not include Part-Time Faculty Pools)





Fiscal Year	Black/African American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic/Latinx	Decline/Unknown	White
2019/2020	4%	2%	8%	22%	11%	53%
2020/2021	4%	2%	7%	27%	9%	51%
2021/2022	4%	1%	10%	30%	13%	43%

The overall data shows the District is reaching a racially/ethnically diverse applicant population. Despite the fact that the pandemic occurred during the review period, when hiring was stalled and unemployment was high, we saw a steady increase in applicants identifying as Asian/Pacific Islander and Hispanic/Latinx. This is a positive outcome.

Classified Recruitments Multi-Year Overall

Classified Recruitments	2019/20	2020/21	2021/22
Black/African American	3%	3%	2%
Alaskan Native	2%	1%	1%
Asian	8%	8%	8%
Hispanic/Latinx	25%	27%	38%
Decline/Unknown	10%	7%	12%
White	52%	55%	39%

The overall recruitment efforts for classified positions show steady diversity among applicant ethnicity. The percentage of Hispanic/Latinx applicants increased by 13% over this three-year period, while overall applicant numbers stayed fairly steady. The percentage of white applicants declined by 13%, and there was a large difference in applicants who declined to identify their ethnicity. The 5% difference in the declined to state category from 2020/21 to 2021/22 could be white applicants choosing not to self-identify. The lack of growth in other racial/ethnic categories is an area the District needs to focus on improving.

2019/2020 Classified Recruitments by Step

Ethnic Group	Applications	Met Minimum Qualification	Interview	Selected for Position
Black/African American	14	78.6% (11)	63.6% (7)	0% (0)
Alaskan Native	7	42.9% (3)	33.3% (1)	0% (0)
Asian	34	73.5% (25)	44% (11)	18.2% (2)
Hispanic/Latinx	108	74.1% (80)	42.5% (34)	14.7% (5)
Decline/Unknown	44	72.7% (32)	37.5% (12)	25% (3)
White	228	74.6% (170)	41.2% (70)	18.6% (13)
Total	435	73.8% (321)	42.1% (135)	17% (23)

The total percentage of applicants who met minimum qualifications and were submitted to screening committees to review was 73.8% (i.e., 321) across all applications. There is no adverse impact at this stage of the recruitment across all racial/ethnic groups. Of those 321 applicants only 135 were invited to an interview. At this phase of the recruitment, adverse impact is still not apparent. Where adverse impact become obvious is among applicants who had or were invited for an interview and then ultimately selected for the position. Seven applicants identifying as Black/African American were interviewed (or invited for an interview) but none were selected for the position. Of the t 34 applicants identifying as Hispanic/Latinx only 5 were selected for the position. As defined in Component 2, adverse impact is a statistical measure to determine if disparity is identified. In reviewing for adverse impact, and using 80% as a benchmark, at least one applicant identifying as Black/African American and seven applicants identifying as Hispanic/Latinx should have been selected for a position.

What the data does not show are those applicants who declined or withdrew from a selection process, or who were selected for a position and declined the offer of employment.

2020/2021 Classified Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	Selected for Position
Black/African American	14	50% (7)	42.9% (3)	33.3% (1)
Alaskan Native	7	28.6% (2)	0% (0)	0% (0)
Asian	41	63.4% (26)	38.5% (10)	30% (3)
Hispanic/Latinx	141	56.7% (80)	48.8% (39)	41% (16)
Decline/Unknown	36	83.3% (30)	40% (12)	16.7% (2)
White	287	60.3% (173)	42.8% (74)	24.3% (18)
Total	526	60.5% (318)	43.4% (138)	29% (40)

For 2020/2021, the total percentage of applicants declined by 13% from the previous year (i.e., 2019/2020), with only 91 total more applicants. Each ethnicity group is represented in all phases of the selection process revealing no adverse impact.

The decline in those meeting the minimum qualifications could be directly due to the pandemic, where more applicants were applying but maybe not with the required education and experience. More positions were offered in this review period than the previous year, however the overall numbers for meeting minimum qualifications and being invited for an interview are very close to the previous year. If this trend continues it would necessitate a review of minimum qualifications to ensure unnecessary barriers are not put in place.

2021/2022 Classified Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	Selected for Position
Black/African American	9	77.8% (7)	42.9% (3)	33.3% (1)
Alaskan Native	5	60% (3)	66.7% (2)	0% (0)
Asian	39	71.8% (28)	39.3% (11)	27.3% (3)
Hispanic/Latinx	199	79.9% (159)	47.8% (76)	34.2% (26)
Decline/Unknown	64	64.1% (41)	53.7% (22)	18.2% (4)
White	203	77.8% (158)	52.5% (83)	21.7% (18)
Total	519	76.3% (396)	49.7% (197)	26.4% (52)

The 2021/2022 data for classified professionals shows improvement overall. Each racial/ethnic group is well represented given the total number of applicants for each group. There is no adverse impact for each phase of the selection process. The majority of the positions offered went to non-white applicants, with only 35% of the total positions being offered to applicants identifying as white.

The majority of applicants are in the Hispanic/Latinx (38%) and white (39%) racial/ethnic groups. Strategies need to be implemented to promote applicants from the other racial/ethnicity groups.

The District will continue its efforts to revise the approach to recruitment and remove barriers from the hiring processes.

Executive/Management/Administrative Recruitments

Multi-Year Overall

Management Recruitments	2019/20	2020/21	2021/22
Black/African American	9%	8%	7%
Alaskan Native	3%	2%	2%

Asian	10%	6%	11%
Hispanic/Latinx	18%	21%	18%
Decline/Unknown	12%	10%	13%
White	49%	53%	49%

The overall recruitment efforts reflect those diverse applicants are applying for management positions. The biggest shift was in the Asian demographic. In 2020/2021, applicants identifying as Asian dropped 4% from the 2019/2020 year, and then increased to 11% in 2021/2022. It is difficult to know if this drastic change was due to the pandemic or other factors.

2019/2020 Management Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	2 nd Interview	Selected for Position
Black/African American	14	71.4% (10)	20% (2)	100% (1)	100% (1)
Alaskan Native	4	50% (2)	0% (0)	0% (0)	0% (0)
Asian	15	80% (12)	33.3% (4)	25% (1)	100% (1)
Hispanic/Latinx	27	81.5% (22)	54.5% (12)	33.3% (4)	0% (0)
Decline/Unknown	18	72.2% (13)	30.8% (4)	50% (2)	0% (0)
White	76	60.5% (46)	52.2% (24)	37.5% (9)	33.3% (3)
Total	154	68.2% (105)	43.8% (46)	37% (17)	29.4% (5)

The total percentage of applicants who met minimum qualifications and were submitted to screening committees to review was 68.2% (i.e., 105) of all applications. Less than half of the applicants who met minimum qualifications were offered an interview. There is no adverse impact. What is concerning is almost 30% of the applicants did not meet minimum qualifications and only 44% of those applicants were invited to a first level interview. This indicates there are barriers in the early part of the recruitment process. The average number of candidates invited for a first-level interview is 9. Given that the total number of applicants who met minimum qualifications was 105 it seems the selection committees should schedule more time to invite the maximum number of the best qualified candidates for a first level interview.

The possibility of adverse impact is shown in the Hispanic/Latinx ethnic group, specifically for the steps of "second level interview" and "selected for position." The data shows 33.3% of the applicants interviewed at the second level, but none were offered the position. Using 80% of the total applicants offered a position compared to those given a second level interview, statistically one of the 5 management positions

should have gone to one of the Hispanic/Latinx applicants. Again, this data does not reveal whether a candidate was offered the position and then declined the offer of employment.

2020/2021 Management Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	2nd Interview	Selected for Position
Black/African American	16	68.8% (11)	27.3% (3)	33.3% (1)	0% (0)
Alaskan Native	5	60% (3)	0% (0)	0% (0)	0% (0)
Asian	13	53.8% (7)	57.1% (4)	0% (0)	0% (0)
Hispanic/Latinx	45	44.4% (20)	60% (12)	41.7% (5)	40% (2)
Decline/Unknown	22	59.1% (13)	46.2% (6)	33.3% (2)	0% (0)
White	112	52.7% (59)	49.2% (29)	37.9% (11)	36.4% (4)
Total	213	53.1% (113)	47.8% (54)	35.2% (19)	31.6% (6)

Slightly more than half of the total number of applicants met minimum qualifications, which is a 15% decline from the prior year (I.e. 2019/2020). This indicates a possible barrier either in the minimum qualifications or in the required application materials.

There were six recruitments for this fiscal year for management. The only potential for adverse impact is the one applicant identifying as Black/African American. Given just the adverse impact analysis, this candidate should have gotten one of the positions. The majority of second level interviews were provided to white applicants. Sixty percent of the total positions filled were given to white applicants.

2021/2022 Management Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	2nd Interview	Selected for Position
Black/African American	18	55.6% (10)	70% (7)	42.9% (3)	33.3% (1)
Alaskan Native	5	40% (2)	50% (1)	0% (0)	0% (0)
Asian	30	63.3% (19)	52.6% (10)	30% (3)	33.3% (1)
Hispanic/Latinx	48	75% (36)	63.9% (23)	56.5% (13)	30.8% (4)
Decline/Unknown	34	52.9% (18)	44.4% (8)	62.5% (5)	0% (0)

White	128	71.1% (91)	51.6% (47)	48.9% (23)	34.8% (8)
Total	263	66.9% (176)	54.5% (96)	49% (47)	29.8% (14)

The 2021/2022 year showed more than double the number of recruitments for Executive/Management/Administrative compared to the previous two years. The total percentage of applicants who met the minimum qualifications still was in the mid-sixties. Although this is up from the previous year (I.e., 2020/2021) it is still a low overall percentage.

Statistically, there is no adverse impact when looking at the racial/ethnic groups movement across all phases of the recruitment. White candidates still received the majority of the positions and were overrepresented in all phases of the recruitment.

Full-Time Faculty

Multi-Year Overall

Full-Time Faculty Recruitments	2019/20	2020/21	2021/22
Black/African American	1%	5%	5%
Alaskan Native	0%	2%	1%
Asian	15%	5%	20%
Hispanic/Latinx	9%	32%	17%
Decline/Unknown	17%	12%	13%
White	59%	43%	44%

The full-time faculty data shows significant decreases (Asian) and increases (Hispanic/Latinx) in the 2020/2021 year. This could be pandemic related as the 2021/2022 numbers are more aligned with 2019/2020. The percentage of white candidates has decreased significantly over the three-year period with the Decline/Unknown only decreasing slightly. Overall increases are reflected in the Black/African American, Asian, and Hispanic/Latinx racial/ethnic groups. This could indicate that the District's recruitment efforts are being successful.

2019/2020 Full-Time Faculty Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	2 nd Interview	Selected for Position
Black/African American	1	100% (1)	0% (0)	0% (0)	0% (0)
Alaskan Native	0	0% (0)	0% (0)	0% (0)	0% (0)

Asian	14	92.9% (13)	15.4% (2)	0% (0)	0% (0)
Hispanic/Latinx	8	87.5% (7)	71.4% (5)	0% (0)	0% (0)
Decline/Unknown	16	87.5% (14)	21.4% (3)	66.7% (2)	50% (1)
White	55	85.5% (47)	36.2% (17)	52.9% (9)	22.2% (2)
Total	94	87.2% (82)	32.9% (27)	40.7% (11)	27.3% (3)

Over 87% (82) of the total applicants met minimum qualifications with 57% (47) of those applicants identifying as white. When compared to the other groups (Classified and Executive/Management/Administrative) more Full-Time Faculty applicants are successfully submitting their materials and moving forward in the selection process. However, that percentage drops significantly to 32.9% when applicants are offered a first level interview. This is an average of 9 candidates for the three recruitments. The number of white candidates offered a first level interview was 17 which is 63% of the total applicants invited for a first level interview. Adverse impact is apparent for first level interviews and Asian candidates. Only 15% of the Asian candidates were invited for a first level interview. Given the number of second level interviews offered and the data shown, in order to avoid adverse impact, at least one of the Hispanic/Latinx candidates should have been invited for a second level interview. Therefore, we see adverse impact at the first level and second level interview phases.

It is important to note that the District's recruitment for full-time faculty occurs in the spring. March of 2020 was the start of the pandemic which inevitably had an impact on this data.

2020/2021 Full-Time Faculty Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	2 nd Interview	Selected for Position
Black/African American	17	70.6% (12)	50% (6)	33.3% (2)	1 (50%)
Alaskan Native	8	37.5% (3)	100% (3)	33.3% (1)	0% (0)
Asian	17	70.6% (12)	8.3% (1)	0% (0)	0% (0)
Hispanic/Latinx	107	76.6% (82)	39% (32)	25% (8)	50% (4)
Decline/Unknown	39	74.4% (29)	44.8% (13)	23.1% (3)	33.3% (1)
White	143	74.1% (106)	35.8% (38)	36.8% (14)	50% (7)

Total	331	73.7% (244)	38.1% (93)	30.1% (28)	46.4% (13)
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The District hired more than four times the number of full-time faculty in 2020/2021 than in the previous year (i.e. 2019/2020). There was a decline in the overall percentage of applicants who met the minimum qualifications (down 14% from the prior year), the total number of applicants increased significantly. As with the previous year, there was a large reduction in the total number of applicants that met minimum qualifications as compared to those offered a first level interview. The average number of candidates invited for a first level interview was reduced from 9 to 7. Adverse impact is apparent for the Asian candidates who were offered a first level interview (i.e., 1) when compared to the number of applicants who met the minimum qualifications (i.e., 12).

As in the previous year, over 50% of the positions were offered to white candidates.

2021/2022 Full-Time Faculty Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	2 nd Interview	Selected for Position
Black/African American	5	80% (4)	50% (2)	50% (1)	0% (0)
Alaskan Native	1	100% (1)	100% (1)	100% (1)	0% (0)
Asian	20	60% (12)	50% (6)	16.7% (1)	0% (0)
Hispanic/Latinx	17	70.6% (12)	75% (9)	44.4% (4)	75% (3)
Decline/Unknown	13	69.2% (9)	44.4% (4)	50% (2)	50% (1)
White	44	68.2% (30)	56.7% (17)	29.4% (5)	20% (1)
Total	100	68% (68)	57.4% (39)	35.9% (14)	35.7% (5)

Compared to the previous year (i.e., 2020/2021) the District hired fewer positions and had 1/3 of the overall applications. Nearly 70% of these applicants met the minimum qualifications and half of those were invited for a first level interview. The biggest disparity, resulting in adverse impact is for the candidates identifying as Asian between the first level and second level interviews. Of the six candidates given a first level interview only one was provided a second-level interview. This results in only about 17% of that group progressing to the second-level interview. The majority of the positions were offered to Hispanic/Latinx candidates.

Part-Time Faculty Pools

When analyzing part-time faculty recruitments, it is important to note that finalists are placed in an applicant pool which does not always result in being offered a position.

Part-time pools are created to fill courses as needed. Applicants can remain in a part-time pool for four semesters.

Multi-Year Overall

Part-Time Faculty Pool Recruitments	2019/20	2020/21	2021/22
Black/African American	3%	6%	3%
Alaskan Native	2%	1%	1%
Asian	4%	7%	10%
Hispanic/Latinx	19%	17%	13%
Decline/Unknown	10%	7%	9%
White	61%	63%	64%

The applicant pools for part-time faculty have had very little fluctuation over the three-year review period. The largest decrease was by 4% from 2020/21 and 2021/22 in the Hispanic/Latinx applicant pool.

2019/2020 Part-Time Faculty Pool Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	Selected for Pool
Black/African American	14	78.6% (11)	72.7% (8)	50% (4)
Alaskan Native	10	60% (6)	33.3% (2)	0% (0)
Asian	18	77.8% (14)	71.4% (10)	80% (8)
Hispanic/Latinx	75	81.3% (61)	77% (47)	89.4% (42)
Decline/Unknown	42	78.6% (33)	75.8% (25)	80% (20)
White	246	80.1% (197)	70.6% (139)	78.4% (109)
Total	405	79.5% (322)	71.7% (231)	79.2% (183)

2019/2020, the applicant pools were primarily white candidates, comprising 61% (i.e., 246) of the overall candidates (i.e., 405). Only 36% of the Black/African American applicants that met minimum qualifications were placed into a pool, while none of the Alaskan Native applicants were placed in the pool. For each of the other groups, roughly 50% were placed in the pool.

2020/2021 Part-Time Faculty Pool Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	Selected for Pool
Black/African American	9	77.8% (7)	42.9% (3)	66.7% (2)
Alaskan Native	1	0% (0)	0% (0)	0% (0)

Asian	10	50% (5)	40% (2)	50% (1)
Hispanic/Latinx	26	88.5% (23)	47.8% (11)	45.5% (5)
Decline/Unknown	10	70% (7)	71.4% (5)	80% (4)
White	95	77.9% (74)	66.2% (49)	73.5% (36)
Total	151	76.8% (116)	60.3% (70)	68.6% (48)

During the 2020/21 year there was a 70% drop in applicants and over 70% drop in applicants placed in the pool. No adverse impact is apparent as each ethnic group who met minimum qualifications moved proportionately to being placed in the pool.

2021/2022 Part-Time Faculty Pool Recruitments by Step

Ethnic Group	Applications	Met MQ's	Interview	Selected for Pool
Black/African American	6	66.7% (4)	75% (3)	33.3% (1)
Alaskan Native	1	100% (1)	100% (1)	100% (1)
Asian	19	73.7% (14)	64.3% (9)	66.7% (6)
Hispanic/Latinx	25	72% (18)	61.1% (11)	100% (11)
Decline/Unknown	18	66.7% (12)	41.7% (5)	80% (4)
White	124	84.7% (105)	73.3% (77)	68.8% (53)
Total	193	79.8% (154)	68.8% (106)	71.7% (76)

The data for 2021/22 is similar to the previous year. A higher percentage of applicants met minimum qualifications. This data reflects the most racially/ethnically diverse applicant group to be placed in the part-time pools compared to the previous two years.

Overall, the applicant data analysis shows where the District can make improvements. For example, improving the percentage of applicants that meet minimum qualifications in the classified and executive/management/administrative groups. Another example is limiting the number of candidates selected for a first interview or a second interview. There is room for improvement in those areas to allow for more racially/ethnically diverse candidate pools. There are indications of adverse impact which have not been apparent in previous years. Human Resources reviews this data annually.

Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups are Underrepresented Within District Job Categories

CCR - Title 5, § 53003(c)(9) et seq.

The District shall develop and implement policies and procedures consistent with the Title 5 requirements for the recruitment and hiring of individuals in order to ensure equal employment opportunity for all qualified applicants. In doing so, the District creates an environment that fosters inclusiveness, acceptance, cooperation, and free expression of ideas that is welcoming to all genders, persons with disabilities, and individuals from all racial/ethnic and other groups that are protected from discrimination. These policies and procedures will require the District to create a diverse pool of qualified candidates with varied educational and experience backgrounds who can contribute to a diverse educational community. These policies and provisions will be regularly reviewed and updated to serve this mission.

To address any identified underrepresentation of monitored groups in Component 10, the District will continually make efforts to broaden recruitment efforts to help ensure racially/ethnically diverse pool of candidates and that are inclusive and open to all individuals.

1. Recruitment

- (a) The District will actively recruit from both within and outside the District workforce to attract qualified candidates for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the District. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications.

Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry.

Recruitment for part-time faculty positions may be conducted separately for each vacancy or biannual establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.

- (b) “In-house or promotional only” recruitments shall not be used to fill any vacancy for any position, except for of a position being filled on an interim basis for the minimum time necessary to allow for full and open recruitment. No interim appointment or series of interim appointments shall exceed two years in duration.
- (c) Recruitment for all open positions will normally include, but not be limited to, placement of job announcements in the following instruments:

1. General circulation publications, including electronic media.
2. Local and regional community newspapers or job boards.
3. Publications, including electronic media that are distributed to the general market and to newspapers, publications whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
4. California Community Colleges Registry.
5. Publications, including electronic media, that are targeted to the professions and/or disciplines appropriate to the position.
6. Recruitment booths at job fairs or conferences oriented to both the public and economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.

2. Job Announcements

Job announcements shall clearly state the job specifications setting forth the knowledge, skills, and abilities necessary to perform the job.

For faculty and administrative positions, job requirements shall include a demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and racial/ethnic backgrounds of community college students.

Job specifications, including any "required," "desired," or "preferred" qualifications beyond the stated minimum qualifications which the District wishes to utilize, shall be reviewed before the position is announced, to ensure conformity with the requirements of equal employment regulations and state and federal nondiscrimination laws.

3. Review of Initial and Qualified Applicant Pools

The application for employment shall provide for self-identification of the applicant's gender, racial/ethnic group identification and, if applicable, their disability. This information shall be kept confidential and shall be used only in research, monitoring, and evaluating the effectiveness of the District's equal employment opportunity plan.

- a) After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Chief Human Resources Officer or designee.
- b) The initial applicant pool shall be screened to eliminate applicants who do not satisfy the minimum qualifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool." The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Chief Human Resources Officer or designee finds that the composition of the qualified applicant

pool may have been influenced by factors which are not job related, appropriate action will be taken.

4. Screening and Selection Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The District's recruitment and hiring procedures will include in its section on applicant screening by screening/interview committees the following provisions:

- (a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - (1) Provided to the Chancellor's Office upon request;
 - (2) Designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and racial/ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
 - (3) Based solely on job-related criteria; and
 - (4) Designed to avoid an adverse impact, and monitored to detect and address any adverse impact for any identifiable monitored groups.
- (b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- (c) The equal employment opportunity officer shall approve the makeup of screening/interview committees. If the equal employment opportunity officer does not approve the screening/interview committee for lack of diversity, they should take necessary steps to remedy the lack of diversity.
- (d) Before a person can serve on a screening or interview committee, they must receive equal employment opportunity/diversity training. This training will be re-taken at least annually.

- (e) All screening materials, including but not limited to evaluation rubrics, interview related testing, presentations, teaching demonstrations, must be approved by the equal employment opportunity officer for compliance with these rules.
- (f) The equal employment opportunity officer shall monitor recruitments for adverse impact and may recommend corrective action.
- (g) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Superintendent/President or designee will do the following:
 - (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - (2) When appropriate, assist the screening/interview committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about the individual candidates is not disclosed.
 - (3) When necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- (h) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by federal or state law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.
- (i) The Superintendent/President or designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee, subject to board approval.
- (j) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objective of this *Plan*, the District will request that the EEO Advisory Committee recommend new methods to meet the Plan objectives, or if necessary, modify the *Plan* itself to ensure equal employment opportunity.

Component 12: Methods for Addressing Underrepresentation

[Reference - title 5, § 53003(c)(9)

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories.

Long-term analysis and remedies:

If any underrepresentation is identified as a result of the District's longitudinal analysis of its recruitment and workforce demographics, the District shall address the underrepresentation.

If the District determines that a significant underrepresentation of a monitored group is the result of non-job-related factors, the District will implement additional measures to address the specific area of concern, which may include:

- (1) Review its recruitment procedures and identify and implement any additional measures that might reasonably be expected to attract candidates from the significantly underrepresented group.
- (2) Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with legal requirements, and discontinue the use of any such qualification that has an adverse impact, unless no alternative qualification standard is reasonably available that would select for the same characteristics without a less exclusionary effect.
- (3) Improve its outreach activities and budget, or implement additional measures designed to improve the part of the recruitment and selection process that seems to be implicated in the underrepresentation.
- (4) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need. Any corrective measures implemented should be given a reasonable amount of time to produce better results, which will normally be a three-year period.
- (5) Provide a yearly report on exit interview findings/trends to the Equity and Student Success Committee and other groups as needed.
- (6) Track and document selection committee demographic compositions.

(7) Commitment to provide action plan for any campus climate issues identified in surveys.

(8) Incorporate Guide to Equitable Hiring and new additions from AP 7120 into EEO Plan.

Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all genders, persons with disabilities, and individuals from all ethnic, racial, religious, and other groups protected from discrimination.

Establishing and maintaining a richly diverse workforce is an on-going process. Therefore, the District shall, on a continuing basis, create, adapt, and implement a program to enhance diversity that may include the following, among other, measures:

- 1) Sponsor and encourage cultural events and speakers on issues concerning equity, diversity, and inclusion by inviting guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 2) Conduct campus climate studies to identify hidden barriers and commit to action plan addressing results.
- 3) Prioritize cultural competence and cultural humility among District employees and students through trainings and opportunities for discussion.
- 4) Conduct exit interviews with employees who voluntarily leave the District, maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.
- 5) Provide training to employees on elimination of bias in hiring and employment.
- 6) Maintain a variety of programs to support newly-hired employees such as orientation, professional development, and leadership opportunities.
- 7) Audit and maintain updated job descriptions and job announcements.
- 8) Provide training to the District's Board of Trustees on the elimination of bias in hiring and employment at least once every election cycle.
- 9) Investigate all complaints filed under this chapter, and discrimination and harassment complaints under any provision, in a timely and thorough manner, and take appropriate corrective action in all instances where a violation is found.

- 10) Comply with the requirements of Government Code section 12950.1 on the regular training of supervisory employees and include all forms of harassment and discrimination in the training.
- 11) Participate in the review of the District's mission statement, to ensure that it conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- 12) Ensure that District publications and other marketing tools reflect the District's diversity and commitment to equal employment opportunity. Highlight the District's equal employment opportunity and diversity policies in job announcements and recruitment.
- 13) Ensure that District hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, racial, and ethnic backgrounds of community college students in a manner specific to the position.
- 14) Ensure all staff understand and support diversity objectives on campus.
- 15) The District addresses issues of inclusion/exclusion in a transparent and collaborative fashion.
- 16) Encourage employees to serve as resources, consultants, mentors and/or leaders to colleagues in the areas of EEO and diversity enhancement.
- 17) Attempt to gather information from applicants who decline job offers to find out why, record this information, and utilize it.
- 18) Conduct diversity dialogues, forums, and cross-cultural workshops, and make diversity instructional tools available to faculty to use in their classes or their services to students.
- 19) Participate in and develop programs to encourage and prepare its students for careers as community college employees – faculty, administrative, and staff positions alike – which may include providing mentorships, internships, and other career exploration programs, and whenever funded by the state, to inform students about graduate loan assumption programs, as referenced in the Education Code (sections 87106, 69618 et seq.).
- 20) Acknowledge that multilingualism and knowledge of multiculturalism as a desired, skill and qualification for community college employees.

Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration)

CCR - Title 5, § 53003(c)(1) and 53003 (c)(2)

Pre-hiring

Year One

Who: Human Resources, Hiring Managers and selection committees

What/When: During planning phases of the recruitment the selection committee will review division/department hiring demographics for previous 5-10 years. This will allow the department/division to fully understand the makeup of their area and assess if they are meeting the needs of diverse student populations. This work will begin in July 2023.

Year Two

Who: Human Resources

What/When: Complete implementation of NEOED Onboarding module for a seamless onboarding experience. Completion by June 2024.

Year Three

Who: Human Resources, all employees participating in recruitment

What/When: Incorporate “Culturally Competent” training as mandatory component to the EEO training for all sitting on selection committee. This will begin July 2025.

Hiring

Year One

Who: Human Resources

What/When: Monitor each phase of a recruitment for adverse impact. Incorporate remedies to halt or extend a particular phase if adverse impact is apparent. Adverse impact is already reviewed after each recruitment.. Human Resources will begin this deeper analysis July 2023.

Who: Human Resources, Hiring Managers and selection committees

What/When: Review job announcements, interview questions, and supplemental questions to identify barriers. Require Equal Employment Opportunity representatives complete “Culturally Competent” training. To begin July 2023.

Who: Equity & Student Success Committee, Human Resources

What/When: Analyze the value of a diversity, equity and inclusion required prompt at the application phase. Assess whether it is valuable or not in assessing applicants. Spring 2024.

Year Two

Who: Human Resources, Hiring Managers and selection committees

What/When: Review demographics of selection committee members. Reduce the number of committee members from the same department. To begin January 2025.

Who: Human Resources, Hiring Managers

What/When: Ensure screening rubrics are customized for each recruitment. Rubrics will be applicable to knowledge, skills, and abilities of position. Provide committee member training on the use of the rubric. To begin July 2025.

Year Three

Who: Human Resources

What/When: Work with local community colleges in the region to develop a regional or Central 14 job fair. Fall 2025.

Who: Human Resources, Hiring Managers, selection committees

What/When: Implement masked (Personal identifying information removed) screenings for all positions. Human Resources will collect transcripts, however, due to the difficulty of redacting transcripts, those documents will not be shared with the selection committees. Spring 2026

Who: Human Resources, Hiring Managers, selection committees

What/When: Eliminate skills tests as a component of interviews and reference letters as a requested document in applications to be more inclusive for all candidates. Spring 2026

Post-Hiring

Year One

Who: Management Senate, Academic Senate, Executive Team

What/When: Continue the mentoring program currently being piloted through Management Senate. This program assigns a management mentor to new managers onboarding to the District. Academic Senate also assigns a faculty mentor to tenure-track faculty. Additionally, the District will have its second home grown leadership academy

that is open to managers, classified personnel, and both full-time and part-time faculty.
August 2023

Year Two

Who: Human Resources, Institutional Effectiveness

What/When: Create an electronic exit survey. Currently the exit survey is a fillable PDF and the responses are low. An electronic survey would also allow reports to be pulled to analyze our exit data. Fall 2024.

Year Three

Who: Human Resources, Institutional Effectiveness

What/When: Create an electronic survey that Human Resources can send to applicants to assess their experience with the recruitment process, any barriers they experienced, etc. This information will allow Human Resources to work with our campus partners to improve the hiring process.

Appendix A

ORGANIZATIONS FOR ANNUAL WRITTEN NOTICE PER COMPONENT 9

Arroyo Grande/Grover Beach Chamber of Commerce
Atascadero Chamber of Commerce
Atascadero News
Atascadero Unified School District
CalJobs
Cal Poly Mustang Jobs
Cambria Chamber of Commerce
Cayucos Chamber of Commerce
Cayucos Elementary School District
CCC Registry
City of Paso Robles
Coast Unified School District
Gay and Lesbian Alliance of the Central Coast
Latina Leadership Network
Los Osos Chamber of Commerce
Lucia Mar Unified School District
Morro Bay Chamber of Commerce
Nipomo Chamber of Commerce
Paso Robles Chamber of Commerce
Paso Robles Joint Unified School District
Paso Robles Press
Pleasant Valley Joint Union Elementary School District
San Luis Coastal Unified School District
San Luis Obispo County
San Luis Obispo County Office of Education
San Luis Obispo Chamber of Commerce
San Miguel Chamber of Commerce
San Miguel Joint Union School District
Santa Barbara County Education Office
Shandon Joint Unified School District
Templeton Chamber of Commerce
Templeton Unified School District



SAN LUIS OBISPO CAMPUS
Highway 1
San Luis Obispo, CA 93403
(805) 546-3100

NORTH COUNTY CAMPUS
2800 Buena Vista Dr.
Paso Robles, CA 93446
(805) 591-6200

**SOUTH COUNTY CENTER
AT ARROYO GRANDE HIGH SCHOOL**
Office in Room 900
Corner of Orchard St. and W. Cherry Ave.
Arroyo Grande, CA 93420
(805) 474-3913