

EQUAL EMPLOYMENT OPPORTUNITY & DIVERSITY PLAN



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EEO & DIVERSITY PLAN AND GUIDELINES

Plan Component 1: Introduction

The San José-Evergreen Community College District (SJECCD) Equal Employment Opportunity and Diversity Plan (Plan) was first adopted by the governing board on December 10, 2013, followed by the three-year updated version adopted on May 9, 2017. This updated version was approved by the governing board on June 9, 2020.

The Plan reflects the District's commitment to equal employment opportunity and diversity. 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.

Furthermore, it is the obligation of the San José-Evergreen Community College District to promote cultural, racial, and human understanding within the community it serves as well as within its sphere of influence.

The District believes it is educationally sound for all students attending the colleges within the District to have available positive images provided by individuals from historically underrepresented groups and to observe that such individuals can assume responsibilities and diverse roles in our society. 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. Once the System's Office provides the District with the state availability data an analysis will be conducted to see whether underrepresentation of monitored groups exists. Prior to this occurrence, the Plan will outline the District's Plan in regards to equal employment opportunity and its efforts to achieve a diverse workforce and inclusive working and learning environment¹.

In areas where the demographic data, if available, clearly shows that monitored groups are underrepresented, or where it is reasonably believed that greater diversity is possible, the Plan will describe methods to address that 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 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.

¹ Diversity and equal employment opportunity are related but separate concepts. An environment that promotes principles of diversity simultaneously promotes an accepting environment for implementation of equal employment opportunity.

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.

The San José-Evergreen Community College District's Plan shall be submitted to the Chancellor's Office. The Chancellor's Office retains the authority to review the Plan on a case-by-case basis.

The District shall review its EEO & Diversity Plan at least once every three years and revise as determined necessary. Any revised EEO & Diversity Plan shall be submitted to the Chancellor's Office, which retains the authority to review such revisions on a case-by-case basis.

Sincerely,

Byron D. Clift Breland

Byron D. Clift Breland (Jun 25, 2020 16:36 PDT)

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Plan Component 2: Definitions

- 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 each selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) **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.

A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, age, sex or gender, religion, sexual orientation, gender identity, marital status, medical condition, veteran status, physical or mental disability cultural background, life experience and other enriching characteristics.

The concept of diversity encompasses acceptance, inclusiveness and respect. It means understanding that each individual is unique, and recognizing and valuing our individual differences. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity has the following four components:

1. Demographics. The belief that the workforce and student population should be diverse by ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, age, sex or gender, religion, sexual orientation, gender identity, marital status, medical condition, veteran status, physical or mental disability cultural background, life experience and other enriching characteristics.

2. Equity. The District does not discriminate in hiring and other activities.

3. Diversity Skills. Employees should have the skills and knowledge that would enable them to work and interact effectively in a diverse environment.

4. Cultural Climate. The campus climate should be welcoming, respectful and inclusive of our diverse student and employee populations. The District and campuses value and promote all four components of diversity.

- c) **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 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 employment 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 Section 12940.
- d) **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.
- e) **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.
- f) **Ethnic Group Identification:** means 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.
- g) **In-house or Promotional Only Hiring:** means that only existing district employees are allowed to apply for a position.
- h) **Monitored Group:** means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to Section 53004(a).
- 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 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 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.
- l) **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.
- m) **Cultural Proficiency:** Cultural Proficiency in education is the level of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues from a variety of cultures by holding all forms of cultural difference in high esteem; a continuing self-assessment of one's values, beliefs and biases grounded in cultural humility; an ongoing vigilance toward the dynamics of diversity, difference and power; and the expansion of knowledge of cultural practices that recognize cultural bridges as going both ways. Culturally proficient services require that both the individual and the institution be culturally proficient.

Five essential elements contribute to an institution's ability to become more culturally proficient which include:

1. Valuing diversity.
2. Having the capacity for cultural self-assessment.
3. Managing the dynamics of difference
4. Having institutionalized cultural knowledge.
5. Having developed adaptations to service/curriculum delivery reflecting an understanding of cultural diversity.

These five elements should be manifested at every level of an organization including policy making, administration, and practice. (Cross, et.al. 1989)

Plan Component 3: Policy Statement on Equal Employment Opportunity and Diversity

The San José-Evergreen Community College District is committed to the principles of equal employment opportunity and diversity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment and promotion opportunity, and are not subjected to discrimination in any program or activity of the District. The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment.

Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

The San José-Evergreen Community College District believes that in order to effectively address and comply with federal and state mandates and the District's goals on equal employment opportunity and diversity, the Board of Trustees, administration, faculty and classified staff must recognize that equal employment opportunity and diversity are shared responsibilities and all must be held accountable for application and enforcement of the policies within their area of authority.

It is through our combined efforts that the San José-Evergreen Community College District will achieve fairness, equity and practice cultural responsiveness consistent with its vision and values as stated in the following District Policies on Non-discrimination, Sexual Harassment, Diversity, and Recruitment and Hiring.

A. San José-Evergreen Community College District Equal Employment Opportunity Board Policy 3420

The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds.

It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The District Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

B. San José-Evergreen Community College District Non-Discrimination Board Policy 3410

It is the policy of the San José-Evergreen Community College District to provide an educational and employment environment in which no person shall be unlawfully denied in whole or in part full and equal access to, the benefits of, or be subjected to discrimination in any program or activity of the District.

This policy prohibits discrimination on the basis of legally protected categories which include ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, age, sex or gender, gender identity, religion, sexual orientation, marital status, medical condition, veteran status, physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or

perceived characteristics. Conduct need not arise to the level of a violation of law to violate this policy.

Zero Tolerance

It is the highest priority of the San José-Evergreen Community College District to maintain a working and learning environment for every student, District employee and campus visitor that is free from discrimination and harassment. Every District employee and student should be treated with dignity and respect. To achieve this goal, the District will have zero tolerance against behavior that amounts to discrimination or harassment. Zero tolerance means that in all instances where discrimination or harassment is found, corrective action will be taken in accordance with state law, the District's collective bargaining agreements and policies. All supervisory personnel will be responsible for maintaining an environment that is free of prohibited discrimination and harassment.

Discrimination

Discrimination is defined as unfavorable or unfair treatment, or preferential treatment of a person or class of persons, or treatment that has an adverse impact on persons or class of persons, based on any of the above referenced legally protected categories. This policy pertains to all board actions, to all employment practices, to all student related matters, and to the community's ability to access the District's programs, services and use of campus facilities.

Harassment

Harassment is a form of discrimination and is therefore also prohibited. Harassment means verbal, written, graphic or physical conduct relating to an individual's membership in any of the above referenced legally protected categories that has the purpose or effect of: Creating an intimidating, hostile or offensive working or learning environment; or, substantially or unreasonably interfering with an individual's work or academic performance; or, otherwise adversely affecting an individual's employment or academic opportunities.

Harassment can include any unwelcome verbal, written or physical conduct, which offends, denigrates, or belittles any individual because of any of the characteristics described above. Such conduct includes, but is not limited to unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of offensive written materials or pictures.

Discipline

Any individual who is found to have engaged in discriminatory or harassing behavior will be subject to appropriate corrective and/or disciplinary action.

Complaint Process

The District shall maintain a discrimination complaint procedure for employees, students and campus visitors who believe they have been discriminated against or have suffered some form of harassment.

Confidentiality

The District recognizes that confidentiality is important to all parties involved in a discrimination or harassment investigation. Confidentiality will be maintained to the extent possible.

Retaliation Prohibited

The district will not tolerate retaliation against any individual for initiation, pursuit or assistance with a lawful complaint of discrimination or harassment.

C. San José-Evergreen Community College District Prohibition of Harassment Board Policy 3430

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, 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 military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees, students, unpaid interns, and volunteers feel free to report incidents of harassment without fear of retaliation or reprisal.

Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy.

All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, unpaid intern, or volunteer who believes that he/she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention. This policy applies to all aspects of the

academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the District Chancellor shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The District Chancellor shall establish procedures that define harassment on campus. The District Chancellor shall further establish procedures for employees, students, unpaid interns, volunteers, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, students, unpaid interns, and volunteers particularly when they are new to the institution. They shall be available for students, employees, unpaid interns, and volunteers in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the internship or other unpaid work experience program.

D. San José-Evergreen Community College District Commitment to Diversity Board Policy 7100 (Education Code Sections 87100 et seq.; Title 5 Sections 53000 et seq.)

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

E. San José-Evergreen Community College District Recruitment and Hiring Board Policy 7120 (Education Code Sections 70901.2, 70902(b)(7) & (d), and 87100 et seq.; Title 5 Sections 53000 et seq. and 51023.5; WASC/ACCJC Accreditation Standard III.A.)

The District recognizes that a diverse community of faculty, staff, and administrators promotes academic excellence and creates an inclusive educational and work environment for its

employees, contractors, students and the community it serves. It is the District's policy to recruit, employ, value, and support a highly qualified and diverse workforce.

Through the cooperation and with the assistance of all District staff, the Board of Trustees assures that all employees and applicants for positions in the District will have equal opportunity for employment regardless of ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, political beliefs, age, gender, religion, transgender, sexual orientation, marital status, veteran status, and/or physical or mental disability. Nothing in this section will supersede applicable federal law. (See BP/AP 3410 titled Nondiscrimination, BP/AP 3420 titled Equal Employment Opportunity, and BP/AP 7100 titled Commitment to Diversity)

The District believes the Board of Trustees, administration, faculty, staff, and students share the responsibility of ensuring that District employees are sensitive to, and knowledgeable of, the diverse backgrounds of its staff and students.

The District seeks candidates who meet the following requirements and who are best prepared to meet the needs, interests, and goals of the diverse students served. It is the intent of the District that the sensitivity, knowledge, understanding, and experience that candidates bring with them should bear some relation to the demographics of the student population of the District.

All candidates must meet the following three requirements to be qualified for employment in the District.

1. All candidates must demonstrate sensitivity, knowledge, and understanding of the diverse academic, socioeconomic, gender, cultural, disability, and ethnic backgrounds of the students we serve and sensitivity to and knowledge and understanding of groups historically underrepresented, and groups who may have experienced discrimination.
2. All candidates must demonstrate experience or demonstrated ability integrating equity and diversity into the major duties (as appropriate) outlined in the job description or demonstrates they have equivalent transferable skills to do so.
3. Candidates in the following classifications should demonstrate experience and knowledge in diversity in the areas listed below:

For managers and supervisors: supervision, evaluations, recruitment, hiring, student services, program and/or curriculum development, policies and practices, retention of women, ethnic minorities and the disabled, contracting, mentorship, staff development, and meaningful interaction with diverse students and other employees.

The District Chancellor shall establish procedures for the recruitment and hiring of employees including, but not limited to, the following criteria:

- An Equal Employment Opportunity Plan shall be implemented per Title 5 and BP 3420 titled Equal Employment Opportunity.
- Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

The criteria and procedures for hiring classified employees shall be established after first affording the California School Employees Association, Chapter 363 an opportunity to participate in the decisions under the Board's policies regarding local decision-making.

Plan Component 4: Delegation of Responsibility, Authority and Compliance

It is the goal of the San José-Evergreen Community College District that all employees promote and support equal employment opportunity and diversity because equal employment opportunity and diversity require 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. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations, Title 5, Section 53000 et seq. The Governing Board shall evaluate the Chancellor on his/her ability to implement the Equal Employment Opportunity and Diversity Plan.

2. Chancellor

The Governing Board delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's Equal Employment Opportunity and Diversity, Nondiscrimination policies and procedures. The Chancellor 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 Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Chancellor's Designated Officer(s)

The District has designated the Chief of Human Resources Officer as the officer who is responsible for the day-to-day implementation of the Plan. The officer shall be responsible for

receiving complaints filed pursuant to section 53026 of Title 5 and for ensuring that selection procedures and the applicant pool are properly monitored.

The Chancellor's designated officer(s) shall work in conjunction with the Equal Employment Opportunity and Diversity Advisory Committees and the Chancellor of the San José-Evergreen Community College District to implement the Plan. The aforementioned designee(s) shall administer and coordinate the Equal Employment Opportunity and Diversity Program. Responsibilities include, but are not limited to, the following:

- A. Develop and disseminate the Equal Employment Opportunity and Diversity Plan statements and programs.
- B. Provide the Chancellor with annual progress reports.
- C. Identify Diversity and Equal Employment Opportunity needs by discipline and service areas.
- D. Train management and supervisory personnel and selection and evaluation committees in fulfilling Equal Employment Opportunity and Diversity guidelines.
- E. Design and implement an audit and reporting system that will:
 - i. Measure effectiveness of the District/College Equal Employment Opportunity and Diversity Program.
 - ii. Indicate need for remedial action.
 - iii. Assure that the District/College is in compliance with federal and state guidelines.
- F. Serve as liaison to underrepresented organizations including ethnic minorities, non-governmental organizations (NGO), community action groups, organizations serving disabled persons and women's organizations concerned with equal employment opportunities and diversity.
- G. Keep abreast of all federal, state, and local laws concerned with equal employment opportunities and diversity and keep the Chancellor, Advisory Committees and District/College personnel informed of the latest developments in equal employment opportunity and diversity.
- H. Provide leadership in the development, implementation, and auditing of methods for effective recruitment, screening and interviewing, review of job descriptions, selection, training, retraining, transfer and promotion practices, and evaluation of employees to comply with equal employment laws.
- I. Review District administrative processes to ensure that minorities, women, and other affected classes are given full and equal opportunities for transfers, out of class assignments, interim and contract opportunities, promotions and other employment opportunities.
- J. Review performance of administrators, managers, supervisors, and employees to ensure that the District/College Equal Employment Opportunity and Diversity Plan is producing results based upon reasonable effort.
- K. Ensure that administrators, managers and supervisors understand that part of their work performance is being evaluated on the basis of their equal employment opportunity and diversity efforts.

- L. Prepare an annual written report to the Chancellor to be presented at a regularly scheduled meeting.
- M. Ensure that active personnel recruitment efforts with private industry, professional organizations, colleges, universities, and other identified recruitment target areas are conducted.
- N. Meet regularly with the Equal Employment Opportunity and Diversity Committee on each campus to discuss progress of the EEO Plan implementation, existing needs and possible solutions.
- O. Update all recruitment and selection processes (recruitment, interviews, job description, transfer and promotion practices, etc.) eliminating any artificial barriers and non-job related selection procedures.
- P. Provide leadership and training in the area of cultural proficiency.
- Q. Handle and investigate discrimination complaints, as designated.

4. Equal Employment Opportunity and Diversity Advisory Committee

The District shall establish the District-wide Equal Employment Opportunity and Diversity Advisory Committee to assist in the development and 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, and promote understanding and support of diversity and equal employment opportunity policies and procedures.

Each college will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Chancellor's designated officer(s), as well as to their respective campuses. Each College Equal Employment Opportunity and Diversity Advisory Committee will assist in promoting understanding and support of diversity and equal employment opportunity policies and procedures and provide guidance to the President of their respective college in methods to promote diversity and cultural proficiency programs.

5. 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.

6. Good Faith Effort

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

Plan Component 5: Advisory Committee

The District has established a District Equal Employment Opportunity and Diversity Advisory Committee at the District Office. Each college campus has also established its own Diversity Advisory Committee/Diversity Action Committee (DACs).

The primary function of the District Equal Employment Opportunity and Diversity Advisory Committee is to assist the District in developing and implementing its Plan. The DACs may assist in the implementation of the Plan in general as well as specific measures designed to promote equal employment opportunity and diversity at their respective college campuses. The DACs shall also assist in promoting an understanding and support of equal employment opportunity, diversity, cultural proficiency and nondiscrimination policies, procedures and programs.

The committees may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, diversity and cultural proficiency. The Chancellor's designated officer(s) shall train the DACs on equal employment compliance, diversity and the Plan itself. The DACs 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 advisory committee shall receive training in all of the following:

- (a) The requirements of this subchapter 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 advisory committee in carrying out the District's EEO Plan.

The District Equal Employment Opportunity and Diversity Advisory Committee will be composed of up to 3 faculty (including one from AFT and one from each campus), up to 3 CSEA representatives (including one from each campus and one from the District office), up to 4 MSC representatives (including the Chancellor's designated officer(s) – also includes the Diversity Officer and one from each campus), up to 2 students (one from each campus). The Title IX Officers and ADA Coordinators will be Ex-Officio members of the District Employment Opportunity and Diversity Advisory Committee.

A member from each college DAC shall serve as a member of the District Equal Employment Opportunity and Diversity Advisory Committee. Nominations for District Equal Employment Opportunity and Diversity Advisory Committee shall be made by the constituency groups. The Chancellor's appointed officer(s), or her designee will chair the District Equal Employment Opportunity and Diversity Advisory Committee.

The membership of the College DACs shall be composed of classified, faculty, student, and management members. Nominations for committee membership will be made by the constituency groups. The Chancellor's designated officer(s) (including the Diversity Officer), the

campus Title IX Officer and the ADA Coordinator will be Ex-Officio members of the Campus DACs.

The Equal Employment Opportunity and Diversity Advisory Committees shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committees shall make recommendations to the Chancellor, the College President, and/or the Chancellor's designated officer(s). The Chancellor shall make recommendations to the Governing Board.

Plan Component 6: Complaints

The District shall provide for a complaint process for violations of the equal employment opportunity regulations found in Title 5, Section 53000 et seq. of the California Code of Regulations and for complaints of discrimination pursuant to Title 5 Section 59300 et seq. of the California Code of Regulations.

A. 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 employment 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 System's Office Guidelines for Minimum Conditions Complaints).

The District may return without action any complaints that are inadequate because they do not state a clear violation of the equal employment opportunity 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 Chancellor's designated officer(s). If the complaint involves the Chancellor's designated officer(s), the complaint may be filed with the Vice Chancellor of Human Resources or the Chancellor if the complaint involves the Vice Chancellor of Human Resources. 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 Chancellor's designated officer(s) will forward copies of all written complaints to the State Chancellor's Office upon receipt.

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

B. Complaints Alleging Discrimination or Harassment (Section 59300 et seq.)

The District has adopted procedures for complaints alleging discrimination or harassment. The Chancellor's designated officer is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination complaint procedures are attached to this Plan (Attachment A).

Plan Component 7: Notification to District Employees

The commitment of the San José-Evergreen Community College District Governing Board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity and Diversity Policy Statement and the District Equal Employment Opportunity and Diversity Plan.

The Plan and subsequent revisions will be distributed to the District's Governing Board, the chief executive officer, administrators, the academic senate leadership, union representatives, constituency groups' representatives, and members of the District Equal Employment Opportunity and Diversity Advisory Committees/Councils.

The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. The Plan will be available in each college library, in the District's public folders, on the college and district internet sites, the Office of the Chief Executive Officer, the Office of Human Resources, each department office, and each college Office of Equal Employment Opportunity. The Plan will be placed in a prominent location in each department office and be easily accessible to students, employees, persons with disabilities, and all community members.

The policy statement will be available in the college catalogs and class schedules, and will be posted on District and College Web sites. Each year, the Chancellor, or designee will provide all employees with 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 and Diversity 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.

Meetings shall be held with new administrators and other supervisory personnel as needed to explain the intent of the Plan and individual responsibility for its implementation. The meetings shall be conducted by the Chancellor's designated officer(s).

Meetings may be held with officials of all employee organizations informing them of the Plan and enlisting their cooperation.

An Equal Employment Opportunity and Diversity Policy Statement and federal and state EEO posters shall be posted in the Administration Buildings and instructional and student support services areas.

Whenever substantive changes are made to the Plan, another notice will be sent to all employees, and a copy of the revised Plan will be forwarded to all locations where the Plan is located.

Plan Component 8: Training for Screening/Selection Committees

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 the requirements of;

1. The Title 5 regulations on equal employment opportunity (section 53000 et. seq.);
2. The requirements of Federal and State nondiscrimination laws; the requirements of the District's Equal Employment Opportunity and Diversity Plan;
3. The District's policies on nondiscrimination, recruitment and hiring; procedures; principles of diversity and cultural proficiency;
4. The value of a diverse workforce; and
5. Recognizing bias.

Persons serving in the above capacities will be required to receive training at least once every 24 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Chancellor's designated officer(s) 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 and Diversity Plan.

Plan Component 9: Annual Written Notice to Community Organizations

The Chancellor or designee will provide annual written notice to a broad base of appropriate community-based and professional organizations representing monitored groups identified in Section 53004(b) concerning the Plan.

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 job openings 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 of organizations which will receive this notice may be revised from time to time as necessary.

Plan Component 10: Analysis of District Workforce and Applicant Pool

The governing board shall annually review the composition of the employee workforce in the manner required by section 53004.

The Chancellor's designated officer(s) will collaborate with the Human Resources Office, on an annual basis, to confidentially survey the District's current workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan; to provide data needed for the reports required by this Plan; and to determine whether any monitored group is underrepresented, and of those underrepresented what the attrition and promotion rates look like. Monitored groups are men, women, American Indians/Alaskan Natives, Asians Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, White/Caucasians, persons with disabilities, and LGBT individuals. (The monitored groups should be compared with those in District Policy to ensure inclusiveness).

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his sex or gender, ethnic group identification, sexual orientation, and if applicable, her or his disability. Persons will be informed that they may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. If a person who designates multiple ethnicities does not specify a preferred reporting designation, the District is free to make that selection.

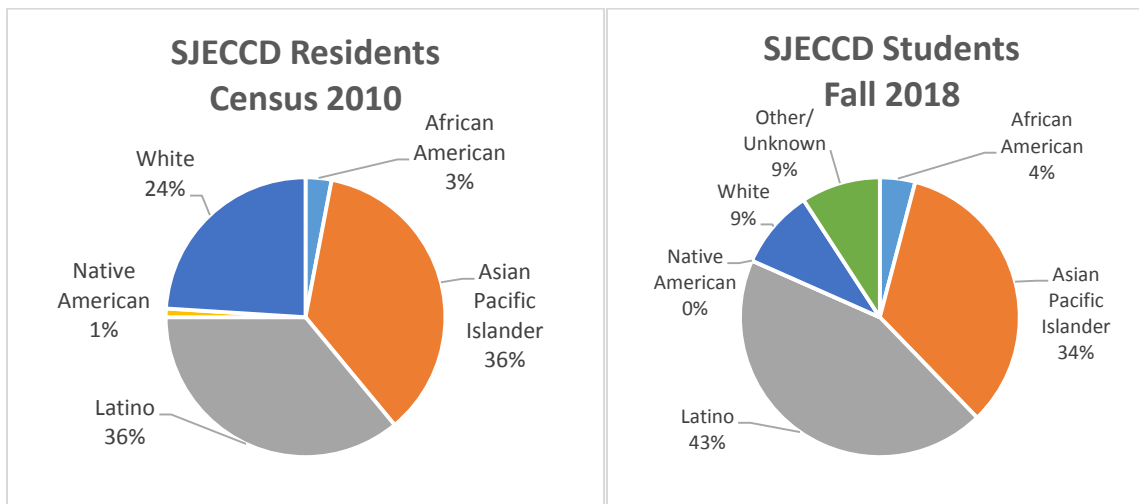
This information collected from applicants and employees will be kept confidential. Information collected from employment applications will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be done for each position posted to the public. The Human Resources Office will annually report to the Chancellor the results of its annual survey of employees and applicants according to job categories. At least every three years the Plan will be reviewed and, if necessary, revised based on components including an analysis of the ethnic group identification, sex or gender, sexual orientation, 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) Faculty and other Instructional Staff:
 - Not required- see pg. 26 of requirements.
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

Workforce Demographics

A. San José–Evergreen Community College District’s Total Population (per Census 2010: Residents within the District’s geographical boundaries)

San José–Evergreen Community College District’s total population is 835,511 (per Census 2010), comprised of 3% African American/Black, 36% Asian Pacific Islander, 36% Latino/Hispanic, 24% Caucasian/White/European American, and <1% Native American/American Indian or Alaska Native. Of those among the total population who are of voting age (18+ years old), there are 3% African American/Black, 36% Asian Pacific Islander, 32% Latino/Hispanic, 27% Caucasian/White/European American, and <1% Native American/American Indian or Alaska Native.



SJECCD’s Total Student Population (Fall 2018 Enrollment)

Student population attending colleges within the San José–Evergreen Community College District as of Fall 2018 semester is 18,781, comprised of 4% African American, 33% Asian Pacific Islander, 43% Latino/Hispanic, 11% Caucasian/White/European American, 0% Native American/ American Indian or Alaska Native, 9% Other/Unknown; 55% Female, and 44% Male, 0.8% Decline to state. These numbers reflect demographics of the total population as well as voting age population, and thus are consistent with the belief that community colleges often are

the first among institutions of higher education to see the demographic shifts of the State of California reflected in our student bodies, that we will also be the first to reflect such changes among our faculty and staff.

SJECCD, SJCC, EVC Student Headcount and Percentage Table

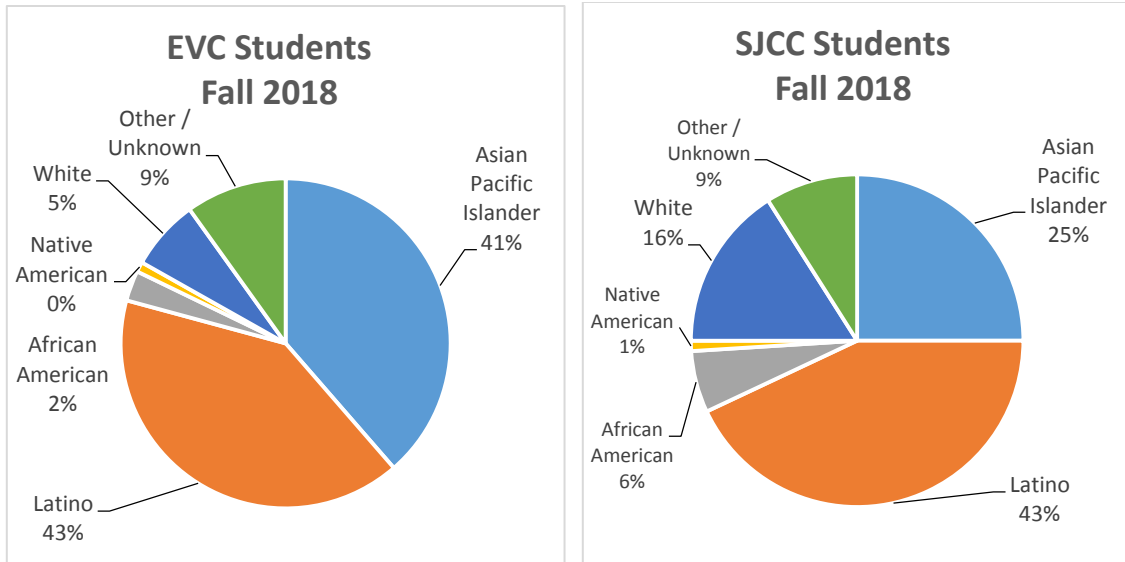
<i>Ethnicity</i>	SJECCD Headcount	%	SJCC Headcount	%	EVC Headcount	%
Asian	6221	33%	2365	25%	3856	41%
Black	717	4%	524	6%	193	2%
Hispanic	8163	43%	4120	44%	4043	43%
Native American	80	0%	33	0%	47	0%
Other	623	3%	364	4%	259	3%
Pacific Islander	81	0%	41	0%	40	0%
Unknown	1120	6%	581	6%	539	6%
White	1776	9%	1259	14%	517	5%
Total	18781	100%	9287	100%	9494	100%
<i>Gender</i>	SJECCD Headcount	%	SJCC Headcount	%	EVC Headcount	%
Male	8326	44%	4078	44%	4248	45%
Female	10314	55%	5118	55%	5196	55%
Decline to State	141	0.8%	91	1%	50	1%
Total	18781	100%	9287	100%	9494	100%

1. Evergreen Valley College’s Student Population

Student population attending EVC as of Fall 2018 semester is 9,494, comprised of 2% African American, 41% Asian Pacific Islander, 43% Latino/Hispanic, 5% Caucasian/White, 0% Native American/American Indian/Alaska Native, 9% Other/Unknown; 55% Female, and 45% Male.

2. San José City College’s Student Population

Student population attending SJCC as of Fall 2018 semester is 9,287, comprised of 6% African American, 25% Asian Pacific Islander, 44% Latino/Hispanic, 14% Caucasian/White, 0% Native American/American Indian/Alaska Native, 10% Other/Unknown; 55% Female, 44% Male and 1% decline to state.



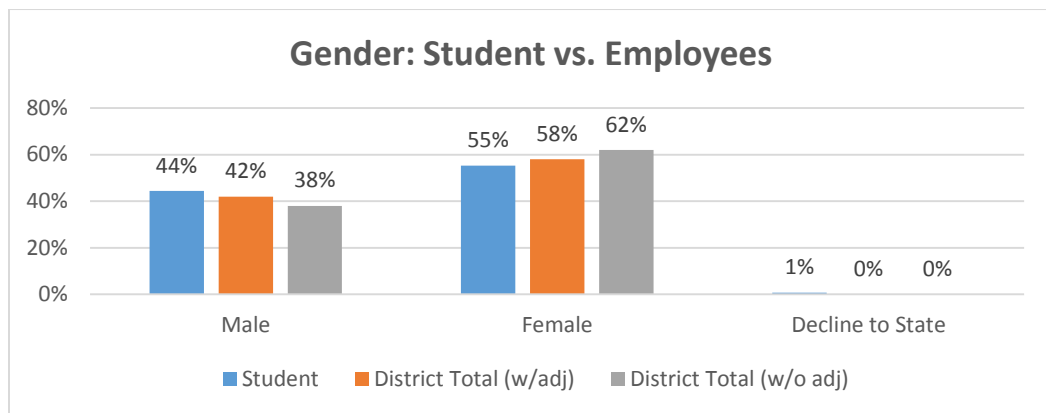
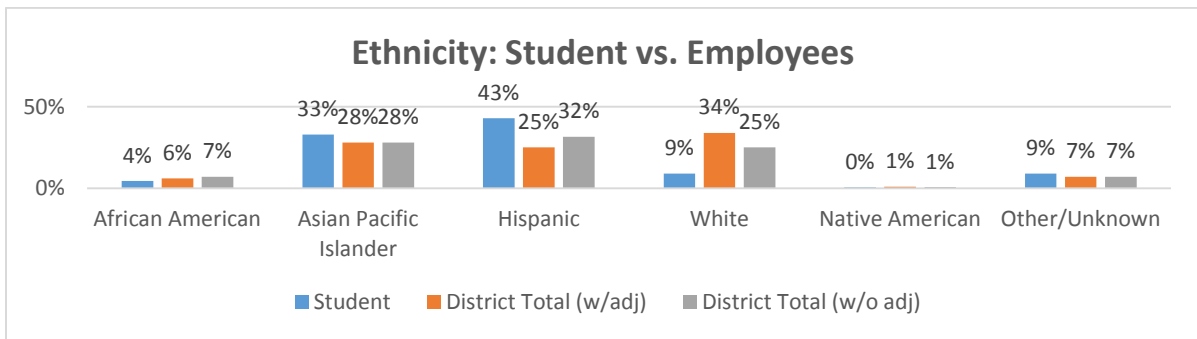
B. SJECCD’s Workforce

1. District-wide (including DO, EVC, and SJCC) Workforce Population as of October 2019

San José-Evergreen Community College District-wide total workforce (including adjunct faculty) is 1054, comprised of 6% African American, 28% Asian Pacific Islander, 25% Latino/Hispanic, 34% Caucasian/White, 1% Native American, 7% Other/Unknown; 58% Female, and 42% Male.

- a. San José-Evergreen Community College District-wide total workforce (not including adjunct faculty) is 655, comprised of 7% African American, 28% Asian Pacific Islander, 32% Latino/Hispanic, 25% White, 1% Native American, 7% Other/Unknown; 62% Female, and 38% Male. Compared to District’s student populations, these percentages are 5% lower than Asian Pacific Islander student population, 11% lower than Hispanic student population, 3% higher than African American student population, 16% higher than White student population, and are similar to 0% of Native American student population. These percentages indicate 7% higher than female student population and 4% lower than male student population. Following is the **District-wide Employee Total Table:**

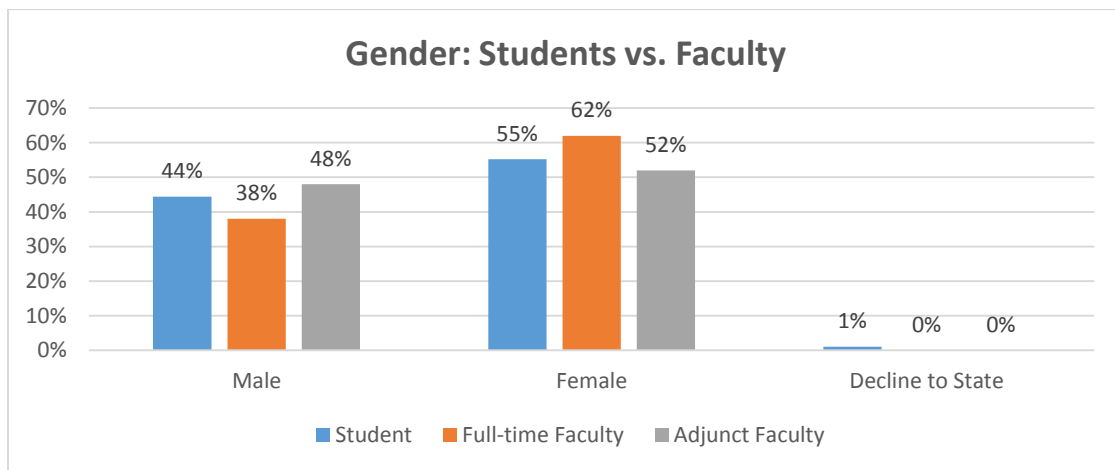
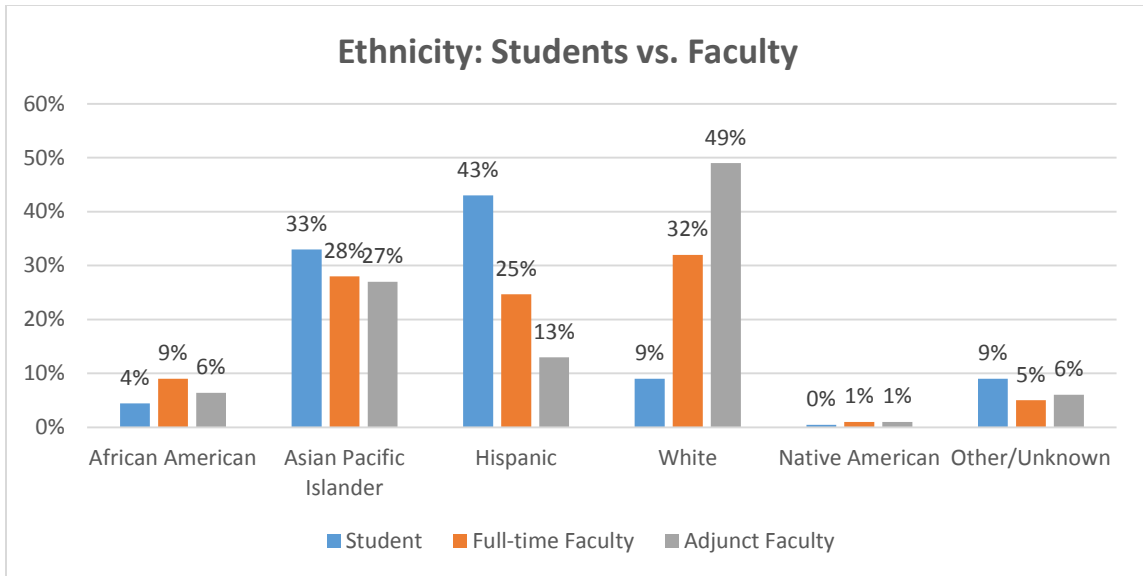
Ethnicity	District-wide Employee Total (w/ Adjunct)	%	District-wide Employee Total (w/o Adjunct)	%
Asian	282	26.8%	178	27.2%
Black	66	6.3%	44	6.7%
Hispanic	263	25.0%	212	32.4%
Native American	11	1.0%	7	1.1%
Other	16	1.5%	8	1.2%
Pacific Islander	8	0.8%	6	0.9%
Unknown	52	4.9%	38	5.8%
White	356	33.8%	162	24.7%
Total	1054	100%	655	100%
Gender	District-wide Employee Total (w/ Adjunct)	%	District-wide Employee Total (w/o Adjunct)	%
Male	443	42%	250	38%
Female	611	58%	405	62%
Decline to State	0	0%	0	0%
Total	1054	100%	655	100%



- b. San José-Evergreen Community College District-wide total adjunct faculty population is 399, comprised of 6% African American, 27% Asian Pacific Islander, 13% Latino/Hispanic, 49% Caucasian/White, 1% Native American, 6% Other/Unknown; 52% Female, and 48% Male. Compared to District's student populations, these percentages are 7% lower than Asian Pacific Islander student population, 30% lower than Latino student population, 2% higher than African American student population, 40% higher than Caucasian student population, and are similar to 0% of Native American student population. These percentages indicate 3% lower than female student population and 4% higher than male student population.
- c. San José-Evergreen Community College District-wide total full-time faculty population is 240, comprised of 9% African American, 28% Asian Pacific Islander, 25% Latino/Hispanic, 32% Caucasian/White, 1% Native American, 5% Other/Unknown; 62% Female, and 38% Male. Compared to District's student populations, these percentages are 5% lower than Asian Pacific Islander student population, 18% lower than Latino student population, 5% higher than African American student population, 23% higher than Caucasian student population, and are similar to the 0% Native American student population. These percentages indicate 7% higher than female student population and 6% lower than male student population.

Faculty Composition Table

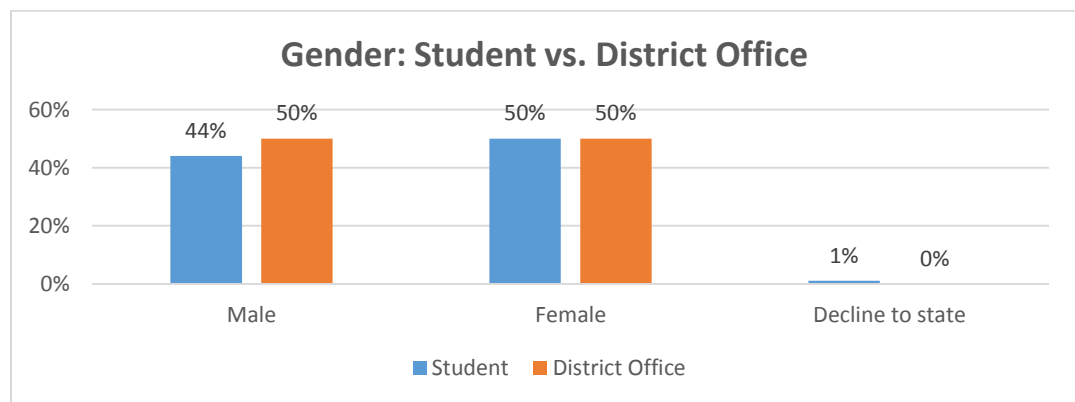
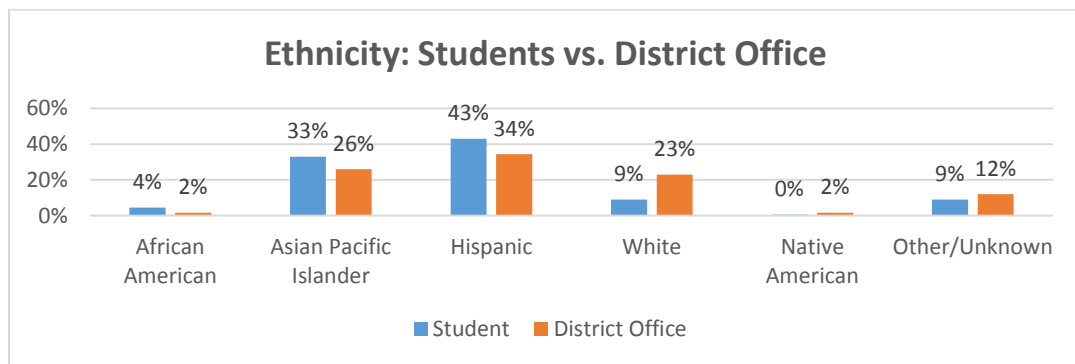
Ethnicity	Full-time Faculty Headcount	%	Adjunct Faculty Headcount	%
Asian	66	28%	104	26.1%
Black	22	9%	22	5.5%
Hispanic	61	25%	51	12.8%
Native American	3	1%	4	1.0%
Other	2	1%	8	2.0%
Pacific Islander	0	0%	2	0.5%
Unknown	10	4%	14	3.5%
White	76	32%	194	48.6%
Total	240	100%	399	100%
<i>Gender</i>	Headcount	%	Headcount	%
Male	91	38%	193	48%
Female	149	62%	206	52%
Decline to State	0	0%	0	0%
Total	240	100%	399	100%



2. District Office (including Community College Center for Economic Mobility)

District Office’s workforce is 124, comprised of 2% African American, 26% Asian Pacific Islander, 34% Latino/Hispanic, 23% Caucasian/White, 2% Native American, 12% Other/Unknown; 50% Female, and 50% Male. Compared to the District’s student populations, these percentages are 7% lower than Asian Pacific Islander student population, 7% lower than Latino student population, 2% lower in percentage with African American student population, 14% higher than Caucasian student population, and 2% higher for Native American student population. These percentages indicate 5% lower than female student population and 6% higher than male student population. Following is the **District Office Student Headcount and Percentage Table**:

District Office Student Ethnicity	District Office Student Headcount		District Office Total Headcount	%
Asian	6221	33.1%	32	25.8%
Black	717	3.8%	2	1.6%
Hispanic	8163	43.5%	45	36.3%
Native American	80	0.4%	2	1.6%
Other	623	3.3%	2	1.6%
Pacific Islander	81	0.4%	0	0.0%
Unknown	1120	6.0%	12	9.7%
White	1776	9.5%	29	23.4%
Total	18781	100%	124	100%
Gender				
Male	8326	44%	62	50%
Female	10314	55%	62	50%
Decline to State	141	0.8%	0	0%
Total	18781	100%	119	100%

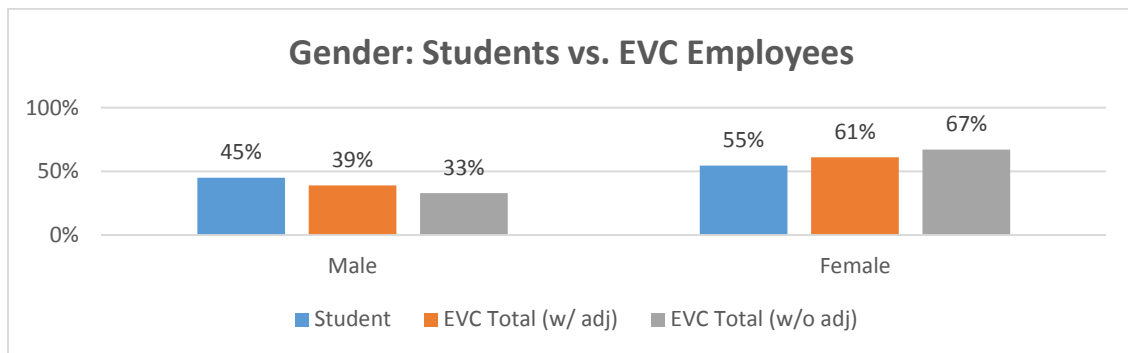
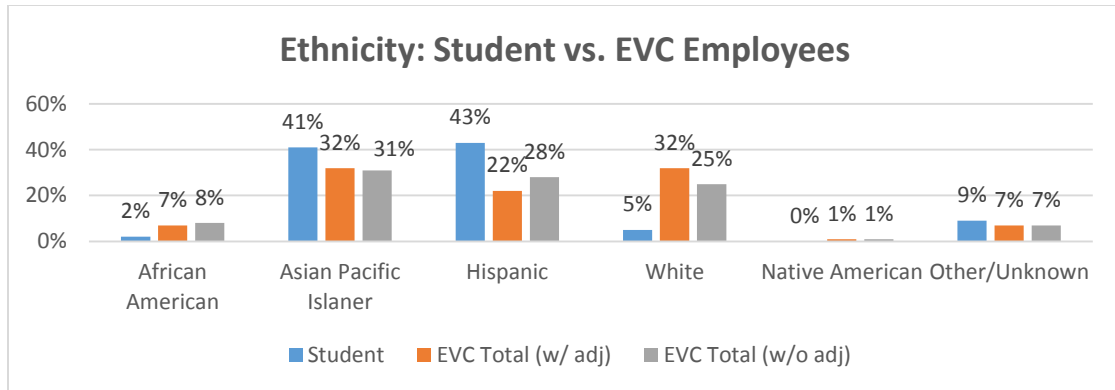


3. Evergreen Valley College

- a. Evergreen Valley College’s workforce (including adjunct faculty) is 461, comprised of 7% African American, 32% Asian Pacific Islander, 22% Latino, 32% Caucasian, 1% Native American, 7% unknown, 61% female, and 39% male.
- b. Evergreen Valley College’s workforce (not including adjunct faculty) is 271, comprised of 8% African American, 31% Asian Pacific Islander, 28% Latino, 25% Caucasian, 1% Native American, 67% female, and 33% male. Compared to EVC’s student populations, these percentages are 10% lower than Asian Pacific Islander student population, 15% lower than Latino student population, 6% higher than African American student population, and 20% higher than Caucasian student population, and are within 1% of Native American student population. These percentages indicate 12% higher than female student population and 12% lower than male student population.

EVC Employee Total Table

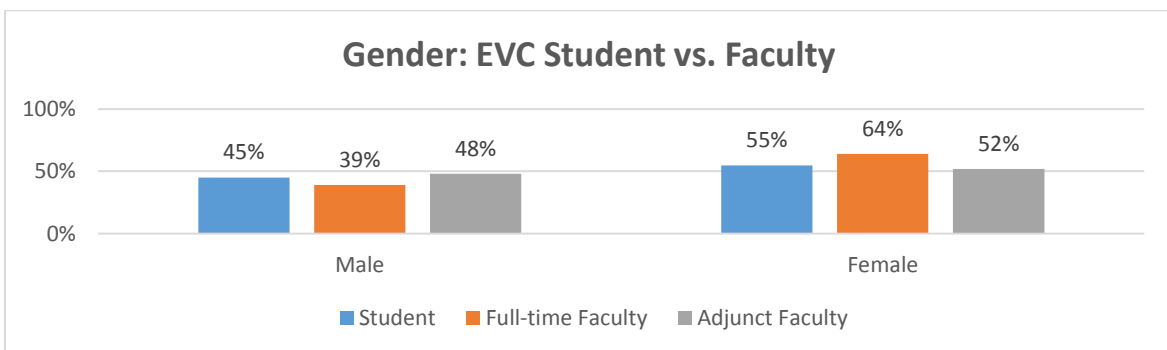
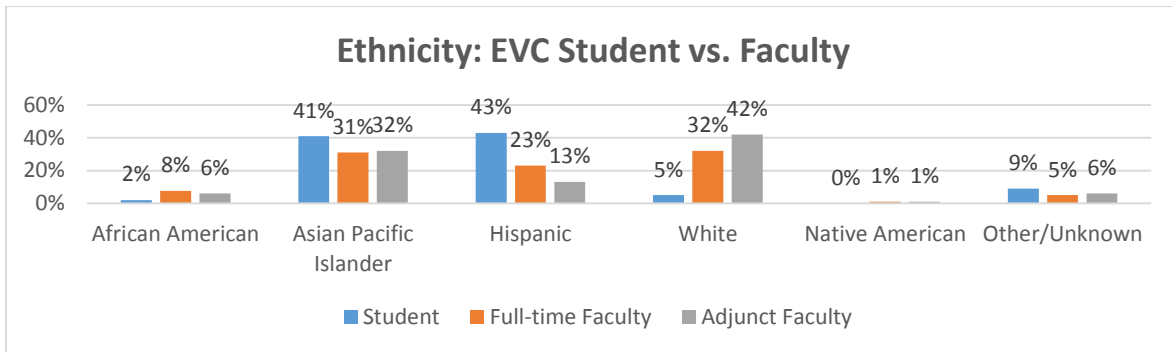
Ethnicity	EVC Employee Total (w/ adj) Headcount	%	EVC Employee Total (w/o adj) Headcount	%
Asian	141	30.6%	82	30.3%
Black	34	7.4%	22	8.1%
Hispanic	100	21.7%	75	27.7%
Native American	4	0.9%	2	0.7%
Other	10	2.2%	5	1.8%
Pacific Islander	4	0.9%	3	1.1%
Unknown	21	4.6%	15	5.5%
White	147	31.9%	67	24.7%
Total	461	100%	271	100%
Gender	Total (w/ adj) Headcount	%	Total (w/o adj) Headcount	%
Male	181	39%	90	33%
Female	280	61%	181	67%
Decline to State	0	0%	0	0%
Total	461	100%	271	100%



- c. Evergreen Valley College's total adjunct faculty population is 190, comprised of 6% African American, 32% Asian Pacific Islander, 13% Latino, 42% Caucasian, 1% Native American, 51% female, and 49% male. Compared to EVC's student populations, these percentages are 9% lower than Asian Pacific Islander student population, 30% lower than Latino student population, 4% higher than African American student population, 37% higher than Caucasian student population, and are similar to 1% of Native American student population. These percentages indicate 3% higher than female student population and 3% lower than male student population.
- d. Evergreen Valley College's total full-time faculty population is 116, comprised of 8% African American, 31% Asian Pacific Islander, 23% Latino, 32% Caucasian, 1% Native American, 64% female, and 36% male. Compared to EVC's student populations, these percentages are 10% lower than Asian Pacific Islander student population, 20% lower than Latino student population, 6% higher than African American student population, 27% higher than Caucasian student population, and are 1% higher than Native American student population. These percentages indicate 9% higher than female student population and 3% lower than male student population.

Faculty Composition Table

Ethnicity	Full-time Faculty Headcount	%	Adjunct Faculty Headcount	%
Asian	36	31%	59	31%
Black	9	8%	12	6%
Hispanic	27	23%	25	13%
Native American	1	1%	2	1%
Other	2	2%	5	3%
Pacific Islander	0	0%	1	1%
Unknown	4	3%	6	3%
White	37	32%	80	42%
Total	116	100%	190	100%
<i>Gender</i>	Full-time Faculty Headcount	%	Adjunct Faculty Headcount	%
Male	42	36%	91	48%
Female	74	64%	99	52%
Decline to State	0	0%	0	0%
Total	116	100%	190	100%

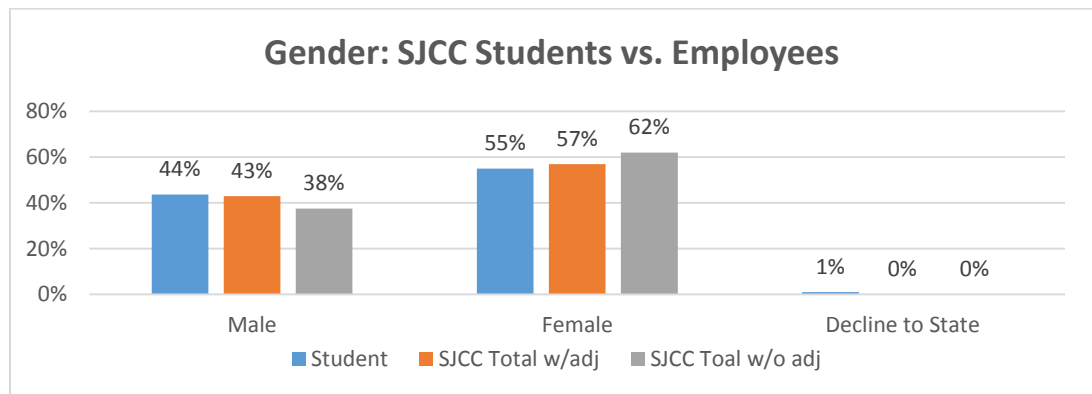
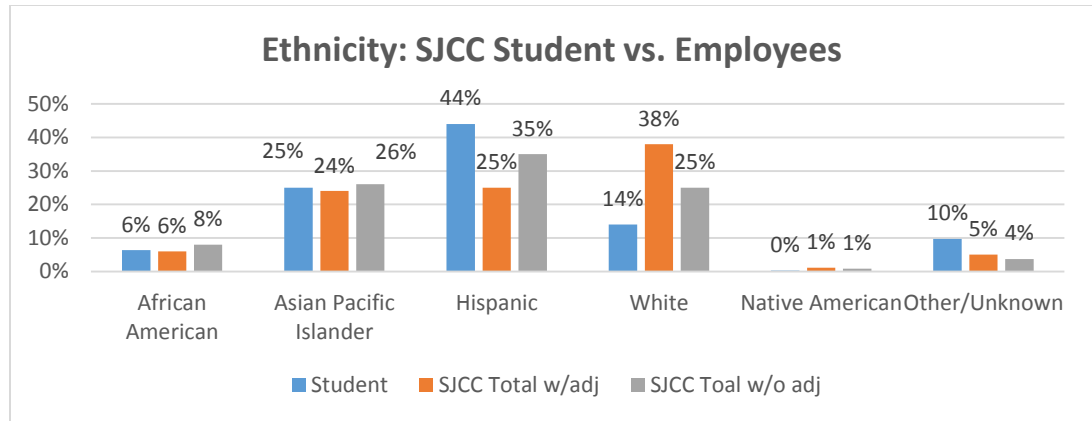


4. San José City College

- a. San José City College’s workforce (including adjunct faculty) is 469, comprised of 6% African American, 24% Asian Pacific Islander, 25% Latino/Hispanic, 36% White/Caucasian, 1% Native American, 5% Unknown/Other; 57% female, and 43% male.
- b. San José City College’s workforce (not including adjunct faculty) is 260, comprised of 8% African American, 26% Asian Pacific Islander, 35% Latino, 25% Caucasian, 1% Native American, 4% Unknown; 62% female, and 38% male. Compared to SJCC’s student populations, these percentages are 1% lower than Asian Pacific Islander student population, 9% lower than Latino student population, 2% higher than African American student population, 11% higher than Caucasian student population, and are similar with 1% of Native American student population. These percentages indicate 7% higher than female student population and 6% lower than male student population.

SJCC Employee Total Table

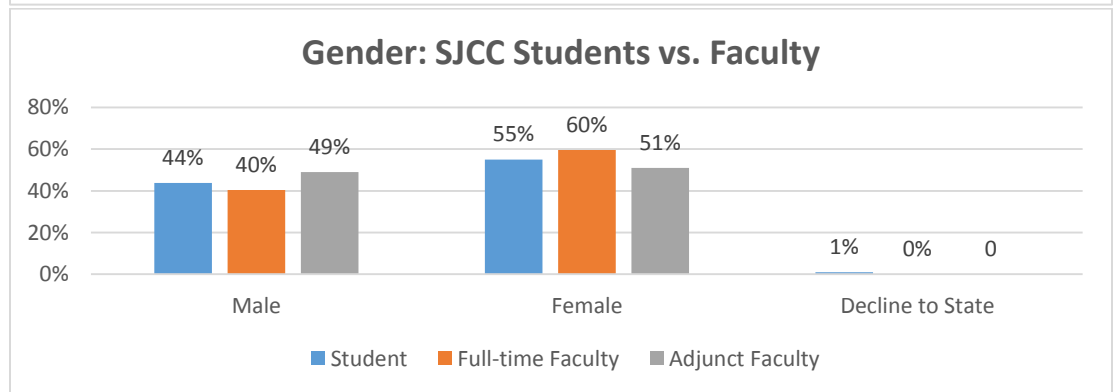
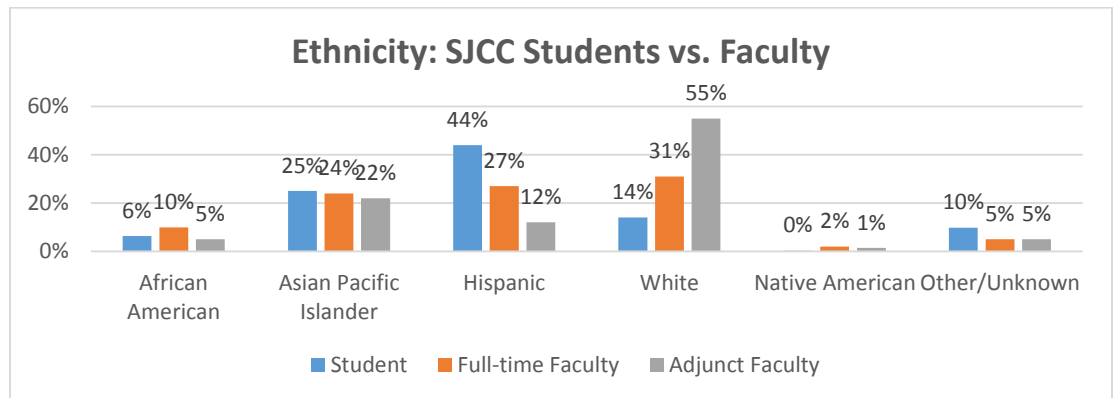
Ethnicity	Headcount of Employee Total (w/ adj)	%	Headcount of Employee Total (w/o adj)	%
Asian	109	23.2%	64	24.5%
Black	30	6.4%	20	7.7%
Hispanic	118	25.1%	92	35.2%
Native American	5	1.1%	3	1.1%
Other	4	0.9%	1	0.4%
Pacific Islander	4	0.9%	3	1.1%
Unknown	19	4.0%	11	4.2%
White	181	38.5%	67	25.7%
Total	469	100%	260	100%
Gender	Headcount of Employee Total (w/ adj)	%	Headcount of Employee Total (w/o adj)	%
Male	200	43%	98	38%
Female	269	57%	162	62%
Decline to State	0	0%	0	0%
Total	469	100%	260	100%



- c. San Jose City College’s total adjunct faculty population is 209, comprised of 5% African American, 22% Asian Pacific Islander, 12% Latino, 55% Caucasian, 1% Native American, 5% Other/Unknown; 51% female, and 49% male. Compared to SJCC’s student populations, these percentages are 3% lower than Asian Pacific Islander student population, 32% lower than Latino student population, 1% lower than African American student population, 41% higher than Caucasian student population, and the same in percentage as the Native American student population. These numbers indicate 4% lower than female student population and 5% higher than male student population.
- d. San Jose City College’s total full-time faculty population is 124, comprised of 10% African American, 24% Asian Pacific Islander, 27% Latino, 31% Caucasian, 2% Native American, 5% Unknown; 60% female, and 40% male. Compared to SJCC’s student populations, these percentages are 1% lower than Asian Pacific Islander student population, 17% lower than Latino student population, 4% higher than African American student population, 17% higher than Caucasian student population, and are similar to Native American student population. These percentages indicate 5% higher than female student population and 4% lower than male student population.

Faculty Composition Table

Ethnicity	Headcount of Full-time Faculty	%	Headcount of Adjunct Faculty	%
Asian	30	24.2%	45	22%
Black	13	10.5%	10	5%
Hispanic	34	27.4%	26	12%
Native American	2	1.6%	2	1%
Other	0	0.0%	3	1%
Pacific Islander	0	0.0%	1	0%
Unknown	6	4.8%	8	4%
White	39	31.5%	114	55%
Total	124	100%	209	100%
<i>Gender</i>	Headcount of Full-time Faculty	%	Headcount of Adjunct Faculty	%
Male	49	40%	102	49%
Female	75	60%	107	51%
Decline to State	0	0%	0	0%
Total	124	100%	209	100%



San Jose Evergreen Community District Workforce Overview

District Total

Ethnicity	Student		Full-time Faculty		Adjunct Faculty		Executive/Administrator		Professional Non-faculty		Technical/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Employee Total (w/ Adjunct)		Employee Total (w/o Adjunct)	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Asian	6221	33%	66	28%	104	26%	7	11%	7	25%	48	38%	40	34%	1	10%	9	13%	282	27%	178	27%
Black	717	4%	22	9%	22	6%	5	8%	2	7%	4	3%	9	8%	0	0%	2	3%	66	6%	44	7%
Hispanic	8163	43%	61	25%	51	13%	22	35%	11	39%	36	28%	36	30%	5	50%	41	60%	263	25%	212	32%
Native American	80	0%	3	1%	4	1%	1	2%	0	0%	2	2%	0	0%	0	0%	1	1%	11	1%	7	1%
Other	623	3%	2	1%	8	2%	1	2%	0	0%	2	2%	1	1%	0	0%	2	3%	16	2%	8	1%
Pacific Islander	81	0%	0	0%	2	1%	1	2%	0	0%	1	1%	4	3%	0	0%	0	0%	8	1%	6	1%
Unknown	1120	6%	10	4%	14	4%	12	19%	3	11%	6	5%	3	3%	1	10%	3	4%	52	5%	38	6%
White	1776	9%	76	32%	194	49%	14	22%	5	18%	29	23%	26	22%	2	20%	10	15%	356	34%	162	25%
Total	18781	100%	240	100%	399	100%	63	100%	28	100%	128	100%	119	100%	9	90%	68	100%	1054	100%	655	100%
Gender																						
Male	8326	44%	91	38%	193	48%	28	44%	16	57%	50	39%	13	11%	9	100%	43	63%	443	42%	250	38%
Female	10314	55%	149	62%	206	52%	35	56%	12	43%	78	61%	106	89%	0	0%	25	37%	611	58%	405	62%
Decline to State	141	0.8%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	18781	100%	240	100%	399	100%	63	100%	28	100%	128	100%	119	100%	9	100%	68	100%	1054	100%	655	100%

Data Source: SJECCD Datatel Oct 2019; CCCC Student Enrollment Data Fall 2018

Evergreen Valley College Workforce Overview

Evergreen Valley College

Ethnicity	Student		Full-time Faculty		Adjunct Faculty		Executive/Administrator		Professional Non-faculty		Technical/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Employee Total (w/ adj)		Employee Total (w/o adj)	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Asian	3856	41%	36	31%	59	31%	1	6%	2	40%	21	41%	20	36%	0	0%	2	8%	141	31%	82	30%
Black	193	2%	9	8%	12	6%	4	22%	0	0%	2	4%	6	11%	0	0%	1	4%	34	7%	22	8%
Hispanic	4043	43%	27	23%	25	13%	6	33%	3	60%	9	18%	14	25%	0	0%	16	64%	100	22%	75	28%
Native American	47	0%	1	1%	2	1%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	4	1%	2	1%
Other	259	3%	2	2%	5	3%	1	6%	0	0%	1	2%	0	0%	0	0%	1	4%	10	2%	5	2%
Pacific Islander	40	0%	0	0%	1	1%	0	0%	0	0%	1	2%	2	4%	0	0%	0	0%	4	1%	3	1%
Unknown	539	6%	4	3%	6	3%	3	17%	0	0%	4	8%	2	4%	0	0%	2	8%	21	5%	15	6%
White	517	5%	37	32%	80	42%	3	17%	0	0%	12	24%	12	21%	0	0%	3	12%	147	32%	67	25%
Total	9494	100%	116	100%	190	100%	18	100%	5	100%	51	100%	56	100%	0	0%	25	100%	461	100%	271	100%
Gender																						
Male	4248	45%	42	36%	91	48%	7	39%	2	40%	19	37%	7	13%	0	0%	12	48%	180	39%	89	33%
Female	5196	55%	74	64%	99	52%	11	61%	3	60%	32	63%	49	88%	0	0%	13	52%	281	61%	182	67%
Decline to State	50	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	9494	100%	116	100%	190	100%	18	100%	5	100%	51	100%	56	100%	0	0%	25	100%	461	100%	271	100%

Data Source: SJECCD Datatel Oct 2019; CCCC Student Enrollment Data Fall 2018

San Jose City College Workforce Overview

San Jose City College																						
	Student		Full-time Faculty		Adjunct Faculty		Executive/Administrator		Professional Non-faculty		Technical/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Employee Total (w/ adj)		Employee Total (w/o adj)	
Ethnicity	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Asian	2365	25%	30	24%	45	22%	2	9%	1	20%	14	35%	15	31%	0	0%	2	10%	109	23%	64	25%
Black	524	6%	13	10%	10	5%	1	4%	1	20%	1	3%	3	6%	0	0%	1	5%	30	6%	20	8%
Hispanic	4120	44%	34	27%	26	12%	10	43%	2	40%	13	33%	18	38%	0	0%	15	71%	118	25%	92	35%
Native Am	33	0%	2	2%	2	1%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	5	1%	3	1%
Other	364	4%	0	0%	3	1%	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%	4	1%	1	0%
Pacific Isl	41	0%	0	0%	1	0%	1	4%	0	0%	0	0%	2	4%	0	0%	0	0%	4	1%	3	1%
Unknown	581	6%	6	5%	8	4%	5	22%	0	0%	0	0%	0	0%	0	0%	0	0%	19	4%	11	4%
White	1259	14%	39	31%	114	55%	4	17%	1	20%	11	28%	9	19%	0	0%	3	14%	181	39%	67	26%
Total	9287	100%	124	100%	209	100%	23	100%	5	100%	40	100%	48	100%	0	0%	21	100%	470	100%	261	100%
Gender																						
Male	4078	44%	49	40%	102	49%	10	43%	3	50%	19	48%	4	8%	0	0%	14	67%	201	43%	99	37.8%
Female	5118	55%	75	60%	107	51%	13	57%	3	50%	21	53%	44	92%	0	0%	7	33%	270	57%	163	62.2%
Decline to	91	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	9287	100%	124	100%	209	100%	23	100%	6	100%	40	100%	48	100%	0	0%	21	100%	471	100%	262	100%

Data Source: SJECCD DataTel Oct 2019; CCCC Student Enrollment Data Fall 2018

Applicant Pools' Demographics

July 1, 2018 - June 30, 2019

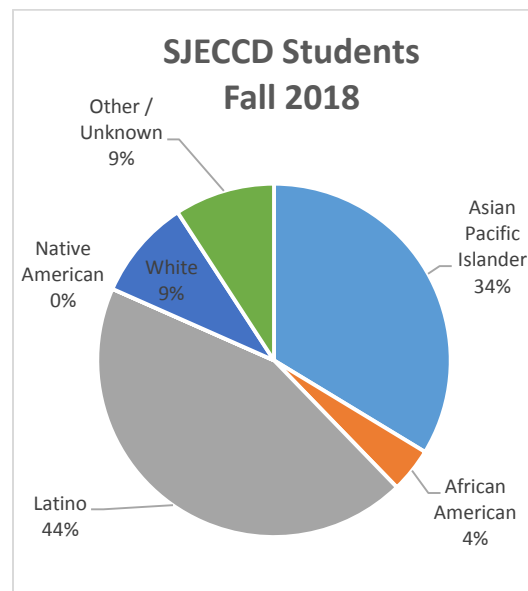
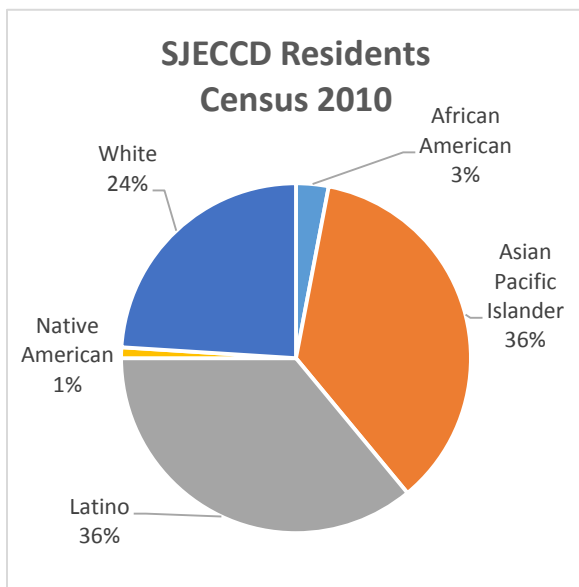
(Including District Office, Evergreen Valley College, and San José City College)

A. District's Total Population –

San José-Evergreen Community College District's total population is 835,511 (per Census 2010), comprised of 3% African American, 36% Asian Pacific Islander, 36% Latino, 24% Caucasian, and <1% Native American. Of those among the total population who are of voting age (18+ years old), there are 3% African American, 36% Asian Pacific Islander, 32% Latino, 27% Caucasian, and <1% Native American.

B. District's Total Student Population (fall 2018 Enrollment) –

Student population attending colleges within the San José-Evergreen Community College District as of Fall 2018 semester is 18,781, comprised of 4% African American, 33% Asian Pacific Islander, 43% Latino/Hispanic, 11% Caucasian/White/European American, 0% Native American/ American Indian or Alaska Native, 9% Other/Unknown; 55% Female, and 44% Male, 0.8% Decline to state. These numbers reflect demographics of the total population as well as voting age population, and thus are consistent with the belief that community colleges often are the first among institutions of higher education to see the demographic shifts of the State of California reflected in our student bodies, that we will also be the first to reflect such changes among our faculty and staff.

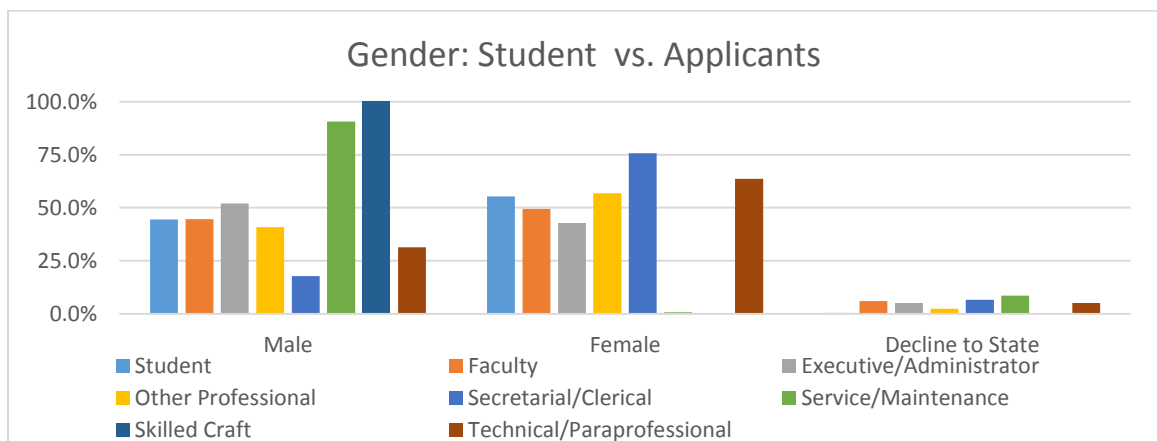
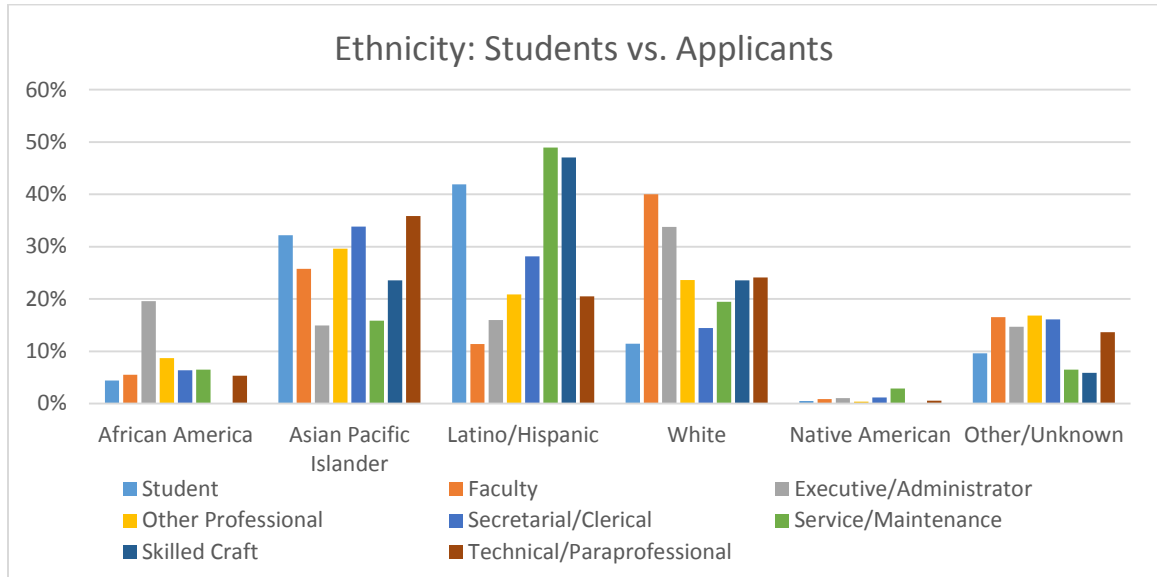


C. District's Applicant Pools

i. **District-wide (including DO, EVC, and SJCC) Applicant Population** (for July 1, 2018-June 30, 2019)

San José-Evergreen Community College District's applicant pools for Academic year 2018-2019 had a total of 2,964 applicants – not including adjunct faculty position applicants, comprised of 9% African American, 27% Asian Pacific Islander, 20% Latino, 23% Caucasian, 0% Native American, and 22% Other/Unknown.

Compared to SJECCD's student populations, these percentages are 6% lower than Asian Pacific Islander student population, 23% lower than Latino student population, 5% higher than African American student population, 14% higher than Caucasian student population, and are similar with 0% of Native American student population.



District-Wide Applications

2018-2019 Applicants District-Wide

Ethnicity	Student		Executive/Administrator				Professional Non-faculty		Technical/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Applicant Total	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Asian	6221	33%	236	21%	60	18%	26	41%	153	36%	290	30%	0	0%	2	4%	767	26%
Black	717	4%	115	10%	44	13%	2	3%	19	4%	75	8%	0	0%	6	12%	261	9%
Hispanic	8163	43%	134	12%	42	13%	16	25%	100	24%	284	29%	0	0%	16	31%	592	20%
Native American	80	0%	2	0%	3	1%	1	2%	3	1%	1	0%	0	0%	0	0%	10	0%
Other	623	3%	61	5%	2	1%	2	3%	7	2%	31	3%	0	0%	1	2%	104	4%
Pacific Islander	81	0%	3	0%	1	0%	0	0%	5	1%	8	1%	0	0%	2	4%	19	1%
Unknown	1120	6%	231	20%	59	18%	8	13%	68	16%	149	15%	0	0%	15	29%	530	18%
White	1776	9%	346	31%	121	36%	8	13%	70	16%	127	13%	0	0%	9	18%	681	23%
Total	18781	100%	1128	100%	332	100%	63	100%	425	100%	965	100%	0	0%	51	100%	2964	100%
Gender																		
Male	8326	44%	513	45%	195	59%	15	24%	134	32%	182	19%	0	0%	40	78%	1079	36%
Female	10314	55%	511	45%	120	36%	43	68%	269	63%	739	77%	0	0%	9	18%	1691	57%
Decline to State	141	0.8%	104	9%	17	5%	5	8%	22	5%	44	5%	0	0%	2	4%	194	7%
Total	18781	100%	1128	100%	332	100%	63	100%	425	100%	965	100%	0	0%	51	100%	2964	100%

Data Source: 2018-2019 PeopleAdmin Applicant Tracking System; CCCCO Student Enrollment Data Fall 2018

District Services Positions

2018-2019 Applicants for District-Services Positions

	Executive/Administrator		Professional Non-faculty		Technical/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Applicant Total	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Ethnicity														
Asian	17	21%	6	32%	48	40%	62	37%	0	0%	0	0%	133	34%
Black	8	10%	0	0%	6	5%	7	4%	0	0%	0	0%	21	5%
Hispanic	6	7%	7	37%	23	19%	36	21%	0	0%	0	0%	72	19%
Native American	3	4%	0	0%	1	1%	0	0%	0	0%	0	0%	4	1%
Other	0	0%	0	0%	3	3%	5	3%	0	0%	0	0%	8	2%
Pacific Islander	0	0%	0	0%	1	1%	2	1%	0	0%	0	0%	3	1%
Unknown	10	12%	3	16%	18	15%	26	15%	0	0%	0	0%	57	15%
White	37	46%	3	16%	19	16%	31	18%	0	0%	0	0%	90	23%
Total	81	100%	19	100%	119	100%	169	100%	0	0%	0	0%	388	100%
Gender														
Male	55	68%	7	37%	43	36%	34	20%	0	0%	0	0%	139	36%
Female	23	28%	11	58%	66	55%	124	73%	0	0%	0	0%	224	58%
Decline to State	3	4%	1	5%	10	8%	11	7%	0	0%	0	0%	25	6%
Total	81	100%	19	100%	119	100%	169	100%	0	0%	0	0%	388	100%

Data Source: 2018-2019 PeopleAdmin Applicant Tracking System

Evergreen Valley College

2018-2019 Applicants for EVC Positions

Ethnicity	Full-time Faculty		Executive/Administrator		Professional Non-faculty		Technical/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Applicant Total	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Asian	66	16%	16	13%	18	47%	84	36%	89	27%	0	0%	1	3%	274	23%
Black	49	12%	21	16%	1	3%	11	5%	33	10%	0	0%	5	14%	120	10%
Hispanic	41	10%	23	18%	7	18%	56	24%	114	34%	0	0%	11	31%	252	21%
Native American	2	0%	0	0%	1	3%	2	1%	0	0%	0	0%	0	0%	5	0%
Other	25	6%	0	0%	2	5%	4	2%	18	5%	0	0%	1	3%	50	4%
Pacific Islander	2	0%	1	1%	0	0%	4	2%	3	1%	0	0%	2	6%	12	1%
Unknown	81	19%	22	17%	5	13%	37	16%	45	14%	0	0%	11	31%	201	17%
White	150	36%	45	35%	4	11%	38	16%	30	9%	0	0%	5	14%	272	23%
Total	416	100%	128	100%	38	100%	236	100%	332	100%	0	0%	36	100%	1186	100%
Gender																
Male	206	50%	66	52%	7	18%	76	32%	74	22%	0	0%	29	81%	458	39%
Female	168	40%	56	44%	27	71%	151	64%	241	73%	0	0%	5	14%	648	55%
Decline to																
State	42	10%	6	5%	4	11%	9	4%	17	5%	0	0%	2	6%	80	7%
Total	416	100%	128	100%	38	100%	236	100%	332	100%	0	0%	36	100%	1186	100%

Data Source: 2018-2019 PeopleAdmin Applicant Tracking System

San Jose City College

2018-2019 Applicants for SJCC Positions

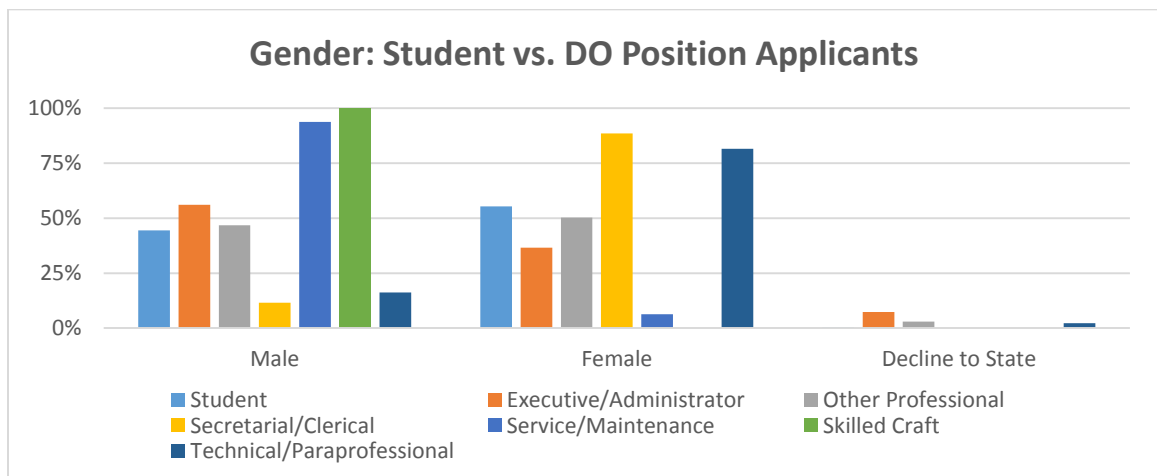
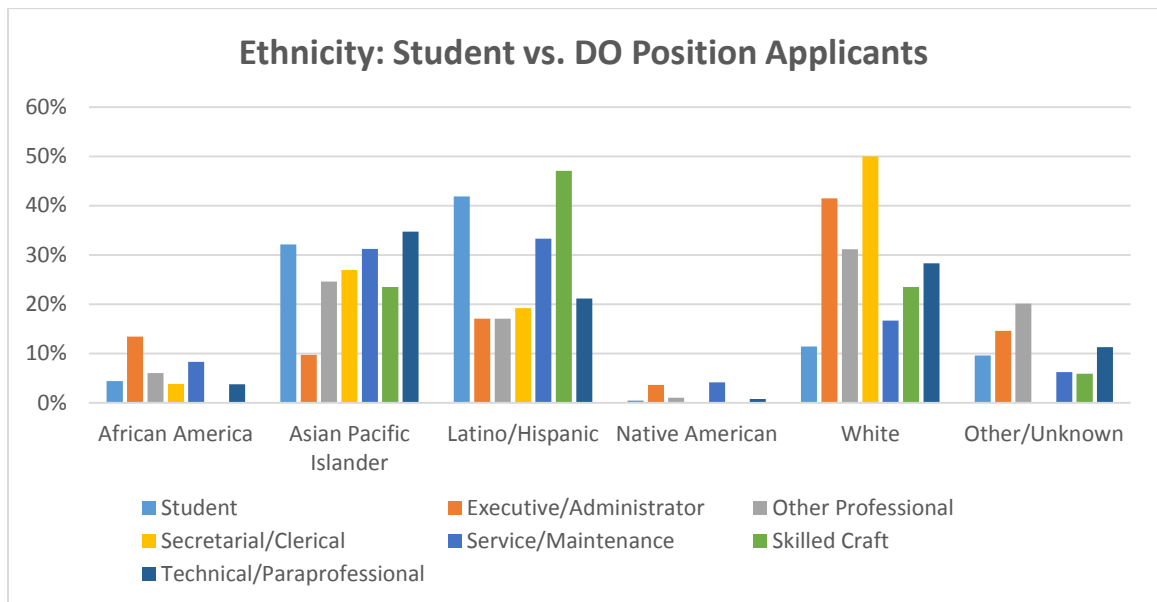
Ethnicity	Full-time Faculty		Executive/Administrator		Professional Non-faculty		Technical/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Applicant Total	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Asian	128	24%	27	22%	2	33%	21	30%	139	30%	0	0%	1	7%	318	26%
Black	59	11%	15	12%	1	17%	2	3%	35	8%	0	0%	1	7%	113	9%
Hispanic	78	14%	13	11%	2	33%	21	30%	134	29%	0	0%	5	33%	253	21%
Native American	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	1	0%
Other	24	4%	2	2%	0	0%	0	0%	8	2%	0	0%	0	0%	34	3%
Pacific Islander	1	0%	0	0%	0	0%	0	0%	3	1%	0	0%	0	0%	4	0%
Unknown	121	22%	27	22%	0	0%	13	19%	78	17%	0	0%	4	27%	243	20%
White	130	24%	39	32%	1	17%	13	19%	66	14%	0	0%	4	27%	253	21%
Total	541	100%	123	100%	6	100%	70	100%	464	100%	0	0%	15	100%	1219	100%
Gender																
Male	248	46%	74	60%	1	17%	15	21%	74	16%	0	0%	11	73%	423	35%
Female	247	46%	41	33%	5	83%	52	74%	374	81%	0	0%	4	27%	723	59%
Decline to State	46	9%	8	7%	0	0%	3	4%	16	3%	0	0%	0	0%	73	6%
Total	541	100%	123	100%	6	100%	70	100%	464	100%	0	0%	15	100%	1219	100%

Data Source: 2018-2019 PeopleAdmin Applicant Tracking System

ii. **District Office (including Community College Center for Economic Mobility) -**

Application pools for District Office’s positions include 388 applications, comprised of 5% African American, 35% Asian Pacific Islander, 19% Latino, 23% Caucasian, 1% Native American, and 17% Other/Unknown, 58% female, 36% male, and 6% decline to state.

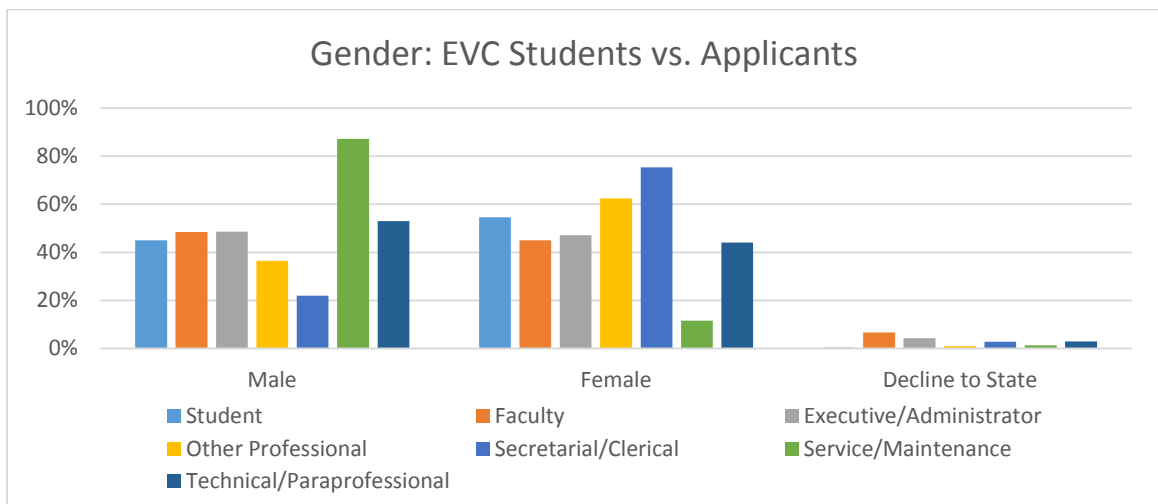
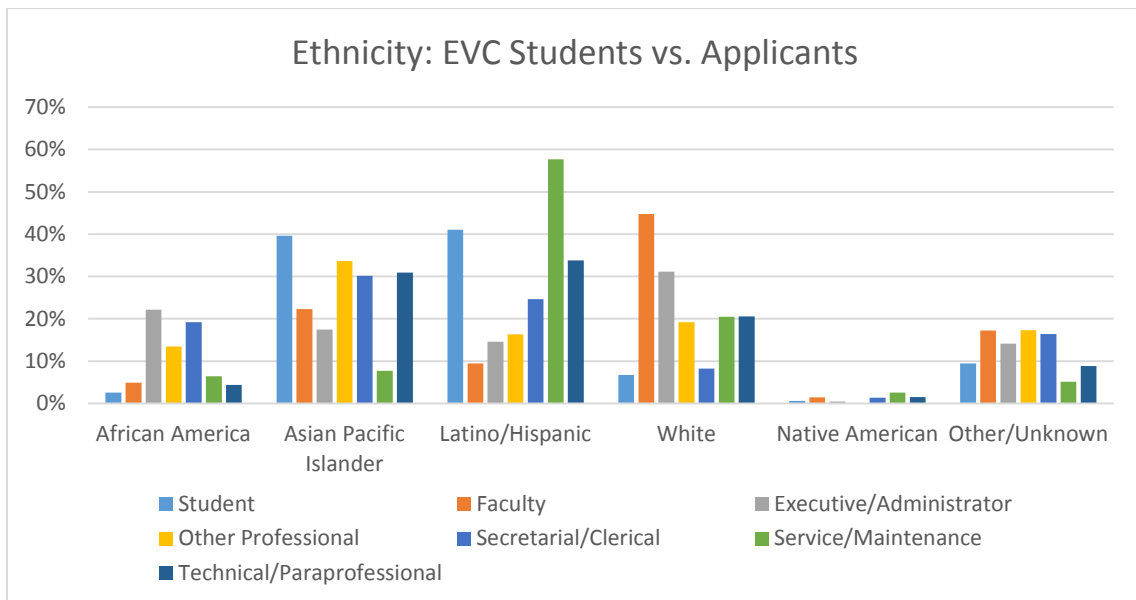
Compared to SJECCD’s student populations, these percentages are 2% higher than Asian Pacific Islander student population, 24% lower than Latino student population, 1% higher than African American student population, 14% higher than Caucasian student population, and are similar with 1% of Native American student population. These percentages indicate 3% higher than female student population and 8% lower than male student population.



iii. **Evergreen Valley College -**

Evergreen Valley College’s positions’ applicant pools (not including adjunct position applications) include 1,186 applicants, comprised of 10% African American, 24% Asian Pacific Islander, 21% Latino, 23% Caucasian, 0% Native American, 21% Other/Unknown, 55% female, 39% male, and 7% Decline to state.

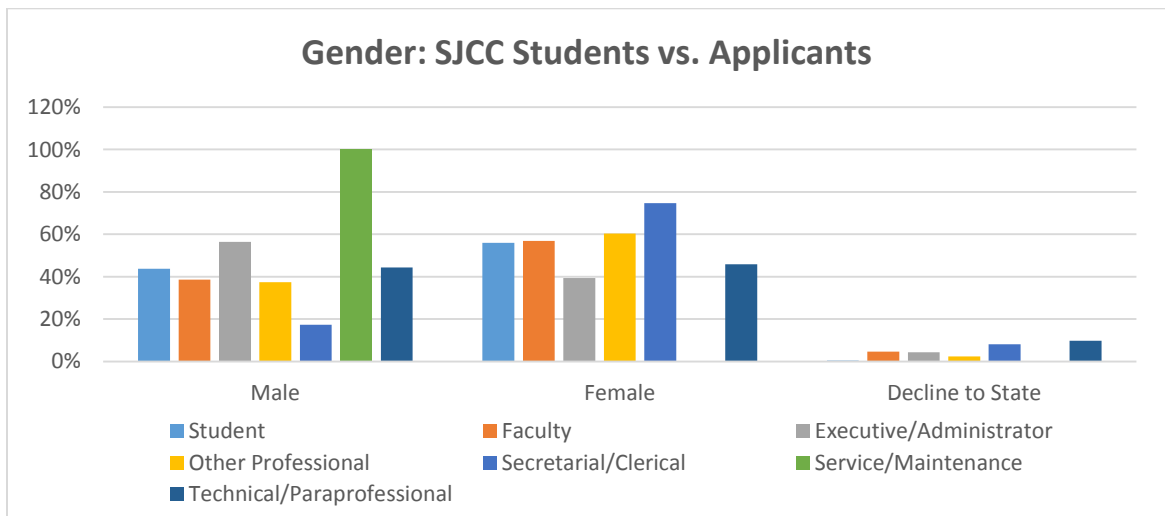
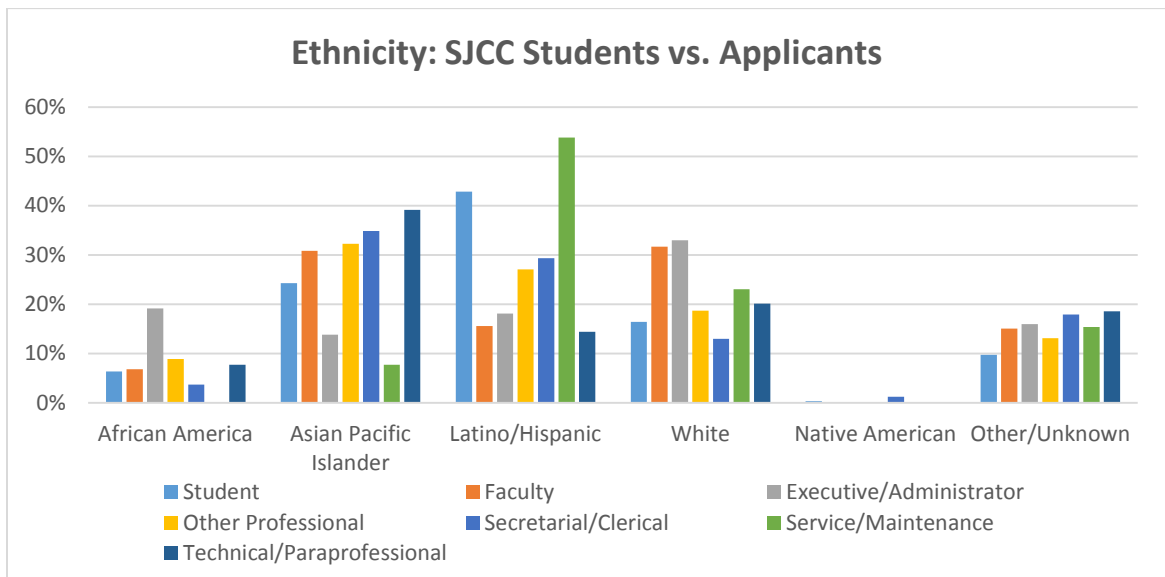
Compared to EVC’s student populations, these percentages are 17% lower than Asian Pacific Islander student population, 22% lower than Latino student population, 8% higher than African American student population, 18% higher than Caucasian student population, and are similar with 0% of Native American student population. These percentages indicate similar with 55% female student population, 6% lower than male student population and 6% higher in student population declined to state their ethnicity.



iv. **San José City College –**

San José City College’s positions’ application pools (not including adjunct faculty) had 1,219 applicants, comprised of 9% African American, 26% Asian Pacific Islander, 21% Latino, 21% Caucasian, 0% Native American, 23% Other/Unknown, 59% female, 35% male, and 6% unreported.

Compared to SJCC’s student populations, these percentages are 1% higher than Asian Pacific Islander student population, 23% lower than Latino student population, 3% higher than African American student population, 7% higher than Caucasian student population, and are similar with 0% Native American student population. These percentages indicate 4% higher than female student population and 9% lower than male student population.



New Hires Demographics

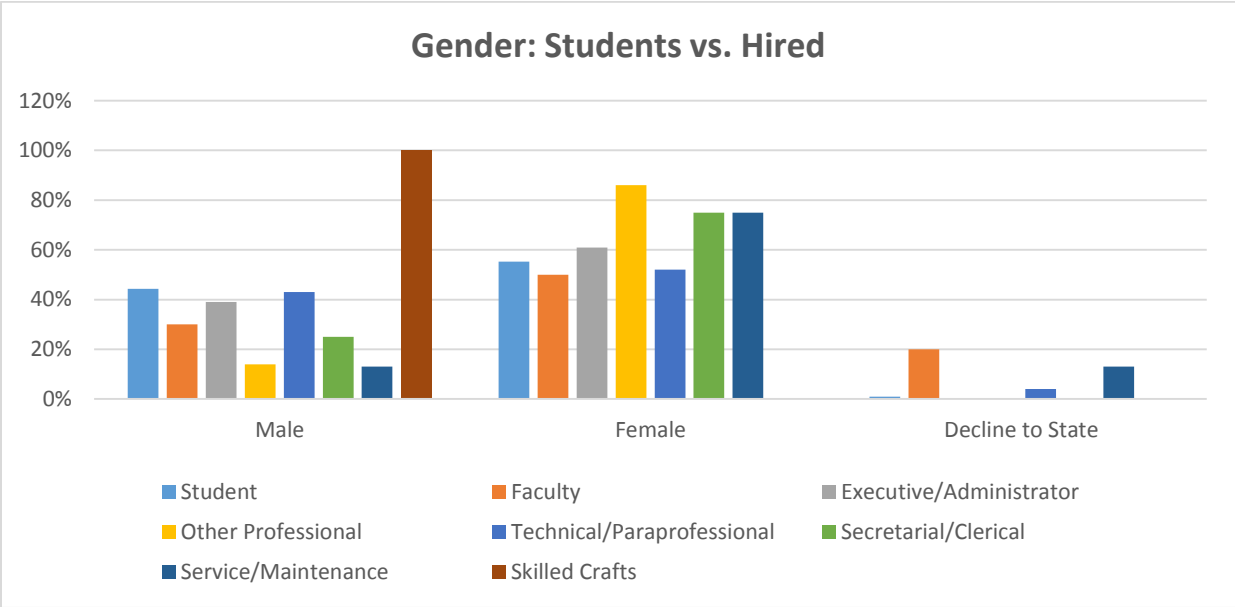
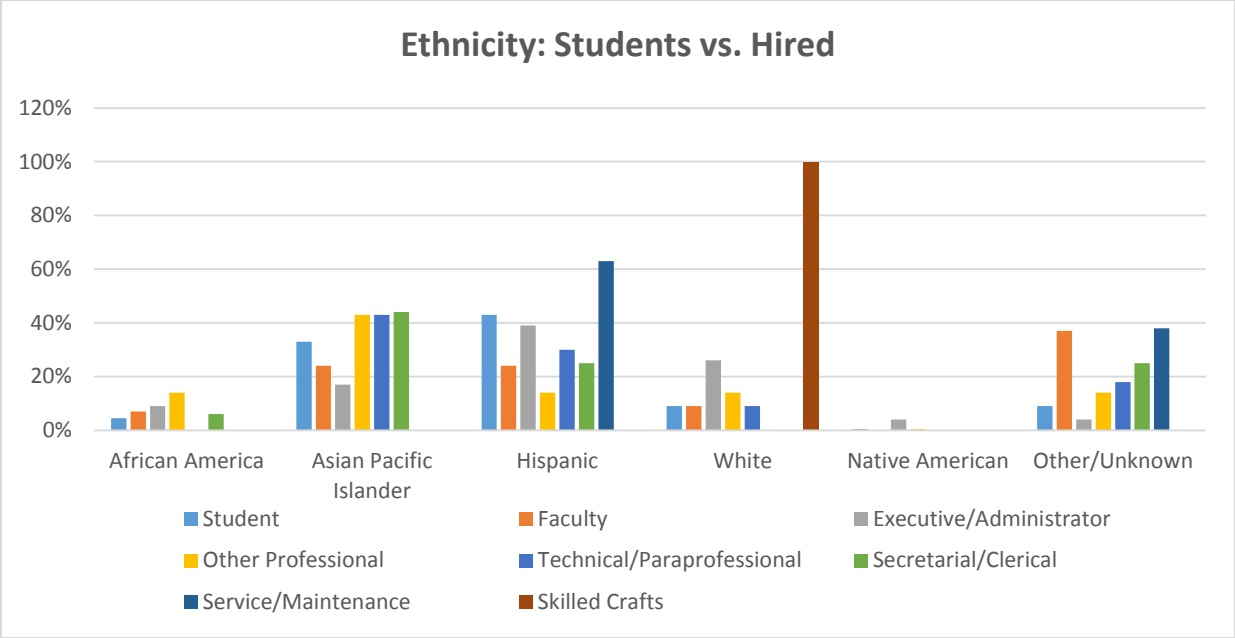
(Period: July 1, 2018 – June 30, 2019)

There were 124 new hires (not including adjunct faculty). Of these 91 new hires, there are 29% Latino, 23% Asian Pacific Islander, 5% African-American, 0% Native American, 25% Caucasian, 18% Unknown, 37% male, 59% female, and 3% unreported. These percentages are generally aligned with the District's student demographics. Compared to District-wide student populations, these percentages are 10% lower than Asian Pacific Islander student population, 13% lower than Latino student population, 1% higher than African American student population, 14% higher than Caucasian student population, and are similar with 1% of Native American student population. These District-wide percentages indicate 4% higher than female student population and 7% lower than male student population.

Hired Applicants Demographics 2018-2019

	Executive/Ad Faculty	Other Administrator	Other Professional	Technical/Par aprofessional	Secretarial/C lerical	Service/Mai ntenance	Skilled Crafts
<i>Ethnicity</i>							
African American	7%	9%	14%	0%	6%	0%	0%
American Native	0%	4%	0%	0%	0%	0%	0%
Asian	24%	17%	43%	43%	44%	0%	0%
Hispanic	24%	39%	14%	30%	25%	63%	0%
White	9%	26%	14%	9%	0%	0%	100%
Other	7%	0%	14%	9%	0%	13%	0%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%
Unknown	30%	4%	0%	9%	25%	25%	0%
Total	100%	100%	100%	100%	100%	100%	100%
<i>Ethnicity (by headcount)</i>							
African American	3	2	1	0	1	0	0
American Native	0	1	0	0	0	0	0
Asian	11	4	3	10	7	0	0
Hispanic	11	9	1	7	4	5	0
White	4	6	1	2	0	0	1
Other	3	0	1	2	0	1	0
Pacific Islander	0	0	0	0	0	0	0
Unknown	14	1	0	2	4	2	0
Total	46	23	7	23	16	8	1
<i>Gender</i>							
Male	30%	39%	14%	43%	25%	13%	100%
Female	50%	61%	86%	52%	75%	75%	0%
Decline to State	20%	0%	0%	4%	0%	13%	0%
Total	100%	100%	100%	100%	100%	100%	100%
<i>Gender (by headcount)</i>							
Male	14	9	1	10	4	1	1
Female	23	14	6	12	12	6	0
Decline to State	9	0	0	1	0	1	0
Total	46	23	7	23	16	8	1

Data Source: 2018-2019 PeopleAdmin Applicant Tracking System



Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation

(Pending Availability Data from System Office)

Plan Component 12: Methods to Address Underrepresentation

The District will ensure equal employment opportunity and diversity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas. The District will create an environment 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/selection process that allow for the hiring of candidates with varied backgrounds who can contribute and be effective in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.

To address any identified underrepresentation of monitored groups pursuant to Plan Component 11, the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because these provisions are valuable in ensuring equal employment opportunity and ensuring that future underrepresentation does not occur.

The District's Recruitment and Hiring Procedures will be revised to include the following provisions:

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.

College Equal Employment Opportunity and Diversity Advisory Committees are encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All recruitment announcements will state that the District is an "Equal Opportunity Employer." The District will include in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

- 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 Equal

Employment Opportunity Diversity Advisory Committee in writing of the compelling reason to do so.

- b) Recruitment for all vacancies may include, but not be limited to, placement of job announcements in the following instruments:
1. General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
 2. Local and regional community newspapers.
 3. Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
 4. 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. Websites on which the District advertises job openings include the following:

Asians in HigherEd	LGBT in HigherEd
Hispanics in HigherEd	Disabled in HigherEd
Blacks in HigherEd	Women in HigherEd
Native Americans in HigherEd	Veterans in HigherEd
 5. Recruitment booths at job fairs or conferences oriented to 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) The District may host an open house in order to attract diverse groups of individuals interested in employment with the District. The open house will allow potential candidates to meet deans, division chairs, faculty, and classified employees of the District. Attendees will be provided with information regarding current job vacancies, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.
- d) District employees may be surveyed on a regular basis requesting resources and locations where vacancies can 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 Announcements

- a) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary for 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.

On Faculty announcements, job requirements will include demonstrated sensitivity in working with diverse students and staff by showing respect for differences and the dignity of others. The District believes that faculty must understand and appreciate multiculturalism in order to provide quality education to our 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 Human Resources Office 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 Opportunity Employer.”

- b) For identified public contact, counseling, community liaison positions, or other positions where appropriate, bilingual ability in the language spoken by a significant number of students may be a required, desired or preferred qualification. Before bilingual ability in the identified languages can be made a required qualification, the District must be able to show 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 which positions bilingual ability in a particular language may be listed as a required qualification. In order to strengthen our institutional abilities to serve the diverse student populations, all other job announcements have bilingual abilities listed as desired.

3) Review of Initial and Qualified Applicant Pools

Initial applicant pools will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee.

- a) *Application:* The application for employment shall provide for self-identification of the applicant’s gender, ethnic group identification and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the district’s equal employment opportunity program, or any other purpose specifically authorized in this subchapter, or by any applicable statute or regulation.

² Education Code section 87102 requires each district’s *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

- b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline/closing date. 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. All initial applications shall be screened to determine which candidates satisfy minimum qualifications / job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the “qualified applicant pool.”
- c) *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. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

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 be revised to 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, shall be provided to the Chancellor upon request;
 - 1. Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate 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;
 - 2. Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;
 - 3. Based solely on job-related criteria; and

4. Designed to avoid an adverse impact, as defined in section 53001(a), 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 shall 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 designated personnel should approve the makeup of selection/screening committees. If the designated personnel does not approve a selection/screening committee for lack of diversity, he or she should make recommendations to remedy the lack of diversity within the approved constituency appointment process.
- d) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.
- e) Interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.
- f) All screening materials must be approved for compliance with equal employment opportunity principles.
- g) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
 1. After the selection/screening committee has conducted the paper/application screening and **prior** to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
 2. After the applicants have been interviewed and **prior** to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for 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 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 a rigid manner that has the purpose or effect of so discriminating.

- i) 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 section 53022.

Service will be considered job-related for purposes of taking seniority or length of service into account only if it is closely related to the actual assignment. Service in the same department will not automatically be considered closely related unless the actual assignments within the department are similar. The use of seniority or length of service will be assessed for adverse impact in each selection process where it is taken into account. If adverse impact results from the use of seniority or length of service as a job-related factor, the process will continue only if applicants who were eliminated by the use of seniority or length of service considerations are placed back in the pool and continue to be considered during the hiring process.

- j) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures.*
- k) The Governing Board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening/selection committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the *Plan* or to ensure equal employment opportunity.
- l) 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 Equal Employment Opportunity Advisory Committee to recommend new methods to meet the Plan objectives, or if necessary, to modify the Plan itself to ensure equal employment opportunity.

Plan Component 13: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity

Districts shall review the information gathered pursuant to section 53003, subdivision(c)(6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

Longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), 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;

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

Analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

Where the review described in subdivision (a) identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. The additional measures shall include the following:

Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

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;

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 a reasonable period of time; and

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 federal law; and

Qualifications which 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

Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;

Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision 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

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 equal employment opportunity advisory committee and the chief executive officer, where the district has not filled enough positions to appreciably affect its work force in the job category in question.

Nothing in this subchapter shall be construed to prohibit a 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 federal and state constitutional and statutory nondiscrimination law.

Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity

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. 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, sexual orientation and gender identification, individuals, and individuals from all ethnic and other groups protected from discrimination.

To that end, in addition to the steps to address under-representation and/or significant under-representation, the District will implement a Diversity Program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program more achievable. For that reason, institutionalizing a diversity program that is well planned out, well-funded, and supported by the leadership of the District, can be of great value.

The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency, and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity, and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District may do the following:

- 1) Commit to a diversity program that is part of the structure of the District, and that will be adequately funded and supported by the District and campus leadership. The annual Faculty and Staff Diversity Fund from the State will be used to supplement the recruitment general fund, and not used as a primary recruitment source.
- 2) When appropriate conduct campus climate studies to identify hidden barriers.

- 3) Provide guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 4) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- 5) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 6) Promote various cultural celebrations on campus.
- 7) Work with the Academic Senates to explore the development of a "Diversity Instructional Tool Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
- 8) Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 9) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- 10) Hold a series of EEO/diversity workshops at professional development days (flex week or staff development day).
- 11) Ensure that administrators are evaluated yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.
- 12) Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's and colleges' websites. The website will also list contact persons for further information on all of these topics.
- 13) Recognize multilingualism and knowledge of multiculturalism as a desired, (and when appropriate, required) skill and qualification for community college employees.
- 14) Discuss the establishment of 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 MALDEF, NAACP, AACI, Billy DeFrank Center, etc., Chambers of Commerce, City Council(s), and representatives/agencies representing monitored group.
- 15) Establish relationships with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
- 16) Develop and Maintain Institutional Commitment to Diversity.

The San José-Evergreen Community College District recognizes that cultural diversity in the academic environment promotes academic excellence; fosters cultural, racial and human understanding; provides positive role models for all students; and creates an inclusive and supportive educational and work environment for its employees, students and the community it serves. Diversity includes, but is not limited to ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, age, sex or gender, religion, sexual orientation, gender identity, marital status, medical condition, veteran status, physical or mental disability, socioeconomic status, cultural background, life experience and other enriching characteristics.

The San José-Evergreen Community College District is committed to a policy that integrates diversity into its hiring, recruitment, curriculum development, course offerings, teaching methods, retention, contracting, supervision, programs, services, evaluations, policies and procedures, staff development activities, work force and student population. It is the District's belief that an educational experience grounded in this approach will better prepare our students to work and live in an increasingly global society.

All District employees have the responsibility to promote diversity. The Chancellor will be evaluated by the Board of Trustees on an annual basis on her/his support of and ability to infuse diversity into all the above areas. All Management, Supervisory and Confidential personnel will be evaluated by their supervisors on their support and ability to infuse diversity into all of the above areas that are pertinent to their job description. Specifically, all managers and supervisors will be evaluated on their recruitment and retention of a diverse workforce. Continuation of their employment contract is dependent on their demonstrated commitment in this area.

Regarding the evaluation of faculty and administrators, all California Education Code sections shall be adhered to; including those that require that the forthcoming demographics of California be addressed, and that peers who review and evaluate be both representative of the demographics of California and sensitive to the principles of diversity and equal opportunity concerns. Faculty will be evaluated on their support and ability to infuse diversity into their work in accordance with state law and their collective bargaining agreement. Classified employees will be evaluated on their ability to infuse diversity into their work in accordance with their collective bargaining agreement.

It is the goal of the District that all employees promote and support diversity in our academic environment. To that end, the District will take steps to foster and promote diversity that include:

- (a) The district conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.
- (b) The district conducts exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information.

- (c) The district provides training on elimination of bias in hiring and employment.
- (d) The district provides cultural awareness training to members of the campus community.
- (e) The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- (f) The district has audited and/or maintains updated job descriptions and/or job announcements.
- (g) The district's board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.
- (h) The district timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division, and takes appropriate corrective action in all instances where a violation is found.
- (i) The district timely complies with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB1825]), and includes all forms of harassment and discrimination in the training.
- (j) The district's publications and website convey its diversity and commitment to equal employment opportunity.
- (k) The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- (l) The district's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.
- (m) District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.
- (n) The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
- (o) The district addresses issues of inclusion/exclusion in a transparent and collaborative fashion.

(p) The district conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

Plan Component 15: Persons with Disabilities (§53025)

Reasonable Accommodations

Applicants and employees with disabilities shall 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 aides such as readers, interpreters, and note-takers.

The ADA Coordinator is responsible for handling requests for accommodations from current employees as well as from applicants seeking such accommodations during the application process. Requests can be made directly to the Human Resources office.

Plan Component 16: Graduate Assumption Program of Loans for Education Programs and to Encourage Students to Complete Their Graduate Studies

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.

Equal Employment Opportunity & Diversity Plan Compliance Checklist

The following compliance checklist is designed to assist districts in the review of their respective Equal Employment Opportunity & Diversity Plan (*Plan*). The checklist ensures that each district's *Plan* includes provisions and components that are required under state law. The checklist does not audit for those provisions or components in the *Model Plan* that are included as recommended practices. California Code of Regulations, title 5, section 53003 and Education Code, sections 87102 and 87106 list the specific components that must be included in a community college's *Plan*. All references to "sections" refer to the title 5, California Code of Regulations unless otherwise indicated.

A. Adoption of Plan [title 5 Cal. Code Regs. § 53003(a)]

Does the Plan indicate when the District's governing board adopted the Plan?

B. Designation of Responsibility, Authority and Compliance [title 5 Cal. Code Regs. §§ 53003(c)(1) and 53020]

Did you describe the governing board's responsibility for proper implementation of the Plan and for making measurable progress?

Did you designate an equal employment opportunity officer to oversee the day-to-day implementation of the equal employment opportunity requirements of title 5?

Did you describe the administrative structure created by any delegation of authority to the equal employment opportunity officer or others and is it designed to ensure prompt and effective implementation of the EEO title 5 requirements?

Did you designate a single officer who will have authority to receive complaints under section 53026 and who will monitor selection procedures and applicant pools?

Does the Plan clearly state that anyone who is an agent of the District, with regard to recruitment and screening, is also subject to all the title 5 equal employment opportunity requirements?

C. Procedures for Filing a Complaint Pursuant to Section 53026

[title 5 Cal. Code Regs. §§ 53003(c)(2) and 53026]

Did you provide the procedures for filing complaints that allege violation of the equal employment opportunity requirements of title 5 and designate the person with whom such complaints are to be filed?

Did you include or reference the procedures for filing complaints that allege unlawful discrimination and/or harassment and designate the person with whom such complaints are to be filed?

D. Notification to all District Employees of the Plan and Policy Statement

[title 5 Cal. Code Regs. §§ 53003(c)(3) and 53002]

Did you describe the District’s process for notifying all district employees of the provisions of this Plan, and the policy statement required by section 53002?

E. Employee Training for Screening or Selection Committees
[title 5 Cal. Code Regs. § 53003(c)(4)]

Did you describe the District’s process for ensuring that district employees participating on screening or selection committees receive appropriate training on title 5 requirements relating to equal employment opportunity and state and federal nondiscrimination laws?

F. Annual Written Notice to Community-Based and Professional Organizations
[title 5 Cal. Code Regs. § 53003(c)(5)]

Did you describe the District’s process for providing annual written notice to appropriate community-based and professional organizations regarding the District’s Plan and the need for assistance from the community and such organizations in identifying qualified applicants?

G. Analysis of District Workforce and Applicant Pool
[title 5 Cal. Code Regs. §§ 53003(c)(6) and 53004]

Did you provide an analysis of the number of persons from monitored groups who are currently employed in the District’s workforce for each of the job categories listed in section 53004(a)?

Did you provide an analysis of those who have applied for employment, in each of the job categories listed in section 53004(a)?

Does the Plan state that the survey required by section 53004(a) will be done every year?

H. Analysis of the Degree of Underrepresentation and Significant Underrepresentation [title 5 Cal. Code Regs. § 53003(c)(7)]

Did you provide an analysis of the degree to which monitored groups are underrepresented for each job category in comparison to the numbers of persons from such groups whom the Chancellor’s Office determines to be available and qualified to work?

Did you indicate whether the underrepresentation for each group is “significant”?

I. Methods to Address any Underrepresentation
[title 5 Cal. Code Regs. § 53003(c)(8)]

Did you describe the methods you will use to address any underrepresentation?

J. Additional Steps to Remedy Significant Underrepresentation
[title 5 Cal. Code Regs. §§ 53003(c)(9) and 53006]

Did you describe additional steps consistent with section 53006 to remedy any significant underrepresentation?

Did you describe the steps to be taken, consistent with section 53006, if significant underrepresentation persists after a reasonable period of time has passed?

Did you consider anything else you might do, that is permissible, to remedy any significant underrepresentation?

K. Other Measures to Further Equal Employment Opportunity

[title 5 Cal. Code Regs. § 53003(10)]

Did you describe any other measures that the District undertakes to further equal employment opportunity?

L. Goals for Hiring Persons with Disabilities

[title 5 Cal. Code Regs. §§ 53003(d), 53025]

Did you describe the measures that will be taken, consistent with the requirements of section 53006(a)(1) and (2), if persons with disabilities are found to be significantly underrepresented?

Did you describe additional steps (beyond those required by section 53006(a)(1) and (2)) that may be taken to achieve projected representation for persons with disabilities if significant underrepresentation is found to exist?

Did you describe the goals and target dates for achieving projected representation for persons with disabilities if significant underrepresentation is found to exist?

If your district has already established a goal for persons with disabilities prior to August 12, 2002, and if significant underrepresentation still exists, did you update the goal, set a new target date and comply with section 53006(a)(1)(2) and (b)?

M. Education Code Requirements

- Education Code, §§ 87102(a) and 87482.6

Did you describe how the District will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Education Code, section 87482.6, while still ensuring equal employment opportunity?

- Education Code, §§ 87106(b)(4) and 69618

Did you describe the steps the District will take to inform students about the Graduate Assumption Program of Loans for Education program and/or other programs designed to encourage community college students to become community college employees?

Model Equal Employment Opportunity Plan Requirements and Legal Citations

Plan Component Number and Name	X*	Required or Not Required to be in Plan?	Legal Citation
Plan Component 1: Introduction ³		Not required to be in <i>Plan</i> .	N/A
Plan Component 2: Definitions		Not required to be in <i>Plan</i> , however, title 5 does provide basic definitions.	title 5 § 53001
Plan Component 3: Policy Statement		Not required to be in <i>Plan</i> , however, title 5 does require districts to adopt an EEO policy statement.	title 5 § 53002
Plan Component 4: Delegation of Responsibility Authority and Compliance	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(1) title 5 § 53020
Plan Component 5: Advisory Committee		Not required to be in <i>Plan</i> ; however, title 5 does require that districts establish an EEO Advisory Committee.	title 5 § 53005
Plan Component 6: Complaints	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(2) title 5 § 53026
Plan Component 7: Notification to District Employees	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(3)
Plan Component 8: Training for Screening/Selection Committees	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(4)
Plan Component 9: Annual Written Notice to Community Organizations	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(5)
Plan Component 10: Analysis of District Workforce and Applicant Pool	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(6) title 5 § 53004
Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(7)
Plan Component 12: Methods to Address Underrepresentation	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(8)
Plan Component 13: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(9) title 5 § 53006
Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity	X	Required to be in <i>Plan</i> .	title 5 § 53003(c)(10)
Plan Component 15: Persons with Disabilities	X	Goals for hiring persons with disabilities are required to be in <i>Plan</i> . - Language on accommodation is not required.	title 5 § 53003(d) title 5 § 53025
Plan Component 16: Graduate Assumption Program of Loans for Education	X	Required to be in <i>Plan</i> .	EC. § 87106(b)(4), § 69618 et seq.
Progress in achieving ratio of full-time to part-time faculty hiring while ensuring EEO	X	Required to be in <i>Plan</i> . Can be located anywhere in the <i>Plan</i> .	Education Code § 87102(a) § 87482.6

³ Although not explicitly required to be in the *Plan*, title 5 does require the *Plan* be adopted by the governing board of the district; the *Plan* should state it was adopted by the governing board and include the date of adoption. The information regarding adoption of the *Plan* can be included anywhere in the *Plan*.

*X= Indicates Minimum Plan Requirement

Discrimination Complaint Procedures and Form

Please visit the following links for:

- [AP3435 - Discrimination and Harassment Complaint Procedures](#)
- [Discrimination Complaint Form](#)