



San Joaquin Delta Community College District

Equal Employment Opportunity Plan 2020 – 2023

Committed to furthering knowledge and fulfilling our educational mission. We seek a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. We welcome people from all backgrounds and are committed to working toward an environment that values diversity. We create, promote, and maintain activities and programs which further our understanding of individual and group diversity.



The San Joaquin Delta Community College District Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on January 21, 2020. The *Plan* reflects the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the District's workforce population and methods to address underrepresentation. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of a Diversity Committee called the Employee Diversity and Professional Development Committee (EDPD); methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

CONTENTS

PURPOSE OF THE PLAN.....	4
OBJECTIVES OF THE PLAN	4
EEO PLAN	4
PLAN COMPONENT 1: DEFINITIONS.....	4
PLAN COMPONENT 2: POLICY STATEMENT	6
PLAN COMPONENT 3: DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE	7
PLAN COMPONENT 4: DIVERSITY COMMITTEE.....	10
PLAN COMPONENT 5: COMPLAINTS	11
PLAN COMPONENT 6: NOTIFICATION OF DISTRICT EMPLOYEES.....	12
PLAN COMPONENT 7: TRAINING FOR SCREENING/SELECTION COMMITTEES.....	12
PLAN COMPONENT 8: ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS.....	13
PLAN COMPONENT 9: ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOLS	13
PLAN COMPONENT 10: METHODS TO ADDRESS UNDERREPRESENTATION.....	21
PLAN COMPONENT 11: INSTITUTIONAL COMMITMENT TO DIVERSITY	29
PLAN COMPONENT 12: GRADUATE ASSUMPTION PROGRAM FOR LOANS FOR EDUCATION	30
PLAN COMPONENT 13: REASONABLE ACCOMMODATION FOR PERSONS WITH DISABILITIES.....	32
PLAN COMPONENT 14; ANNUAL CERTIFICATION TO CHANCELLOR'S OFFICE	32
APPENDIX A: NONDISCRIMINATION COMPLAINT PROCEDURES.....	34
APPENDIX B: WORKFORCE AND APPLICANT ANALYSIS TABLES	38
APPENDIX C: EMPLOYEE DEMOGRAPHIC ANALYSIS TABLES	42

PURPOSE OF THE PLAN

The San Joaquin Delta Community College District's Equal Employment Opportunity Plan (Plan) addresses the requirements of Education Code section 87106(b) by providing a Plan for compliance with the California Community Colleges Board of Governors' regulations on equal employment opportunity (EEO, hiring, and applicable state and federal nondiscrimination statutes), and for guidance to improve the equality of opportunity.

OBJECTIVES OF THE PLAN

The objectives of the District's Equal Employment Opportunity Plan are to:

- Address the legal requirements for an Equal Employment Opportunity Plan, pursuant to section 53003 of Title 5.
- Demonstrate institutional commitment to diversity and to providing a plan to continually improve.
- Recognize the need for diversity for the success of the community and the college, including employees and students alike.
- Provide an institutional basis for the development, funding, and support of programs designed to enhance diversity, as well as a system for the regular review of the impact of such developments.
- Provide guidance that will assist in achieving the goal of a diverse workforce.
- Provide sample information and forms to allow enhanced visualization of outcomes.
- Assist in the development of material to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

EEO PLAN

Plan Component 1 : Definitions

[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) **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, sexual orientation, disability, and socioeconomic backgrounds.
- c) The Diversity Committee is the *EEO Advisory Committee*.
- d) *Equal Employment Opportunity:* a concept that 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 the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal opportunity also involves: (1) identifying and eliminating barriers to employment that are not job related; and (2) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code 12940.
- e) *Equal Employment Opportunity Plan:* a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- f) *Equal Employment Opportunity Programs:* all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- g) *Ethnic Group Identification:* an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- h) *In-house or Promotional Only Hiring:* requirement that only existing District employees are allowed to apply for a position.
- i) *Monitored Group:* groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- j) *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.

- k) *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.
- l) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- m) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Plan Component 2: Policy Statement

[Title 5, § 53002]

BP 3410 Nondiscrimination Policy

The Board of Trustees of San Joaquin Delta Community College is committed to equal opportunity in educational programs, employment, and access to all institutional programs and activities.

The District and each individual who represents the District shall provide access to its services, classes and programs and shall make all decisions regarding educational opportunities, recruitment, hiring, dismissal, compensation, promotions, and all other terms and conditions of employment without regard to national origin, religion, age, sex, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military and veteran status, or any other legally protected class, or because he or she is 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.

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

The District is to conduct training programs on cultural awareness and equal

employment opportunity, disability awareness, and gender equity for managers, faculty, and staff. Staff involved in the employment selection process will be oriented and trained by the Vice President of Human Resources and Risk Management or designee as to the Board's Equal Employment Policy (BP3410 Non-Discrimination Policy).

The District also assures that the working conditions of all employees will include freedom from discrimination or harassment, and that each employee will have equal access to promotional, transfer, and training/development opportunities. The Chief Human Resources Officer will monitor District policies and practices for evidence of discrimination or harassment. The District will take whatever steps are needed to prevent discriminatory conditions from occurring.

Reasonable accommodation will be made by the District to enable applicants with disabilities to apply for jobs and to assist employees with disabilities in performing their work and in achieving promotion.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory as set forth described above.

Plan Component 3: Delegation of Responsibility, Authority, and Compliance

[Title 5, §§ 53003(c)(1) and 53020]

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

1. Governing Board

The governing board 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 governing board delegates to the Superintendent/President 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 governing board 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 Vice President of Human Resources and Risk Management 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 Vice President of Human Resources and Risk Management is also responsible for receiving complaints described in Plan Component 5 of this document and for ensuring that applicant pools and selection procedures are properly monitored.

4. *Human Resources*

Human Resources will collaborate with administrators and selection committee members to:

- Identify job-related criteria that are likely to enhance the diversity of the applicant pool;
- Develop job descriptions that reflect these criteria, and incorporate the “understanding of diversity and cultural competence” considerations;
- Prepare job-related questions for applicants that will allow interviewing committees to assess applicants’ “understanding of diversity and cultural competence”;
- Plan inclusive recruitment strategies that access professional organizations, media outlets, personal contacts and other sources to maximize the diversity of applicant pools;
- Institute retention strategies to ensure that all staff feel welcomed and supported; and
- Expand faculty and deans with the section on the responsibilities of human resources, especially related to generating job descriptions, job-related criteria, job-related questions, and innovations in curriculum.

(See AP7120)

Human Resources will also be responsible to review proposed engagement of professional experts, independent contractors, and temporary employees to ensure they are being retained for the permitted purposes; monitor and analyze the impact on workforce diversity of utilizing professional experts, independent contractors, and temporary employees; and track all permanent positions staffed by temporary employees to ensure that the recruitment and hiring process for a permanent hire is moving forward.

5. *Diversity Committee*

The District has the EDPD to act as an advisory body to the Vice President of Human Resources and Risk Management and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Diversity Committee assists in the implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for *Plan* revisions as appropriate.

6. *Agents of the District*

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

7. *Good Faith Effort*

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

Plan Component 4: Diversity Committee

[Title 5 § 53005]

The District has established an equal employment opportunity advisory committee called the Employee Diversity and Professional Development Committee (EDPD) to assist the District [and the Vice President of Human Resources and Risk Management] in implementing its *Plan*. The committee promotes an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee sponsors events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The Vice President of Human Resources and Risk Management trains the Diversity Committee on all of the following:

- (a) the requirements of Title 5 regulations on equal employment opportunity (section 53000 et. seq.) and of state and federal nondiscrimination laws;
- (b) identification and elimination of bias in hiring;
- (c) the educational benefits of workforce diversity; and
- (d) the role of the Committee in carrying out the District's EEO plan.

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 that efforts were made to recruit advisory committee members who are members of monitored groups.

The EDPD Committee is scheduled to meet twice a month to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the EDPD Committee shall make recommendations to the governing board, the Superintendent/President, and the equal employment opportunity officer, the Vice President of Human Resources and Risk Management.

At least once every three (3) years, the EDPD Committee must review the Plan, and revise it as determined necessary. Any revised plans must be submitted to the Chancellor's Office, which retains the authority to review such revisions on a case-by-case basis.

Plan Component 5: Complaints

[Title 5, §§ 53003(c)(2), 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 regulations 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 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 he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by section 53026. See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/x_min-cond-complaints-ada.ashx

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.

The complaint shall be filed with the Vice President of Human Resources and Risk Management. If the complaint involves the Vice President of Human Resources and Risk Management, the complaint may be filed with the Superintendent/President. 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 Vice President of Human Resources and Risk Management will forward copies of all written complaints to the Chancellor's Office upon receipt.

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

- 2) *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice President of Human Resources and Risk Management is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination and sexual harassment complaint procedures are attached to this *Plan* in Appendix A.

Plan Component 6: Notification to District Employees

[Title 5, § 53003(c)(3)]

The commitment of the governing board 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 printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's governing board, the Superintendent/President, administrators, the academic senate leadership, union representatives, and members of the Diversity 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 provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement (located in Plan Component 2 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 contain the following provisions:

- 1) The importance of the employee's participation and responsibility in ensuring the *Plan's* implementation.
- 2) Where complete copies of the *Plan* are available, including in every campus library, in the District's public folders, on the campus and District internet site, the Office of the Superintendent/President, the Office of Human Resources, and each division office.

Plan Component 7: Training for Screening/Selection Committees

[Title 5, § 53003(c)(4)]

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive

appropriate training on: (1) the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); (2) the requirements of federal and state nondiscrimination laws; (3) the educational benefits and value of workforce diversity; (4) the elimination of bias in hiring decisions; (5) best practices in serving on a selection committee; (6) the requirements of the District's Equal Employment Opportunity Plan; and (7) the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural awareness. Persons serving in the above capacities will be required to receive training prior to their participation on a screening or selection committee. The Human Resources Department is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

Plan Component 8: Annual Written Notice to Community Organizations

[Title 5, § 53003(c)(5)]

The Vice President of Human Resources and Risk Management or designee will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. "Written" notice may include mailings and electronic communications. The notice will inform these organizations that they may obtain a copy of the *Plan* and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the internet address where the District advertises its vacancies and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list will be developed by the Diversity Committee and may be revised from time to time as necessary.

Plan Component 9: Analysis of District Workforce and Applicant Pool

[Title 5, §§ 53003(c)(6), 53004, 53006]

The Human Resources Office will annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing this Plan and to provide data needed for the analyses required by Title 5, sections 53003, 53006, 53023, and 53024. The District will annually report to the Chancellor this data for employees of the District in a manner prescribed by the Chancellor. Each employee shall be reported so that he or she may be identified as belonging to one of the following seven job categories:

- 1) Executive/Administrative/Managerial;
- 2) Faculty and other Instructional Staff;

- 3) Professional Non-Faculty;
- 4) Secretarial/Clerical;
- 5) Technical and Paraprofessional;
- 6) Skilled Crafts; and
- 7) Service and Maintenance.

For purposes of the data collection and report, each applicant or employee will be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes.¹ 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).

The Human Resources Office shall track and maintain data that will allow for periodic, longitudinal analysis of District employees and applicants sorted by monitored group status in each of the seven job categories listed above. These analyses are for the purpose of determining whether additional measures are required pursuant to Title 5, section 53006 to address underrepresentation of monitored groups and to implement and evaluate the effectiveness of those measures.

At least once every three (3) years, but more often if determined necessary by the Superintendent/President or his/her designee, the Human Resources Office shall review² the data to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The analyses used in the review shall include, but need not be limited to:

- 1) Longitudinal analysis of data regarding job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool;
- 2) Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
- 3) Analysis pursuant to Title 5, section 53003(c)(7)³ to determine whether a group

¹ 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 group 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.

² For purposes of this review, the phases of the employment process include, but are not limited to, recruitment, hiring, retention and promotion.

³ Section 53003(c)(7) states: "to the extent data regarding potential job applicants is provided by the State Chancellor, an analysis of the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor ¹¹

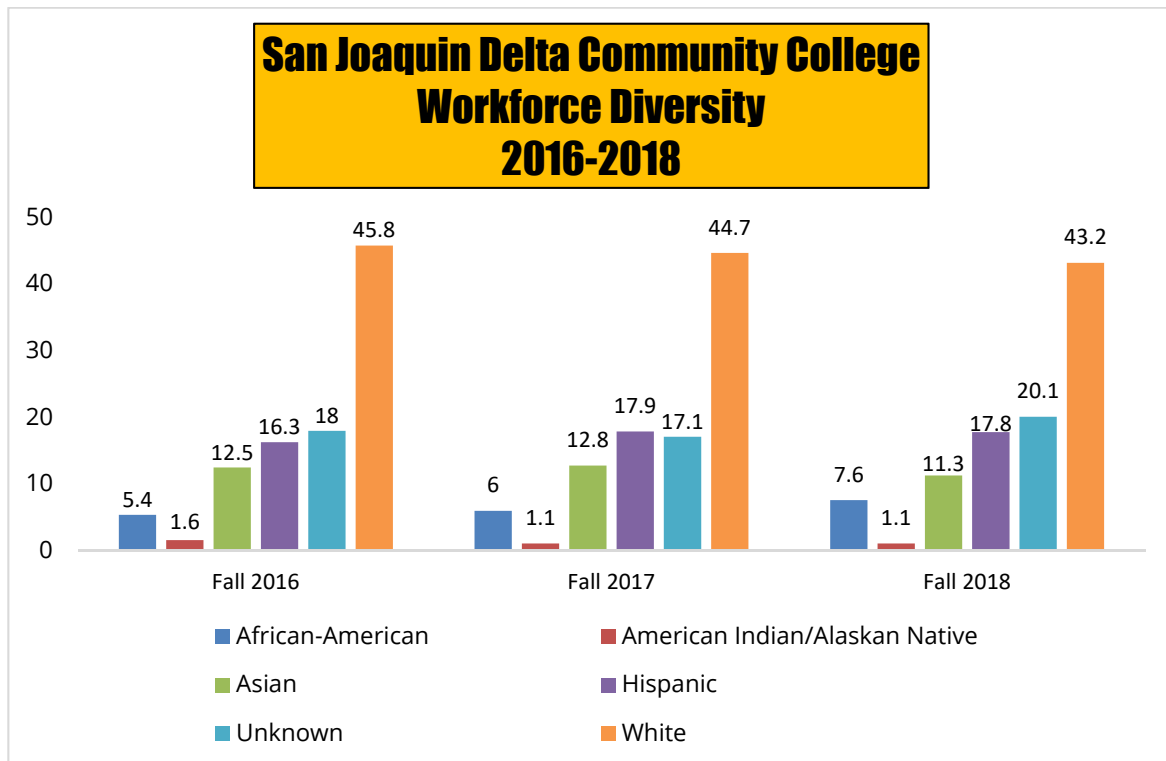
is significantly underrepresented.

The District's workforce and applicant pools for academic years 2016 to 2018 are analyzed below.

District Workforce/Applicant Analysis (2016-2018)

Overview of Workforce Diversity

The District's workforce, which includes administrators, full-time faculty, and all classified employees, decreased each year over the three academic years from 2016 to 2018. In Fall 2016, the total number of employees was 1,075, decreasing to 1,001 in Fall 2017, and to 993 in Fall 2018. The chart below depicts the ethnic/racial composition of the District's workforce over the three academic years from Fall 2016 through Fall 2018. These percentages include a significant number of employees in the "unknown" category; despite this caveat, the data suggest some general patterns. White employees constitute the largest category of employees, and more than double the next largest known group, which is Hispanics. The three-year trend shows that Asian/Pacific-Islanders, the third largest group, have decreased from 12.5% of the workforce in Fall 2016 to 11.3% in Fall 2018. African-American employees increased slightly from Fall 2016 to Fall 2018 (5.4% to 7.6%). Native American employees have remained a small fraction of the workforce from Fall 2016 through Fall 2018.



Student/Employee Demographics (2016-2018)

The Human Resources Office has determined that for purposes of assessing its progress in achieving a diverse workforce, the demographic composition of the District's workforce should be compared with that of its student population. The tables below depict these comparisons. Once again, these analyses are limited by the students/employees whose race/ethnicity is unknown. A further limitation is that the number of employees in the "unknown" category for race/ethnicity is notably greater than for students.

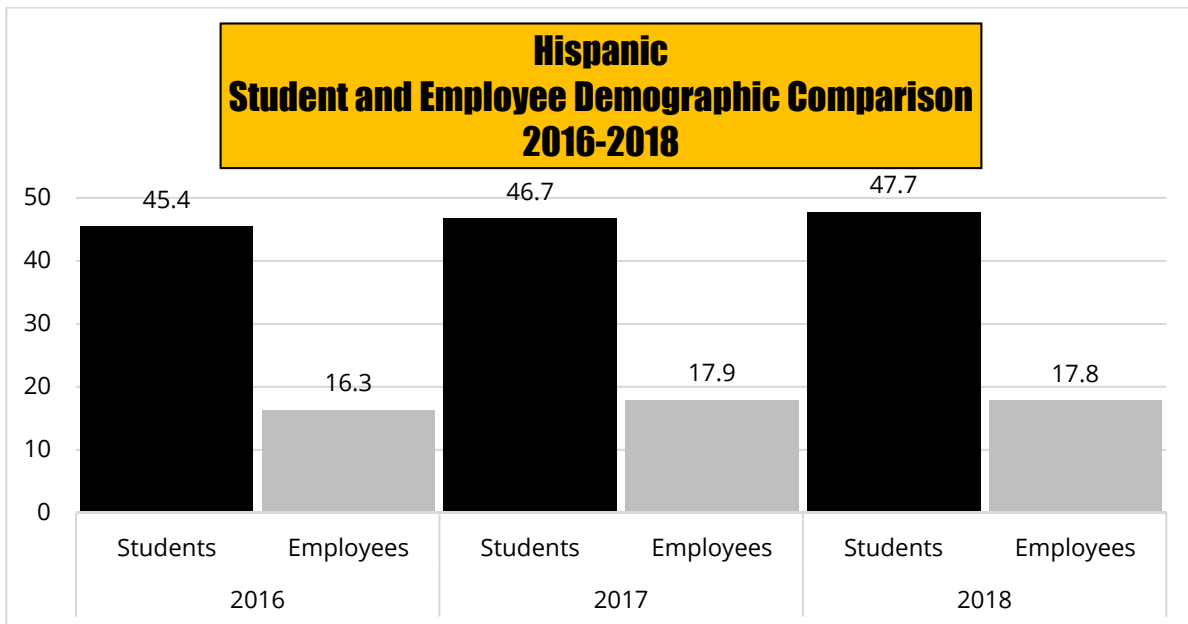
Student and Employee Demographic Comparisons (2016-2018)

Fall 2016	Students	Employees
African-American	1,452 (8.3%)	58 (5.4%)
Asian/Filipino/Pacific-Islander	3,209 (18.4%)	139 (12.9%)
Hispanic	7,913 (45.4%)	175 (16.3%)
Native American	55 (0.3%)	
Multi-Ethnicity	935 (5.4%)	
Unknown	130 (0.7%)	194 (18.0%)
White	3,739 (21.4%)	492 (44.7%)
Female	9,722 (55.8%)	613 (57.0%)
Male	7,434 (42.6%)	462 (43.0%)
Unknown Gender	277 (1.6%)	
Grand Total Count	17,433	1,075

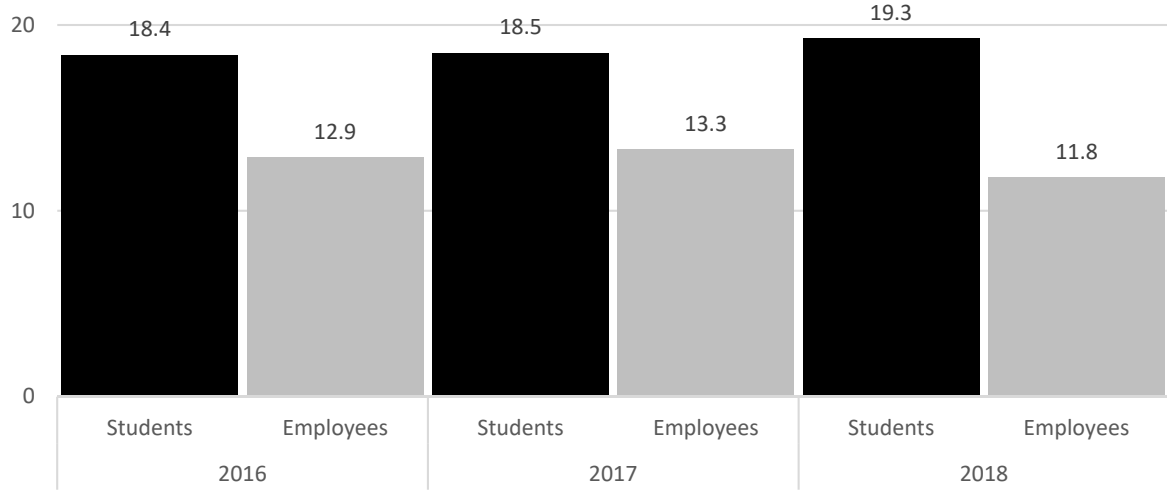
Fall 2017	Students	Employees
African-American	1,364 (7.9%)	60 (6.0%)
Asian/Filipino/Pacific-Islander	3,193 (18.5%)	133 (13.3)
Hispanic	8,078 (46.7%)	179 (17.9%)
Native American	63 (0.4%)	11 (1.1%)
Multi-Ethnicity	918 (5.3%)	
Unknown Ethnicity	118 (0.7%)	171 (17.1%)
White	3,548 (20.5%)	447 (44.7%)
Female	9,722 (56.3%)	582 (58.1%)
Male	7,266 (42.0%)	419 (41.9%)
Unknown Gender	294 (1.7%)	
Grand Total Count	17,282	1,001

Fall 2018	Students	Employees
African-American	1,302 (7.5%)	59 (5.9%)
Asian/Filipino/Pacific-Islander	3,353 (19.3%)	117 (11.8%)
Hispanic	9,302 (47.7%)	177 (17.8%)
Native American	66 (0.4%)	11 (1.1%)
Multi-Ethnicity	900 (5.2%)	
Unknown	105 (0.6%)	200 (20.1%)
White	3,392 (19.5%)	429 (43.2%)
Female	9,882 (56.7%)	575 (57.9%)
Male	7,230 (41.5%)	418 (42.1%)
Unknown	308 (1.8%)	
Grand Total Count	17,420	993

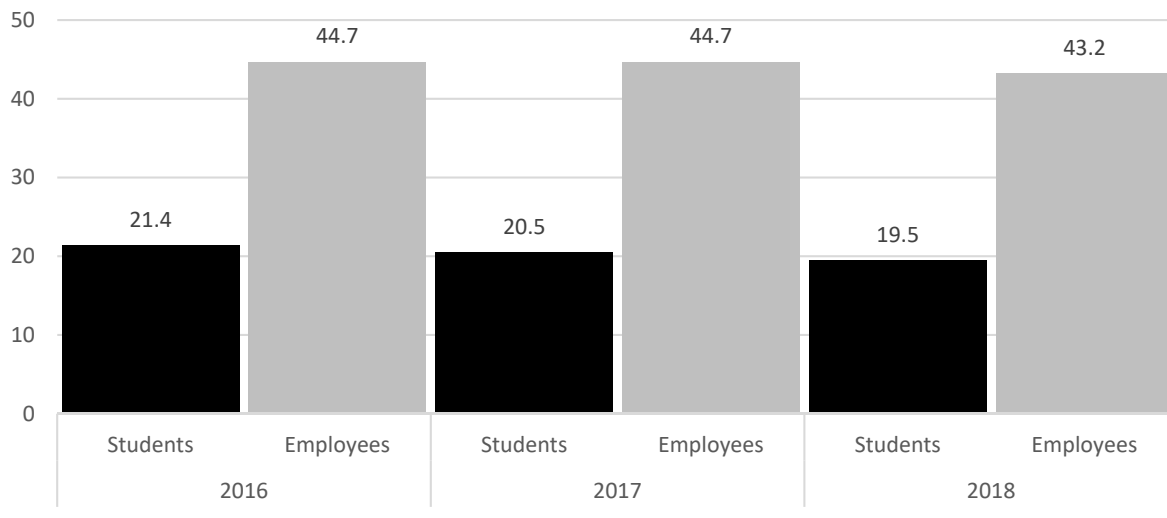
Almost half (47%) of the student population in fall 2018 identified as Hispanic while almost half of the employee population (45%) identified as white. From fall 2016 through fall 2018, the College's Hispanic student representation was almost 30% higher than employees. While it is a smaller difference, Asian American/Filipino/Pacific Islander (6-8% difference) and Black/African American (3% difference) employees are underrepresented compared to the student population. White employees are overrepresented compared to the student population with only 20% of the College's student population identifying as white but over 40% of the employees identifying as white. The charts below depict the comparisons for each demographic group of students and employees.

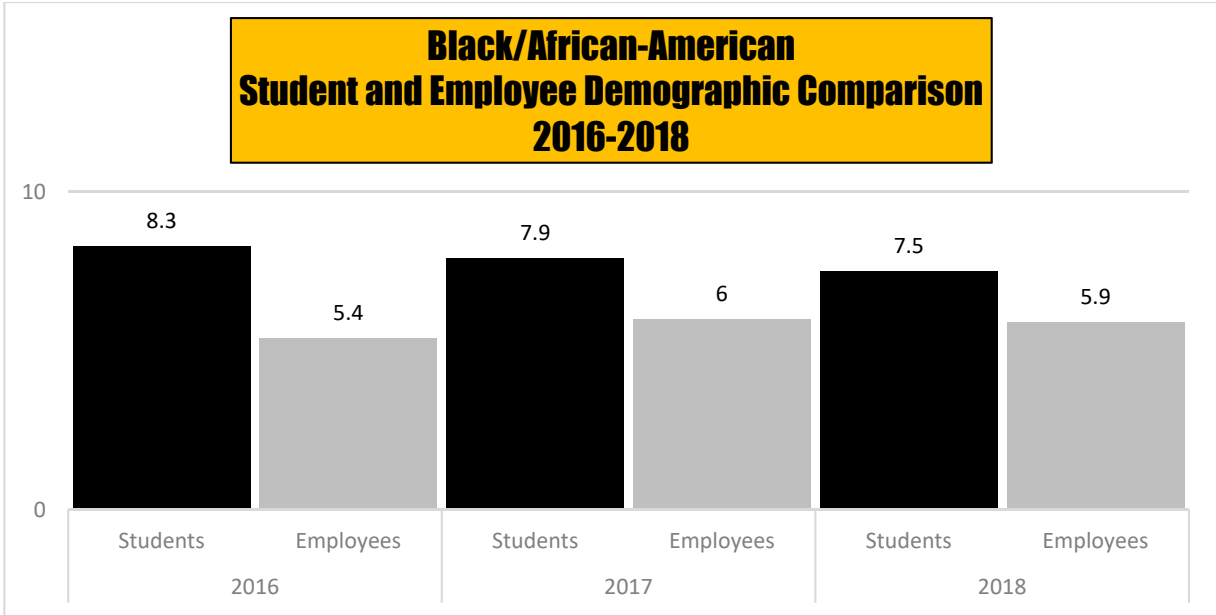


**Asian/Filipino/Pacific-Islander
Student and Employee Demographic Comparison
2016-2018**



**White
Student and Employee Demographic Comparison
2016-2018**





Employee Demographics by Job Category (2016-2018)

Race/Ethnicity

The tables in Appendix C show the District’s employee demographic data sorted by four job categories: Educational Administrator, Academic, Tenured/Tenure Track, Academic Temporary (Adjunct), and Classified.

The proportion of African American, Hispanic, and Asian employees in the Academic job categories (Tenured and Temporary) has remained at about the same rate over the past three years. For full-time tenure or tenure track faculty, 7 percent are African American, 11 percent are Asian, and 15 percent are Hispanic. At 52%, over half of the faculty workforce is White, which has decreased from over 56% in fall 2016. The classified ranks show more employee diversity with slightly under one-third (32%) of the classified workforce being White, a quarter of the workforce is Hispanic (25%), 13% Asian, and 7% African American.

Gender

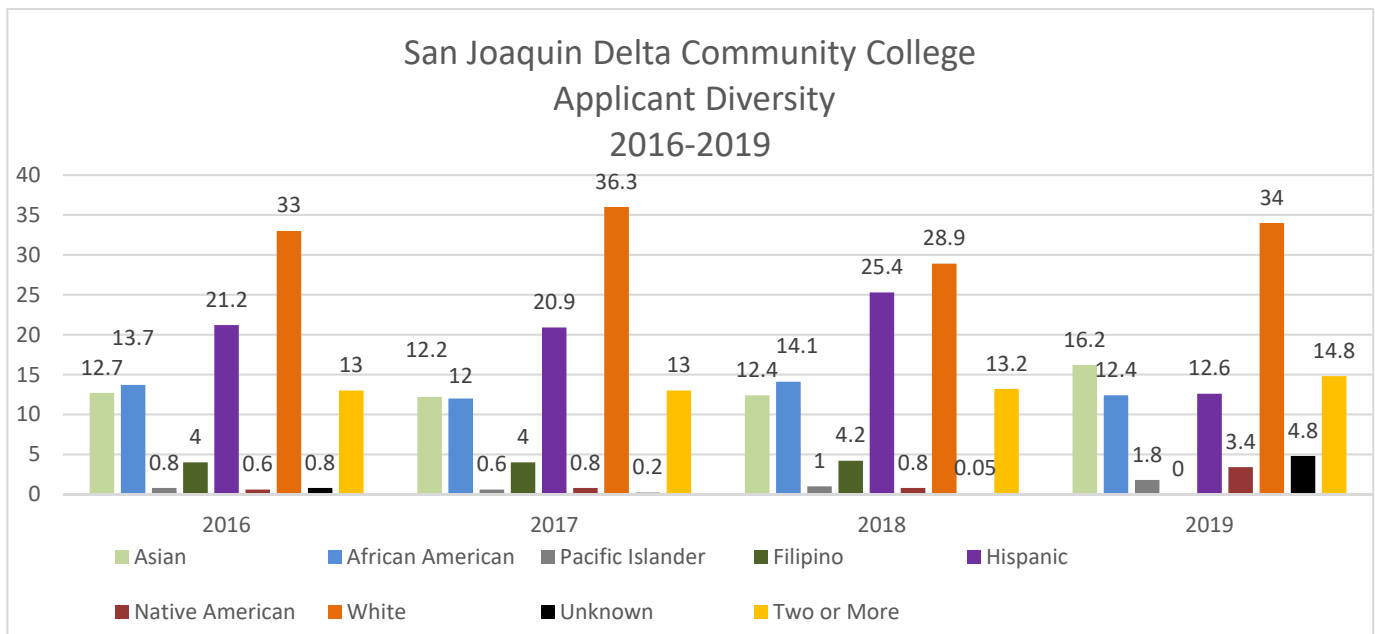
From Fall 2016 through Fall 2018, female employees consistently held a greater share of the workforce than males, at almost a 60/40 split. In Fall 2016, the workforce was 57% female (613/1,075), in Fall 2017, it was 58% female (582/1,001), and in Fall 2018, 58% female (575/993). Females are found in relatively higher percentages than males in the Educational Administrator and Classified Professional categories, while the male and female representation for faculty (Academic Tenured and Temporary) has remained fairly equal.

Analysis of Applicant Pools (2016-2019)

Applicant Pool data is set forth in Appendix B, and is also represented in the following chart.

Race/Ethnicity

It should be noted that this data includes applicants whose race/ethnicity is unknown as “decline to state” was selected. In each of the academic years from 2016-2018, Whites accounted for the largest share of applicants, followed by Hispanics, Asian/Pacific-Islanders/Filipino, African-Americans, and Native Americans. In 2019, Hispanics were less represented than in prior years, reducing from an average of 23% of the pool to almost 13%. In 2019, the Asian applicant pool increased from 12% to over 16%. The representation in the applicant pool is reflective of the racial/ethnic composition of the workforce. As such, the applicant pool reflects the underrepresentation of Hispanics and Asian/Pacific-Islanders/Filipino in the workforce, as well as the relatively high proportion of Whites. Almost 20% of applicants chose “unknown” or “two or more” in the most recent year.



Gender

From 2016 to 2019, female applicants markedly outnumbered male applicants. In 2016, 69.8% of applicants identified as female, followed by 58.6% in 2017, 66.9% in 2018, 63% in

2019. Every year, female applicants predominated in the Secretarial/Clerical and Technical & Paraprofessional job categories. Males consistently are more represented in the Service/Maintenance applicant pools, with the exception of 2018 when females were more represented in that category. Faculty and other Instructional Staff remained pretty even between male and female applicants over the past four years, with females having only slightly higher representation. Approximately 2% of applicants have selected decline to state each year.

Plan Component 10: Methods to Address Underrepresentation

[Title 5, § 53003(c)(8); §§53021-53024]

A. Recruitment and Hiring Procedures to Ensure Equal Employment Opportunity

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/interview process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to full-time and part-time recruitments, including hiring meant to address the ratio of full-time to part-time hiring that may be required by Education Code Section 87482.6.

Except as otherwise provided in Title 5, section 53021, the District will actively recruit from both within and outside the District workforce to attract qualified applicants 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, including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions. 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 by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this Plan.

“In-house or promotional only” recruitment shall not be used to fill any vacancy for any position described above except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or series of interim appointments exceeds two years in duration. Where in-house or promotional only recruitment is utilized to fill a

position on an interim basis, all District employees shall be afforded the opportunity to apply and demonstrate that they are qualified. The job announcement for the interim position shall comply with the requirements set forth in Title 5, section 53022 and shall be consistent with the requirements of Title 5 governing Equal Employment Opportunity.

For the purposes of this section, a vacancy is not created, and the requirements above do not apply, when:

1. there is a reorganization that does not result in a net increase in the number of employees;
2. one or more lateral transfers are made and there is no net increase in the number of employees;
3. a position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;
4. the faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term;
5. the position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code;
6. a part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. For purposes of this section, "a substantial break in service" means more than one calendar year of such different period as may be defined by a collective bargaining agreement; or
7. an individual not currently employed by the District, who is specifically training, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointments pursuant to this provision may exceed a period of two years.

Regardless of whether underrepresentation exists, the following provisions are in place, because they are valuable in ensuring equal employment opportunity.

1. *Recruitment*

It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. District staff are encouraged to utilize and notify the Office of Human Resources regarding additional recruitment options

that may enable the District to obtain a diverse pool of applicants. The District will include the following provisions in the recruitment section of its Recruitment and Hiring Procedures:

- a. For any job category where continuing underrepresentation exists, the District will apply the recruitment procedures set forth in Title 5, section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract unless the chief executive officer or his/her designee first notifies the governing board and the Diversity Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.
- b. Recruitment for all vacant positions shall include, but not be limited to placement of job announcements in the following instruments:
 - i. General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
 - ii. Local and regional community newspapers.
 - iii. Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
 - iv. Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
 - v. Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.
- c. District employees will be surveyed on a regular basis requesting resources and locations where vacant positions

may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human resources will compile, store, and update this list.

2. Job Announcements⁴

The District's Recruitment and Hiring Procedures section on "Job Announcements" will be revised to include the following provisions:

- a. Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the Vice President of Human Resources and Risk Management before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment Employer."
- b. For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in the positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

3. Review of Initial and Qualified Applicant Pools⁵

⁴ See generally Title 5, section 53022.

⁵ See generally Title 5, section 53023.

The Vice President of Human Resources, or designee, shall record and review the composition of the initial applicant pool to determine which candidates satisfy the job specifications set forth in the job announcement. The group who meet the job specifications shall constitute the “qualified applicant pool.” The composition of the qualified applicant pool will be reviewed and compared to the composition of the initial applicant pool by the Vice President of Human Resources/designee. If the Vice President of Human Resources/designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, appropriate action will be taken. The applicant pool data shall be reviewed in conducting the analysis described in Title 5, section 53006(a).

4. Screening/Selection Committee Procedures⁶

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/selection 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:
 - i. Provided to the Chancellor upon request;
 - ii. Designed to ensure that for all faculty and administrative positions, as well as any other position, 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 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;

⁶ See generally Title 5, section 53024.

- iii. Based solely on job-related criteria; and
 - iv. Designed to avoid an adverse impact, as defined in the Title 5 regulations on equal employment opportunity (section 53000 et. seq.), and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.
- 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 Vice President of Human Resources will work with the Senate Presidents to ensure the makeup of selection/screening committees is diverse. If a selection/screening committee lacks diversity, the Vice President of Human Resources shall take necessary steps to remedy the lack of diversity.
 - d. Interviews must include at least one question that assesses the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency.
 - e. All screening materials must be approved for compliance with equal employment opportunity principles.
 - f. Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
 - i. After the selection/screening committee has conducted the paper screening and prior to contacting any of the candidates for interviews. Interviews cannot be scheduled until the candidate pool has been approved and cleared for adverse impact.
 - ii. After the candidates have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the candidate pool has been approved and cleared for adverse impact.

- g. The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the *Plan* in such a rigid manner that the purpose or effect is discriminating.
- h. The District will review all of its current and future job specifications to ensure that seniority or length of service is taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Plan Component 11, section 2) a) (see title 5, §§ 53022 and 53024(d)).
- i. Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*.
- j. The governing board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.
- k. The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the *Plan*, the District will request the Diversity Committee to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

B. Identification of Significant Underrepresentation

As described in Title 5, section 53006(b), if the review required in Plan Component 9 identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

1. Review the District's recruitment procedures and identify and implement any

additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

2. Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective;
3. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in 1) and 2) have been in place for a reasonable period of time;
4. 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:
 - any requirements of all applicable federal, state, and local laws; and
 - qualifications that the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
5. Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this section;
6. Continue using qualification standards meeting the requirements of paragraph (4) of this section only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4), and be expected to have a less exclusionary effect; and
7. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For purposes of this section, “a reasonable period of time” means three years, or such longer period as the Chancellor may approve upon the request of the Diversity Committee and the Superintendent/President, in accordance with Title 5, Section 53006(c).

Nothing in this section shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of all applicable laws. Such other steps the Districts will take to address the underrepresentation identified in Plan Component 9, include the following:

- a. The District administration and staff will collaborate with community leaders and organizations to enhance the livability of the local area so as to attract a diversity of well-qualified job candidates;

- b. The District will review its pay scales to ensure it is offering competitive salaries; and
- c. The District will reinstitute its structured program to encourage the transition of current classified employees into full-time faculty positions.

Plan Component 11: Institutional Commitment to Diversity

[Title 5, § 53003(c)(9); 53024.1]

The District recognizes that multiple approaches are appropriate to fulfill its mission of creating a richly diverse workforce and ensuring equal employment opportunity. Diversity means 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, sexual orientation, disability, and socioeconomic backgrounds.

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 the seven job categories, which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code, Section 12940.

The Diversity Committee will annually review indicators of the District's institutional commitment to diversity, such as but not limited to, the following:

1. The District's Diversity Program is part of the structure of the District and is adequately funded and supported by the District and campus leadership.
2. The District's Board of Trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.
3. Top administrative staff support diversity objectives and the equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
4. The District has implemented procedures for auditing and updating job descriptions and job qualifications, including procedures for identifying and eliminating dated or otherwise non-job related criteria that act as barriers to traditionally excluded groups;

5. The District's recruitment strategies are designed to maximize the diversity of applicant pools and qualified applicant pools;
6. The District's equal employment opportunity and diversity policies are highlighted in job announcements and in its recruitment, marketing, and other publications. Job announcements and job descriptions are audited/updated regularly and include language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
7. The District maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
8. The District provides training on elimination of bias in hiring and employment to all staff involved in recruitment, hiring, and other employment decisions, including all screening and hiring committee participants.
9. Surveys of campus climate are conducted on a regular basis, and concrete measures are implemented that utilize the information drawn from the surveys.
10. The District conducts diversity dialogues, forums, and cross-cultural workshops.
11. The District's publications, website, and other marketing tools reflect its commitment to diversity in pictures, graphics, and text.
12. The District provides cultural awareness training to members of the campus community.
13. The District promotes various cultural celebrations on campus.
14. Establish a Community Outreach Advisory Council to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as NAACP, Chamber of Commerce, City Councils and others.

Plan Component 12: Graduate Assumption Program of Loans for Education

[Education Code §§ 87106, 69618 et seq.]

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the

Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Plan Component 13: Reasonable Accommodations for Persons with Disabilities

[Title 5, § 53025]

The District shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note takers.

Plan Component 14: Annual Certification to Chancellor's Office

[Title 5, § 53024.2]

The District shall certify annually to the State Chancellor that it has timely complied with all of the following:

1. Recorded, reviewed and reported the data required regarding qualified applicant pools;
2. Reviewed and updated, as needed, the Strategies Component of the District's EEO Plan (Plan Component 11);
3. Investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to Title 5, section 59300 et seq.

APPENDIX A

NONDISCRIMINATION COMPLAINT PROCEDURES

Administrative Procedure 3410 Nondiscrimination**AP 3410 Non-Discrimination**

Reference:

Nondiscrimination References for Education Programs: Education Code Sections 66250 et seq.; 200 et seq.; 72010 et seq.; Penal Code Sections 422.55 et seq.; Title 5 Sections 59300 et seq.; Accreditation Standard 1.6 Nondiscrimination References for Employment: Education Code Sections 87100 et seq.; Title 5 Sections 53000 et seq.; Government Code Sections 11135 et seq. and 12940 et seq.

Education Programs

The District shall provide access to its services, classes, and programs without regard to national origin, religion, religious creed, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is 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.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, librarians, instructors, and administrators, shall not offer program guidance to students that differ on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religion, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, or status as a veteran, or because he/she is 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 or other factors which cannot lawfully be the basis for an employment decision.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Administrative Procedure 3435.1

Unlawful Discrimination/Harassment Complaint Form

Name: _____
Last *First*

Address: _____
Street or P.O. Box *City* *State* *Zip*

Phone: Day (_____) Evening (_____)

I Am A: Student Employee Other: _____

I Wish To Complain Against:

Date of Most Recent Incident of Alleged Discrimination: _____

(Nonemployment complaints must be filed within one year of the date of the alleged unlawful discrimination. Employment complaints must be filed within six months of the date of the alleged unlawful discrimination)

I Allege Discrimination Based on the Following Category Protected under Title 5: *(you must select at least one):*

- | | | | |
|-----------------------------------|--|--|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Mental Disability | <input type="checkbox"/> Race | <input type="checkbox"/> Sex (includes Harassment) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation |

Clearly state your complaint. Describe each incident of alleged discrimination separately. For each action provide the following information: 1) date(s) the discriminatory action occurred, 2) name of individual(s) who discriminated; 3) what happened; 4) witnesses (if any); and 5) why you believe the discrimination was because of protected group status [religion, age, race, sex or whatever basis you indicated above] and/or, if applicable, why you believe you were retaliated against for filing of complaint or asserting your rights. *(Attach additional pages as necessary.)*

What would you like the District to do as a result of your complaint -- what remedy are you seeking?: _____

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

Date

Send this form to the Office of Human Resources and Employee Relations
 5151 Pacific Avenue, Administration 202, Stockton, CA 95207

HR to forward to Chancellor's Office-Attn: Legal Affairs Division, 1102 Q Street, Sacramento, CA 95814-6511

APPENDIX B

WORKFORCE AND APPLICANT ANALYSIS TABLES

Applicant Analysis (based on calendar year)

2016	Total	Decline to State	Female	Male	Asian	Black	Pacific Islander	Filipino	Hispanic	Native American	Unknown	White	Two or More Races
1. Executive, Administrative and Managerial	633	5	354	274	69	124	5	18	108	3	2	220	84
2. Faculty and other Instructional Staff	1235	27	655	553	139	168	1	27	140	4	32	601	123
3. Professional Non-Faculty	263	3	161	99	36	41	3	7	54	4		85	33
4. Clerical & Secretarial	1656	16	1425	215	229	186	16	77	411	12	8	479	238
5. Technical & Paraprofessionals	520	6	348	166	71	68	7	30	124	5		138	77
6. Skilled Crafts	625	2	450	173	85	88	6	44	161	3		144	94
7. Service/Maintenance	560	4	168	388	67	80	6	18	169	3	1	143	73
Grand Total	5492	63	3561	1868	696	755	44	221	1167	34	43	1810	722

2017	Total	Decline to State	Female	Male	Asian	Black	Pacific Islander	Filipino	Hispanic	Native American	Unknown	White	Two or More Races
1. Executive, Administrative and Managerial	455	10	202	243	46	53	4	14	77		3	193	65
2. Faculty and other Instructional Staff	1055	22	459	574	183	106	5	20	94	3	4	567	73
3. Professional Non-Faculty	87	1	62	24	7	9	1	3	27			33	7
4. Clerical & Secretarial	1427	20	1172	235	131	181	12	65	378	16	1	417	226
5. Technical & Paraprofessionals	1009	15	643	351	146	131	5	58	219	6		295	149
6. Skilled Crafts	209	2	124	83	20	26	2	11	61	6	1	41	41
7. Service/Maintenance	364	2	39	323	28	38	1	13	106	7		126	45
Grand Total	4606	72	2701	1833	561	544	30	184	962	38	9	1672	606

2018	Total	Decline to State	Female	Male	Asian	Black	Pacific Islander	Filipino	Hispanic	Native American	Unknown	White	Two or More Races
1. Executive, Administrative and Managerial	353	10	149	194	40	53	4	12	60	4	1	135	44
2. Faculty and other Instructional Staff	770	46	398	326	101	107	5	18	91	6	1	345	96
3. Professional Non-Faculty	327	9	221	97	37	43		17	76	2		106	46
4. Clerical & Secretarial	1080	8	908	164	117	125	16	54	354	14		262	138
5. Technical & Paraprofessionals	1158	21	755	382	151	173	13	53	333	8		268	159
6. Skilled Crafts	298	5	225	68	43	49	2	14	97	1		50	42
7. Service/Maintenance	115	2	90	23	9	28	3	5	30	1		21	18
Grand Total	4101	101	2746	1254	498	578	43	173	1041	36	2	1187	543

2019	Total	Decline to State	Female	Male	Asian	Black	Pacific Islander	Filipino	Hispanic	Native American	Unknown	White	Two or More Races
1. Executive, Administrative and Managerial	355	6	241	108	35	50	8	0	86	8	15	93	60
2. Faculty and other Instructional Staff	871	34	452	385	141	105	13	0	95	28	67	329	93
3. Professional Non-Faculty	140	3	112	25	20	21	2	0	33	4	8	30	22
4. Clerical & Secretarial	321	2	260	59	47	36	10	0	77	8	12	73	58
5. Technical & Paraprofessionals	819	4	543	272	151	105	15	0	237	34	25	125	127
6. Skilled Crafts	143	2	107	34	26	14	2	0	44	7	6	13	31
7. Service/Maintenance	146		56	90	31	21	2	0	38	5		29	20
Grand Total	2795	51	1771	973	451	352	52	0	610	94	133	692	411

* Filipino is not a reported category in Taleo

Adjunct/Faculty Applicant Analysis (based on calendar year)

2016	Total	Decline to State	Female	Male	Asian	Black	Pacific Islander	Filipino	Hispanic	Native American	Unknown	White	Two or More Races
Adjunct	727	18	378	331	83	120	1	15	53	2	13	367	73
Faculty	508	9	277	222	56	48		12	87	2	19	234	50
Grand Total	1235	27	655	553	139	168	1	27	140	4	32	601	123

2017	Total	Decline to State	Female	Male	Asian	Black	Pacific Islander	Filipino	Hispanic	Native American	Unknown	White	Two or More Races
Adjunct	661	9	317	335	109	89	4	11	58	2	3	337	48
Faculty	394	13	142	239	74	17	1	9	36	1	1	230	25
Grand Total	1055	22	459	574	183	106	5	20	94	3	4	567	73

2018	Total	Decline to State	Female	Male	Asian	Black	Pacific Islander	Filipino	Hispanic	Native American	Unknown	White	Two or More Races
Adjunct	547	33	290	224	58	90	4	13	69	5	1	235	72
Faculty	223	13	108	102	43	17	1	5	22	1		110	24
Grand Total	770	46	398	326	101	107	5	18	91	6	1	345	96

2019	Total	Decline to State	Female	Male	Asian	Black	Pacific Islander	Filipino	Hispanic	Native American	Unknown	White	Two or More Races
Adjunct	684	29	336	319	105	75	12	0	58	19	55	287	73
Faculty	187	5	116	66	36	30	1	0	37	9	12	42	20
Grand Total	871	34	452	385	141	105	13	0	95	28	67	329	93

Adjunct Faculty Workforce						
Demographics	2016		2017		2018	
Female	185	49.5%	167	52.7%	171	52.0%
Male	189	50.5%	150	47.3%	158	48.0%
African-American	10	2.7%	13	4.1%	10	3.0%
American Indian/Alaskan Native	10	2.7%	4	1.3%	6	1.8%
Asian	36	9.6%	35	11.0%	30	9.1%
Hispanic	30	8.0%	33	10.4%	35	10.6%
Pacific Islander	1	0.3%	1	0.3%	1	0.3%
Unknown	88	23.5%	68	21.5%	78	23.7%
White Non-Hispanic	199	53.2%	163	51.4%	169	51.4%
Total	374	100.0%	317	100.0%	329	100.0%

APPENDIX C

EMPLOYEE DEMOGRAPHIC ANALYSIS

Fall 2016 Demographics by Job Category

	Educational Administrator		Academic, Tenured/Tenure Track		Academic, Temporary		Classified	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African-American	3	20.0%	14	6.1%	10	2.7%	31	6.8%
American Indian/ Alaskan Native			2	0.9%	10	2.7%	5	1.1%
Asian			25	11.0%	36	9.6%	73	15.9%
Hispanic	5	33.3%	33	14.5%	30	8.0%	107	23.4%
Pacific Islander			2	0.9%	1	0.3%	2	0.4%
Unknown			24	10.5%	88	23.5%	82	17.9%
White Non-Hispanic	7	46.7%	128	56.1%	199	53.2%	158	34.5%
Female	8	53.3%	114	50.0%	185	49.5%	306	66.8%
Male	7	46.7%	114	50.0%	189	50.5%	152	33.2%
Total	15	100%	228	100%	374	100%	458	100%

Fall 2017 Demographics by Job Category

	Educational Administrator		Academic, Tenured/Tenure Track		Academic, Temporary		Classified	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African-American	3	17.6%	16	7.0%	13	4.1%	28	6.4%
American Indian/ Alaskan Native			2	0.9%	4	1.3%	5	1.1%
Asian	1	5.9%	25	10.9%	35	11.0%	67	15.3%
Hispanic	4	23.5%	32	14.0%	33	10.4%	110	25.1%
Pacific Islander			2	0.9%	1	0.3%	2	0.5%
Unknown	1	5.9%	26	11.4%	68	21.5%	76	17.4%
White Non-Hispanic	8	47.1%	126	55.0%	163	51.4%	150	34.2%
Female	13	76.5%	116	50.7%	167	52.7%	286	65.3%
Male	4	23.5%	113	49.3%	150	47.3%	152	34.7%
Total	17	100%	229	100%	317	100%	438	100%

Fall 2018 Demographics by Job Category

	Educational Administrator		Academic, Tenured/Tenure Track		Academic, Temporary		Classified	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African-American	3	15.8%	16	7.3%	10	3.0%	30	7.1%
American Indian/ Alaskan Native			2	0.9%	6	1.8%	3	0.7%
Asian	1	5.3%	25	11.4%	30	9.1%	56	13.2%
Hispanic	4	21.1%	33	15.0%	35	10.6%	105	24.7%
Pacific Islander			2	0.9%	1	0.3%	2	0.5%
Unknown	3	15.8%	26	11.8%	78	23.7%	93	21.9%
White Non-Hispanic	8	42.1%	116	52.7%	169	51.4%	136	32.0%
Female	14	73.7%	112	50.9%	171	52.0%	278	65.4%
Male	5	26.3%	108	49.1%	158	48.0%	147	34.6%
Total	19	100%	220	100%	329	100%	425	100%

*At the time of publication of the 2020-2023 EEO Plan, 2019 employee demographic data had not been submitted to the California Management Information System (MIS) and therefore was not available to include in the plan.