

# EQUAL EMPLOYMENT OPPORTUNITY & DIVERSITY PLAN



## **Table of Contents**

<b>EEO &amp; DIVERSITY PLAN AND GUIDELINES</b> .....	<b>1</b>
<b>Plan Component 1: Introduction</b> .....	<b>1</b>
<b>Plan Component 2: Definitions</b> .....	<b>3</b>
<b>Plan Component 3: Policy Statement on Equal Employment Opportunity and Diversity, Equity and Inclusion</b> .....	<b>5</b>
<b>Plan Component 4: Delegation of Responsibility, Authority and Compliance</b> .....	<b>7</b>
<b>Plan Component 5: Advisory Committee</b> .....	<b>11</b>
<b>Plan Component 6: Complaints</b> .....	<b>12</b>
<b>Plan Component 7: Notification to District Employees</b> .....	<b>12</b>
<b>Plan Component 8: Training for Screening/Selection Committees</b> .....	<b>13</b>
<b>Plan Component 9: Annual Written Notice to Community Organizations</b> .....	<b>14</b>
<b>Plan Component 10: Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories</b> .....	<b>15</b>
<b>Plan Component 11: A Process for Gathering Information and Periodic Longitudinal Analysis of the District’s Employees and Applicants</b> .....	<b>33</b>
<b>Plan Component 12: Methods to Address Underrepresentation</b> .....	<b>42</b>
<b>Plan Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation</b> .....	<b>48</b>
<b>Plan Component 14: Persons with Disabilities (§53025)</b> .....	<b>48</b>
<b>Plan Component 15: Graduate Assumption Program of Loans for Education Programs and to Encourage Students to Complete Their Graduate Studies</b> .....	<b>49</b>
<b>ATTACHMENTS</b> .....	<b>50</b>
<b>Attachment “A” Component 13 Strategies</b> .....	<b>50</b>
<b>Attachment “B” Links to Board Policies</b> .....	<b>50</b>
<b>Attachment “C” Additional Data</b> .....	<b>50</b>

# EEO & DIVERSITY PLAN AND GUIDELINES

## Plan Component 1: Introduction

The San José-Evergreen Community College District (SJECCD) Board adopted this updated Equal Employment Opportunity and Diversity Plan (Plan) at their June 11, 2024 Board meeting. Updated versions take place every three years as required by the State Chancellor's Office, with previous versions adopted on June 9, 2020; May 9, 2017; and December 10, 2013.

The Plan reflects the District's commitment to equal employment opportunity, diversity, equity, and inclusion for all members of the diverse District community. 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, equity, inclusion, 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 <sup>1</sup>for all students attending the colleges within the District to have available positive images provided by individuals from historically underrepresented groups. Through an educational experience in an equitable and 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 driven by a diversity, equity, inclusion, access, and antiracism lens in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et. seq.). This plan will develop and detail strategies to address any identified underrepresentation and/or adverse impact identified in this Plan. The Plan contains an analysis of the demographic makeup of the District's workforce population and applicant pools. The District will use longitudinal data to assess whether underrepresentation or adverse impact of monitored groups exists.

In areas where the demographic data shows that monitored groups are underrepresented, or experiencing adverse impact, or where it is reasonably believed that greater diversity is possible, the Plan will describe methods and specific strategies to address the identified underrepresentation and/or adverse impact.

---


<sup>1</sup> Fairlie, Robert W., Florian Hoffmann, and Philip Oreopoulos. 2014. "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review*, 104 (8): 2567-91; Hunt, Vivian, et al. "Why Diversity Matters," accessed 14 December 2017; Milem, Jeffrey F. "The Educational Benefits of Diversity: Evidence from Multiple Sectors.;" *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*, ed. M. Chang et al., Stanford University Press, 2003.

The Plan also includes the requirements for a complaint procedure for noncompliance with the EEO regulations (Title 5, Section 53000 et seq.) complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity & Diversity Advisory Committee; methods to support equal employment opportunity, diversity, equity, inclusion, access, and antiracism (DEIAA), and procedures for dissemination of the Plan.

The San José-Evergreen Community College District's Plan shall be reviewed and adopted at a regular meeting of the governing board where it is agendaized as a separate action item, and not part of the consent agenda; and be submitted to the Chancellor at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the Governing Board prior to adoption.

The District shall annually review the EEO plan and assess progress toward meeting EEO program goals. This annual review shall occur during regular meetings of the District Governing Board. 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,

  
Beatriz Chaidez (Jun 14, 2024 18:20 PDT)

Beatriz S. Chaidez, Ed.D  
Chancellor  
San José-Evergreen Community College District  
40 South Market St.  
San José, CA 95113  
(408) 270-6402  
FAX (408) 531-8722  
Email: [beatriz.chaidez@sjeccd.edu](mailto:beatriz.chaidez@sjeccd.edu)



## Plan Component 2: Definitions

- a) **Adverse Impact:** Means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”).
- b) **Diversity:** Means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.

A diverse educational community recognizes the educational benefits that flow from a diverse employee population. A Diversity-minded institution has the following five components:

1. **Demographic Diversity.** 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/gender, religion, sexual orientation, gender identity and expression, marital status, medical condition, veteran status, physical or mental disability, cultural background, life experience and other enriching characteristics.
2. **Equity.** The condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.
3. **Diversity Skill Sets.** Employees should have the skills, knowledge, and experience that would enable them to work and interact effectively in a diverse environment. This includes having the knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching and communication.
4. **Inclusive Campus Climate.** The campus climate should be welcoming, respectful and inclusive of the District’s diverse student and employee populations. It is a campus climate where all students and employees are seen and valued. It is a campus where DEIAA is

integrated into the curriculum and co-curriculum. It is an environment where all five components of DEIAA are valued and promoted.

5. Institutionalized DEIAA. The District's policies, practices, and protocols support, advance, and promote DEIAA in the above four components.

- 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 such as reliance on preferred job qualifications that do not reasonably predict job performance;
  2. Updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and
  3. Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.
- d) **Equal Employment Opportunity Plan:** Is a written document that describes a district's EEO program. A district's EEO plan shall include: 1) analysis of the district's work force; and 2) descriptions of the district's programs and strategies, informed by the district's work force analysis that it is implementing or will implement to promote equal employment opportunity.
- e) **Equal Employment Opportunity Programs:** Refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.
- f) **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 for which districts must provide demographic data pursuant to section 53004.



- i) **Person with a Disability:** Any person who:
  - 1. has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person’s major life activities;
  - 2. has a record of such an impairment; or
  - 3. is regarded as having such 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, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.
- l) **Underrepresented Group:** Any monitored group for which the percentage of persons from that group employed by the District in any job category is below eighty percent (80%) of the projected representation for that group and job category.

### **Plan Component 3: Policy Statement on Equal Employment Opportunity and Diversity, Equity and Inclusion**

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 recognizes that “equal employment opportunity” includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive and respectful educational and work environments. The Plan will be grounded in the principles of diversity, equity, and inclusion set forth in Title 5 Sections 51200 and 51201.

Such an environment fosters cooperation, acceptance, equity, democracy and free expression of ideas. An Equal Employment Opportunity and Diversity 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 professionals must recognize that equal employment opportunity and DEIAA are shared responsibilities and all must be held accountable for application and enforcement of the policies within their area of authority.

5 CCR § 51201

**Consistent with California Code of Regulations § 51201, incorporated herein is the Statement on Diversity, Equity, and Inclusion in the California Community Colleges:**

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges (and SJECCD) embrace diversity among students, faculty, administrators, classified professionals, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

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



(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to, the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

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 District Policies on Non-discrimination, Sexual Harassment, Diversity, and Recruitment and Hiring. Links to these policies are included at the end of this Plan in Attachment “B”.

## **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, ensuring equal employment opportunity as described in the Plan and measurable progress toward equal employment opportunity by the strategies described in the District’s 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 their ability to implement the Equal Employment Opportunity and Diversity Plan. Further, the Board of Trustees will oversee the Chancellor’s responsibility to ensure the EEO Plan shall:

- a. be developed in collaboration with the District’s Equal Employment Advisory Committee;
- b. be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; and not part of the consent agenda;
- c. cover a period of 3 years, after which a new or revised plan shall be adopted; and

- d. be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

## **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 Advisory Committee on each campus to discuss progress of the 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 competence.
- 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 developing, implementing, and revising the District's EEO Plan; and to assist in the promotion, understanding, and support of DEIAA, 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 competency 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 continuous good-faith efforts to implement this Plan, achieve employee diversity, and avoid disparate impacts consistent with state and federal law.

## 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, revising, 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 competence 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 competence. The Chancellor's designated officer(s) shall train the DACs on equal employment compliance, DEIAA, and the Plan itself. The District Equal Employment Opportunity and Diversity Advisory Committee and the College DACs shall include a diverse membership and include members from district stakeholder groups, including, but not limited to, students, faculty, and classified staff. The Chancellor may appoint an external community member to the District Equal Employment Opportunity and Diversity Advisory Committee, at their discretion.

The District and College EEO and Diversity Advisory Committees, as well as members of the District's Board of trustees, shall receive training in all of the following:

- (a) The requirements of the Title 5 EEO regulations (section 53000 et seq.) and of state and federal nondiscrimination laws;
- (b) identification and elimination of bias in hiring;
- (c) the educational benefits of workforce diversity; and
- (d) the role of the advisory committee in drafting and implementing 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 their 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 DEIAA 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**

Complaints alleging violations of the EEO regulations, pursuant to Title 5 Section 53026 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300, and Board Administrative Procedure 3435 (BP 3435). Persons are encouraged to report violations of the EEO regulations for a current job search as soon as possible.

Any complaint of unlawful discrimination can also be filed using the procedures in BP 3435. The link to the District's discrimination complaint procedures are attached to this Plan (Attachment B).

## **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 on each college's sites, the Office of the Chief Executive Officer, the Office of Human Resources, and each college Office of Equal Employment Opportunity.

The policy statement will be available in the college catalogs and class schedules. 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 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.

Whenever a *new Plan is adopted* or 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**

All individuals directly participating in the screening and selection process must receive training prior to their participation. Training shall include, but need not be limited to the:

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

5. Elimination of bias in hiring decisions; and
6. Best practices in serving on a selection or screening committee.

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.

At the beginning of each recruitment and screening/selection process, screening committees will receive a refresher summary of the trainings to ensure information is fresh for members.

Screening and selection committees will be diverse. The EEO officer or their designee may disband a screening and selection committee for lack of diversity. Committee members may be removed for failure to comply with the provisions of Title 5, Section 53000 et seq.

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: Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

### A. Process

The District has developed its process for gathering information and periodic, longitudinal analysis of the District's employees and applicants, broken down by the number of persons from monitored groups in each job category to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures. The process for determining whether monitored groups are underrepresented is based on the CCCCO's Vision Resource EEO Plan Curriculum.

The District shall assess the data collected to identify and determine the cause of any underrepresentation of monitored groups across all phases of the employment process, including recruitment to applicant pools, hiring, retention, and promotion. Where the District determines that underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job related factors, it shall implement additional strategies in its EEO plan designed to mitigate promptly the underrepresentation or adverse impact.

The Governing Board shall annually review the composition and longitudinal analysis of the District's employees and applicants to determine whether additional diversification measures are required, and to implement and evaluate the effectiveness of those measures in the manner required by Title 5, Sections 53003(c)(8) and 53006.

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 and to provide data needed for the reports required by this Plan.

For purposes of this Plan, the District will analyze whether underrepresentation exists in the workforce, qualified applicant pool, and hires in Component 10, and analyze whether adverse impact exists in the screening and selection process in Component 11,

#### Monitored Groups

Monitored groups are men, women, non-binary genders, American Indians/Alaskan Natives, Asians/Pacific Islanders, Blacks/African Americans, Hispanics/Latinx, White/Caucasians, and persons with disabilities. Due to lack of data this Plan will not include disability and non-binary gender data. In the first year of the Plan, one of the strategies will be to collect and include this data in the analysis for underrepresentation and adverse impact. In years two and three of this Plan,

this data will be collected and analyzed and be included in the data in the subsequent Plan for 2026-2029. The current Plan may be supplemented when the data is available.

### Voluntary Designation or Race/Ethnicity and Gender/Sex

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify their sex or gender (including non-binary options), race/ethnic group identification, and if applicable, their 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.

### Job Categories

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 racial/ethnic group identification, sex or gender (including non-binary options), 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
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

### Underrepresentation Analysis for Monitored Groups

The District is required to identify any monitored groups that are underrepresented. Title 5, section 53001(l) defines an underrepresented group as “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.”

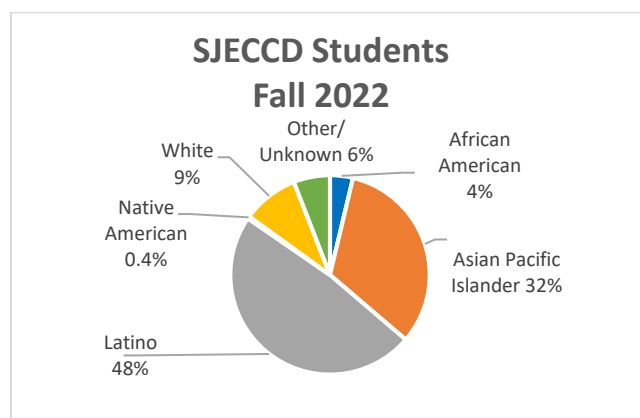
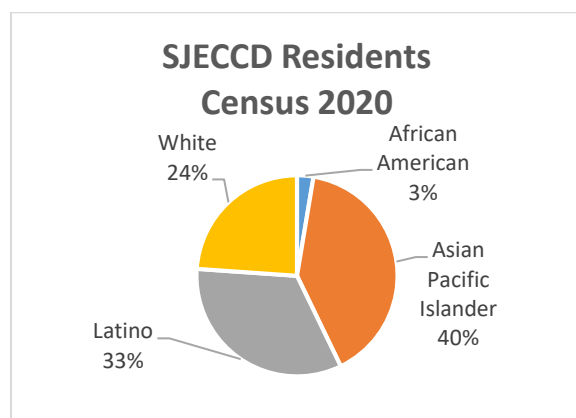
Title 5 does not define “projected representation” for purposes of the 80 Percent Rule – it is a local decision. According to the EEO Longitudinal Guide and the Vision Resources EEO Plan Curriculum, local districts have the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or district, community demographics in the district’s service area, labor market availability for the job category, or previous demographics of job applicants. SJECCD has chosen to use student demographics as its projected representation as the District believes that in a truly equitable society faculty and staff should be reflective of the students the District serves. The research also states that one of the most effective ways to decrease student equity gaps is to provide students with diverse faculty that are reflective of student diversity.

In conducting the underrepresentation analysis, the District will compare its work force, initial applicant pool, and hiring demographics with its student demographics. It is the District’s intent to also drill down in the near future and conduct the underrepresentation analysis at the department level and to be able to provide strategies that are more precise and focused.

## B. Service Area and Student Demographics

### 1. San José-Evergreen Community College District’s Total Service Area Demographics (per Census 2020: Residents within the District’s geographical boundaries)

San José-Evergreen Community College District’s total service area population is 890,382 (per Census 2020), comprised of 3% African American/Black, 40% Asian Pacific Islander, 33% Latino/Hispanic, 24% Caucasian/White, 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.



## 2. SJECCD's Total Student Demographics (Fall 2022 Enrollment)

Student population attending colleges within the San José-Evergreen Community College District as of the Fall 2022 semester is 14,377<sup>2</sup>, comprised of 4% African American, 32% Asian/Pacific Islander (Pacific Islanders alone 0.4%), 48% Latinx/Hispanic, 9% Caucasian/White/European American, 0.4% Native American/ American Indian or Alaska Native, 6% Other/Unknown; 56% Female, and 43% Male, 0.8% Unknown.

Asian/Pacific Islander students at SJECCD are eight (8) percentage points lower than the service area, Latinx students are fifteen (15) percentage points higher than the service area, and White students are fifteen (15) percentage points lower than the service area. Overall the diversity of the student population is somewhat reflective of the proportions in the service area, and thus are consistent with data that shows 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, and that we will also be the first to reflect such changes among our faculty and staff.

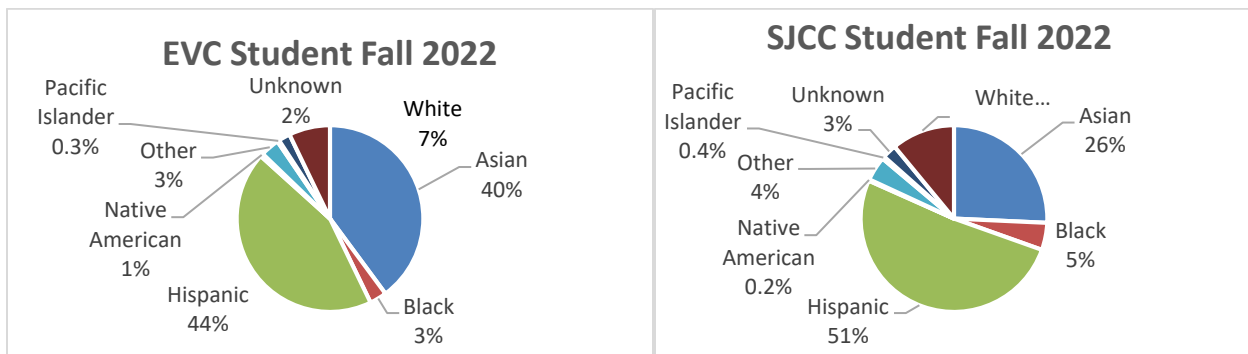
## 3. Student Demographics by Campus

### Evergreen Valley College's Student Population

Student population attending EVC as of Fall 2022 semester is 8,100, comprised of 3% African American, 40% Asian Pacific Islander, 44% Latinx/Hispanic, 7% Caucasian/White, 1% Native American/American Indian/Alaska Native, 5% Other/Unknown; 55% Female, and 44% Male, and 1% Unknown.

### San José City College's Student Population

Student population attending SJCC as of Fall 2022 semester is 7,983, comprised of 5% African American, 26% Asian Pacific Islander, 51% Latinx/Hispanic, 11% Caucasian/White, 0.2% Native American/American Indian/Alaska Native, 6% Other/Unknown; 58% Female, 41% Male and 1% Unknown.



<sup>2</sup> The totals for SJCC and EVC actually add up to 16,083 students, not the District's total of 14,377. It is believed, however, that since many students attend both colleges the 16,083 total double counts students attending at both campuses. The District's total of 14,377 avoids double counting students.



**SJECCD, SJCC, and EVC Headcount and Percentage Table**

<b><i>Ethnicity</i></b>	<b>SJECCD Headcount</b>	<b>%</b>	<b>SJCC Headcount</b>	<b>%</b>	<b>EVC Headcount</b>	<b>%</b>
<b>Asian</b>	<b>4624</b>	<b>32%</b>	<b>2054</b>	<b>26%</b>	<b>3230</b>	<b>40%</b>
<b>Black</b>	<b>535</b>	<b>4%</b>	<b>376</b>	<b>5%</b>	<b>240</b>	<b>3%</b>
<b>Hispanic</b>	<b>6949</b>	<b>48%</b>	<b>4089</b>	<b>51%</b>	<b>3551</b>	<b>44%</b>
<b>Native American</b>	<b>55</b>	<b>0.4%</b>	<b>19</b>	<b>0.2%</b>	<b>42</b>	<b>1%</b>
<b>Other</b>	<b>528</b>	<b>4%</b>	<b>337</b>	<b>4%</b>	<b>266</b>	<b>3%</b>
<b>Pacific Islander</b>	<b>54</b>	<b>0.4%</b>	<b>34</b>	<b>0.4%</b>	<b>27</b>	<b>0.3%</b>
<b>Unknown</b>	<b>320</b>	<b>2%</b>	<b>197</b>	<b>2%</b>	<b>165</b>	<b>2%</b>
<b>White</b>	<b>1312</b>	<b>9%</b>	<b>877</b>	<b>11%</b>	<b>579</b>	<b>7%</b>
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>7983</b>	<b>100%</b>	<b>8100</b>	<b>100%</b>
<b><i>Gender</i></b>	<b>SJECCD Headcount</b>	<b>%</b>	<b>SJCC Headcount</b>	<b>%</b>	<b>EVC Headcount</b>	<b>%</b>
<b>Male</b>	<b>6169</b>	<b>43%</b>	<b>3248</b>	<b>41%</b>	<b>3598</b>	<b>44%</b>
<b>Female</b>	<b>8092</b>	<b>56%</b>	<b>4658</b>	<b>58%</b>	<b>4456</b>	<b>55%</b>
<b>Unknown</b>	<b>116</b>	<b>0.8%</b>	<b>77</b>	<b>1%</b>	<b>46</b>	<b>1%</b>
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>7983</b>	<b>100%</b>	<b>8100</b>	<b>100%</b>

### C. SJECCD’s Workforce Demographics

#### 1. *District-wide Workforce Demographics*

San José-Evergreen Community College District-wide total workforce (including associate faculty) is 1,020, comprised of 5% African American, 27% Asian Pacific Islander (Pacific Islander alone 0.4%), 30% Latinx/Hispanic, 30% Caucasian/White, 0% Native American, 8% Other/Unknown; 59% Female, and 41% Male. San José-Evergreen Community College District-wide total workforce (not including associate faculty) is 627, comprised of 6% African American, 26% Asian Pacific Islander (Pacific Islander alone 0.4%), 36% Latinx/Hispanic, 23% White, 0.5% Native American, 7% Other<sup>3</sup>/Unknown; 62% Female, and 38% Male.

Compared to the District’s student population, these percentages (without associate faculty numbers) are 6% lower than Asian Pacific Islander student population, 12% lower than Hispanic student population, 2% higher than African American student population, 14% higher than White student population, and are close to 0.4% of Native American student population. The workforce

---

<sup>3</sup> The “Other” category includes individuals who are of two or more races. It is unclear if it also includes individuals who do not identify with any of the listed race/ethnic categories. How to best collect and report the data for “Other” and “Two or more races,” will be discussed and determined in the first year of the Plan as one of the strategies on data collection listed in Component 13 of the Plan.

data shows the District-wide workforce is 6% higher than female student population and 5% lower than the male student population.

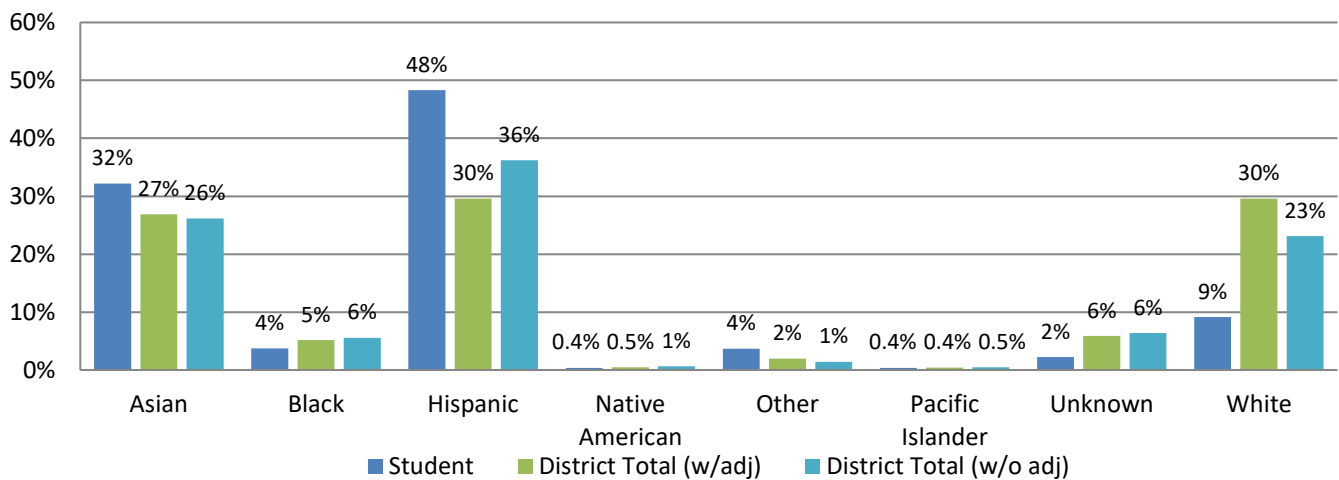
**District-wide Employee Total Table**

**SJECCD Employee Total**

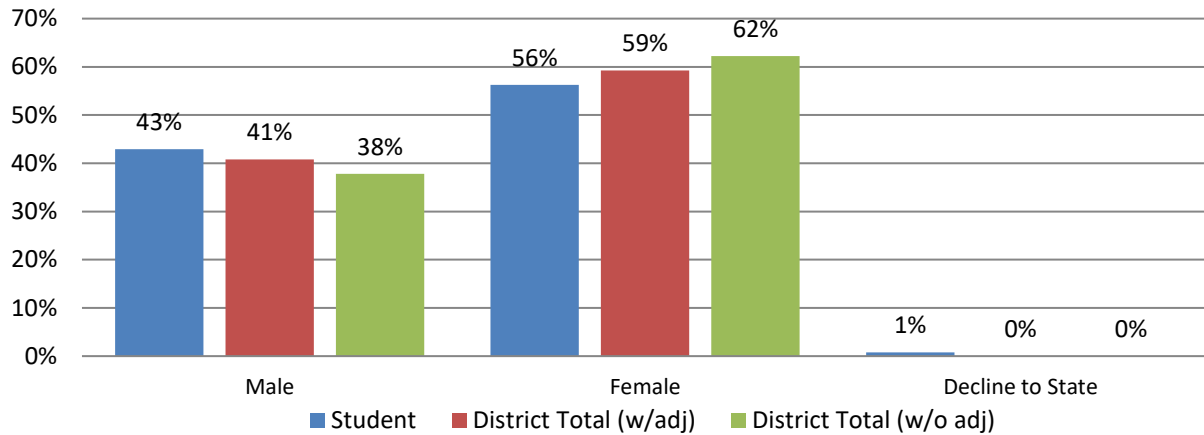
Ethnicity	Employee Total (w/ Adjunct)		Employee Total (w/o Adjunct)	
	Headcount	%	Headcount	%
Asian	274	27%	164	26%
Black	53	5%	35	6%
Hispanic	302	30%	227	36%
Native American	5	0.5%	4	1%
Other	20	2%	9	1%
Pacific Islander	4	0.4%	3	0.5%
Unknown	60	6%	40	6%
White	302	30%	145	23%
<b>Total</b>	<b>1020</b>	<b>100%</b>	<b>627</b>	<b>100%</b>
<b>Gender</b>				
Male	416	41%	237	38%
Female	604	59%	390	62%
Unknown	0	0%	0	0%
<b>Total</b>	<b>1020</b>	<b>100%</b>	<b>627</b>	<b>100%</b>

Data Source: SJECCD ERP System – Colleague Spring 2023

**SJECCD Ethnicity: Student vs. Employee**



## SJECCD Gender: Students vs. Employees



Data Source: SJECCD ERP System – Colleague Spring 2023

### 2. Faculty Demographics

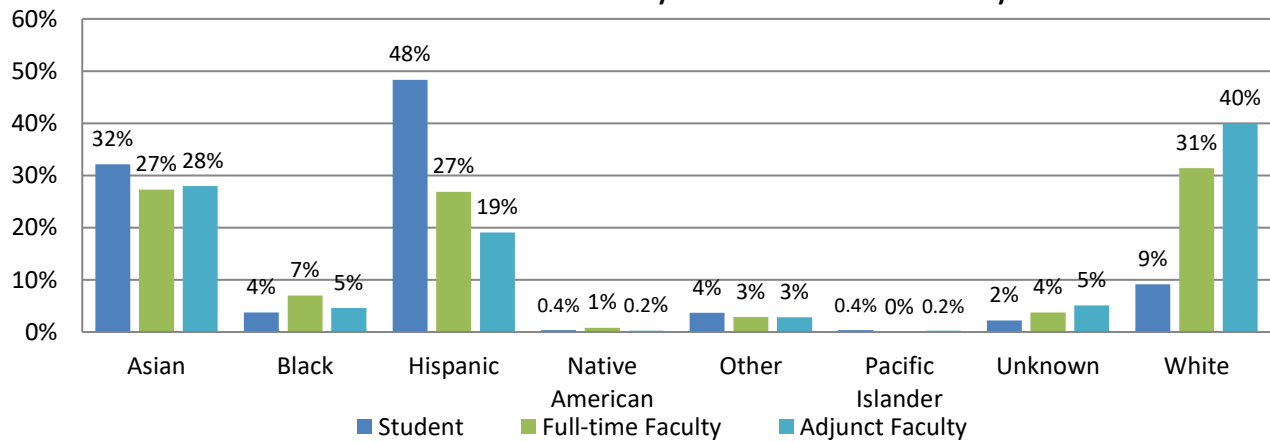
San José-Evergreen Community College District-wide total full-time faculty population is 242, comprised of 7% African American, 27% Asian/Pacific Islander, 27% Latinx/Hispanic, 31% Caucasian/White, 1% Native American, 7% Other/Unknown; 62% Female, and 38% Male. Compared to District’s student populations, these percentages are 5% lower than Asian Pacific Islander student population, 21% lower than Latinx student population, 3% higher than African American student population, 22% higher than Caucasian student population, and close to the 0.4% Native American student population. These percentages indicate 6% higher than female student population and 5% lower than male student population.

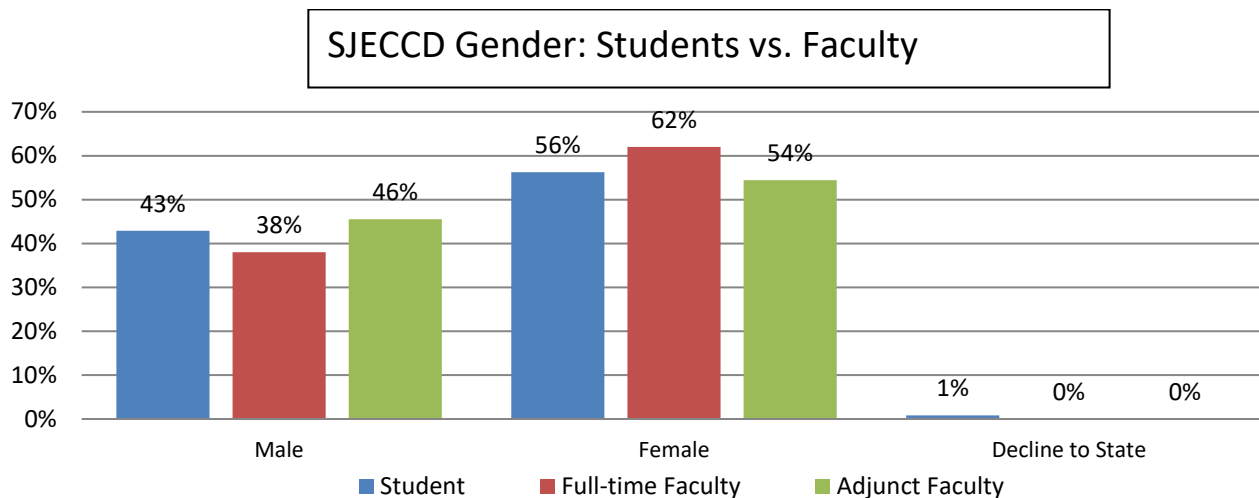
San José-Evergreen Community College District-wide total associate faculty population is 393, comprised of 5% African American, 28% Asian Pacific Islander, 19% Latinx/Hispanic, 40% Caucasian/White, 0.2% Native American, 8% Other/Unknown; 54% Female, and 46% Male. Compared to District’s student populations, these percentages are 9% lower than Asian Pacific Islander student population, 29% lower than Latinx student population, 1% higher than African American student population, 31% higher than Caucasian student population, and are close to the 0.4% of the Native American student population. These percentages indicate female faculty are 2% lower than female student population and male faculty are 3% higher than male student population.

## SJECCD Faculty Composition

<i>Ethnicity</i>	Full-time Faculty		Associate Faculty	
	Headcount	%	Headcount	%
Asian	66	27%	110	28%
Black	17	7%	18	5%
Hispanic	65	27%	75	19%
Native American	2	1%	1	0.2%
Other	7	3%	11	3%
Pacific Islander	0	0%	1	0.2%
Unknown	9	4%	20	5%
White	76	31%	157	40%
<b>Total</b>	<b>242</b>	<b>100%</b>	<b>393</b>	<b>100%</b>
<i>Gender</i>				
Male	92	38%	179	46%
Female	150	62%	214	54%
Unknown	0	0%	0	0%
<b>Total</b>	<b>242</b>	<b>100%</b>	<b>393</b>	<b>100%</b>

## SJECCD Ethnicity: Students vs. Faculty





3. SJECCD Faculty Demographics Compared to Other Local Districts

The District’s full-time faculty are more diverse than the full-time faculty at neighboring community college districts.<sup>4</sup> SJECCD faculty in Fall 2022, were 62.8% diverse. In Fall 2022, FT Faculty at Foothill/DeAnza CCD were 37.7% diverse, at West Valley CCD they were 39.4% diverse, and at Ohlone CCD FT Faculty were 48.5% diverse. The full-time faculty at SJECCD are also more diverse than the Fall 2022, Community College statewide average of 38.8% diverse. The District is very proud of its efforts in diversifying its faculty and will continue to strive to provide statewide leadership in this area.

D. District-Wide Underrepresentation Analysis

The projected representation data (student demographics) will be compared to the current District workforce, the initial applicant pool, and hires, in the aggregate and by job categories, to determine if underrepresentation exists using the 80% analysis. Any monitored group below 80% of projected representation (PR) is considered underrepresented.

<sup>4</sup> Data source CCCCCO Datamart Fall 2022.

SJECCD Spring 2023 Employee Demographics

Ethnicity	Student		Full-time Faculty		Adjunct Faculty		Administrator		Professional Non-faculty		Techn/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Employee Total (with Adjunct)		Employee Total (without Adjunct)	
	Headcount	%	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student
Asian	4624	32.2%	27.3%	84.8%	28.0%	87.0%	22.6%	70.2%	19.0%	59.2%	32.1%	99.9%	33.3%	103.6%	25.0%	77.7%	8.1%	25.2%	26.9%	83.5%	26.2%	81.3%
Black	535	3.7%	7.0%	188.8%	4.6%	123.1%	8.1%	216.7%	4.8%	128.0%	3.6%	96.0%	6.5%	174.2%	0.0%	0.0%	1.4%	36.3%	5.2%	139.6%	5.6%	150.0%
Hispanic	6949	48.3%	26.9%	55.6%	19.1%	39.5%	35.5%	73.4%	47.6%	98.5%	36.6%	75.7%	35.2%	72.8%	62.5%	129.3%	62.2%	128.6%	29.6%	61.3%	36.2%	74.9%
Native American	55	0.4%	0.8%	216.0%	0.3%	66.5%	1.6%	421.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	353.2%	0.5%	128.1%	0.6%	166.8%
Other	528	3.7%	2.9%	78.8%	2.8%	76.2%	0.0%	0.0%	0.0%	0.0%	0.9%	24.3%	0.0%	0.0%	0.0%	0.0%	1.4%	36.8%	2.0%	53.4%	1.4%	39.1%
Pacific Isla	54	0.4%	0.0%	0.0%	0.3%	67.7%	0.0%	0.0%	0.0%	0.0%	0.9%	237.7%	1.9%	493.0%	0.0%	0.0%	0.0%	0.0%	0.4%	104.4%	0.5%	127.4%
Unknown	320	2.2%	3.7%	167.1%	5.1%	228.6%	12.9%	579.7%	14.3%	641.8%	6.3%	280.8%	5.6%	249.6%	0.0%	0.0%	9.5%	425.0%	5.9%	264.3%	6.4%	286.6%
White	1312	9.1%	31.4%	344.1%	39.9%	437.8%	19.4%	212.1%	14.3%	156.5%	19.6%	215.2%	17.6%	192.8%	12.5%	137.0%	16.2%	177.7%	29.6%	324.4%	23.1%	253.4%
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100%</b>		<b>100%</b>	

Gender																						
	Headcount	%	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student
Male	6169	43%	38.0%	88.6%	45.5%	106.1%	51.6%	120.3%	47.6%	111.0%	33.0%	77.0%	12.0%	28.1%	100.0%	233.1%	60.8%	141.7%	40.8%	95.0%	37.8%	88.1%
Female	8092	56%	62.0%	110.1%	54.5%	96.7%	48.4%	86.0%	52.4%	93.1%	67.0%	119.0%	88.0%	156.3%	0.0%	0.0%	39.2%	69.6%	59.2%	105.2%	62.2%	110.5%
Decline to State	116	1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

It is noted that the Native American and Pacific Islander expected representation is only 0.4%. Because these groups are so small they will only be identified as underrepresented when there are no employees from these monitored groups in a job category and when there are no hires from these groups.<sup>5</sup> For 2022-2023, the data demonstrates that underrepresentation exists in the following areas where a monitored group fell below 80% of projected representation:

*Race and Ethnicity*

Full-Time Faculty

Latinx/Hispanic – 55.6% of PR

Pacific Islander – 0% of PR

Associate Faculty

Latinx/Hispanic – 39.5% of PR

Administrator

Asian – 70.2% of PR

Latinx/Hispanic – 73.4% of PR

Pacific Islander – 0% of PR

Professional Non-faculty

Asian – 59.2% of PR

<sup>5</sup> This assumes the total number of persons in a job category or the number of hires is large enough to be statistically meaningful.



Native American - 0% of PR  
Pacific Islander – 0% of PR

Technical/Paraprofessional

Latinx/Hispanic – 75% of PR  
Native American – 0% of PR

Secretarial/Clerical

Latinx/Hispanic – 72.8% of PR  
Native American – 0% of PR

Skilled Crafts

Asian – 77.7% of PR  
Black – 0%  
Native American – 0% of PR  
Pacific Islander – 0% of PR

Service Maintenance

Asian – 25.2% of PR  
Black – 36.3% of PR  
Pacific Islander – 0% of PR

Highlights Include the Following

The only monitored group that is underrepresented in both the aggregate, and when disaggregated by the seven job categories, are Latinx employees.

There are no Black employees in skilled crafts, and they are underrepresented in Service Maintenance at 36.3% of PR.

Amongst Faculty, Latinx’ are underrepresented in both the full time ranks at 55.6% of PR and in the associate faculty ranks at 39.5% of PR.

Asians in Professional/Non-faculty are underrepresented at 59.2% of PR and at 25.2% of PR in Service Maintenance

Amongst Pacific Islanders there are no full-time Faculty, Administrators, Professional/Non-faculty, Skilled Crafts,<sup>6</sup> and Service Maintenance Employees. They make up 67.7% of PR in the Associate Faculty ranks.

---

<sup>6</sup> There are only eight employees in skilled crafts.

There are no Native Americans amongst the Professional Non-faculty, Technical/Paraprofessional, Secretarial, Clerical, and Skilled Crafts employees. Native Americans are at 66.5% of PR amongst Associate Faculty.<sup>7</sup>

Whites are the only monitored group that is not underrepresented in any job category, their overrepresentation ranges from 137% to 437.8%

The trend data shows that the percent of Latinx, Asian and White full-time faculty has remained stable from 2019 to 2023, not moving more than 1.5 percentage points. The percent of the Latinx and Asian associate faculty increased by 6.3 and 2 percentage points respectively from 2019 to 2023. During this time, Black full-time faculty decreased by 2.2 percentage points, and by almost one (1) percentage point for associate faculty.

### *Gender/Sex*

District-wide, in the aggregate, there is no underrepresentation for males or females. Disaggregated by job category females are underrepresented in Skilled Crafts at 0% of PR, males in Secretarial/Clerical at 28% of PR, and females in Service Maintenance at 69.6% of PR. There is a very slight underrepresentation for males in Technical/Paraprofessional at 77% of PR.

### CONCLUSION

Recruitment, hiring, and retention efforts will be developed to specifically address the areas of underrepresentation identified above. The monitored groups with the most extensive underrepresentation are Latinx and Asian employees, with Blacks to a lesser degree. The largest disparity is with Latinx faculty (both full-time and associate) when compared with the student population. Efforts will be made to also attract more Native American and Pacific Islander employees. Although they are in parity with the projected representation they are a marginalized group where critical mass must be addressed. Efforts will also be made to ensure the percentage of Black faculty do not continue to decrease for the same reason. In terms of gender, efforts must be made to address the lack of women in Skilled Crafts, Service/Maintenance, and the underrepresentation of men in Secretarial/Clerical.

The District-wide workforce data from 2019 to 2023, are included in Addendum “C.”

---

<sup>7</sup> It is noted the student population of Native Americans and Pacific Islanders is each under 1%, and the hiring or retirement of one person would drastically affect their PR percentages in all job categories.

## E. Workforce Underrepresentation Analysis By Campus

The following charts demonstrate the workforce underrepresentation analysis by campus for 2023. It is noted that the data is similar to the District Data with some differences. Highlights include:

- There are no Black employees in Service Maintenance at EVC out of 25 employees.
- There are no Pacific Islander employees at the District Office and at SJCC out of a total of 103 and 264 employees respectively (not including associate faculty), EVC has the highest percentage of Pacific Islander employees at 1.2%.
- The District office has no Black employees in Administration, Technical Paraprofessional, Secretarial/Clerical, Skilled crafts, and Service Maintenance out of a total of 89 employees in these positions.
- The District Office has 15% unknown race/ethnicity out of 20 employees in Executive/Administration.
- Men are underrepresented in Technical Paraprofessional positions at the District office out of 27 employees.

DO Spring 2023 Employee Demographics																	
	Student		Administrator		Professional Non-faculty		Technical/Paraprofessional		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Employee Total		
<i>Ethnicity</i>	Headcount	%	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	
Asian	4624	32.2%	15.0%	46.6%	14.3%	44.4%	40.7%	126.7%	37.5%	116.6%	25.0%	77.7%	15.4%	47.8%	24.3%	75.5%	
Black	535	3.7%	0.0%	0.0%	7.1%	191.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	26.1%	
Hispanic	6949	48.3%	40.0%	82.8%	50.0%	103.4%	33.3%	69.0%	37.5%	77.6%	62.5%	129.3%	50.0%	103.4%	43.7%	90.4%	
Native American	55	0.4%	5.0%	1307.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	1005.4%	1.9%	507.6%	
Other	528	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	104.7%	1.0%	26.4%	
Pacific Islander	54	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Unknown	320	2.2%	15.0%	673.9%	7.1%	320.9%	7.4%	332.8%	0.0%	0.0%	0.0%	0.0%	7.7%	345.6%	7.8%	349.0%	
White	1312	9.1%	25.0%	274.0%	21.4%	234.8%	18.5%	202.9%	25.0%	274.0%	12.5%	137.0%	19.2%	210.7%	20.4%	223.4%	
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100%</b>		
<i>Gender</i>	Headcount	%	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	Actual	vs Student	
Male	6169	43%	55.0%	128.2%	50.0%	116.5%	22.2%	51.8%	25.0%	58.3%	100.0%	233.1%	73.1%	170.3%	51.5%	119.9%	
Female	8092	56%	45.0%	80.0%	50.0%	88.8%	77.8%	138.2%	75.0%	133.3%	0.0%	0.0%	26.9%	47.8%	48.5%	86.2%	
Decline to State	116	1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		

Data Source: SJECCD Colleague April 2023; CCCCO Student Enrollment Data Fall 2022, San Jose Evergreen Community College District

### EVC Spring 2023 Employee Demographics

Ethnicity	Student		Full-time Faculty		Adjunct Faculty		Administrator		Professional Non-faculty		Technical/Paraprofession		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Employee Total (w/o Adjunct)		Employee Total (w/ adj)	
	Headcount	%	Actual	vs. Student	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference
Asian	2054	26%	32.8%	127.3%	29.0%	112.6%	22.2%	86.4%	50.0%	194.3%	40.0%	155.5%	33.3%	129.6%	0.0%	0.0%	4.0%	15.5%	30.8%	119.6%	30.0%	116.4%
Black	376	5%	6.0%	128.1%	4.2%	89.3%	16.7%	353.9%	0.0%	0.0%	2.2%	47.2%	9.3%	196.6%	0.0%	0.0%	0.0%	0.0%	6.2%	130.7%	5.3%	112.0%
Hispanic	4089	51%	24.1%	47.1%	18.7%	36.5%	33.3%	65.1%	0.0%	0.0%	28.9%	56.4%	37.0%	72.3%	0.0%	0.0%	68.0%	132.8%	32.3%	63.1%	26.2%	51.1%
Native American	19	0%	0.9%	362.2%	0.5%	196.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	161.6%	0.4%	177.3%
Other	337	4%	1.7%	40.8%	3.3%	77.5%	0.0%	0.0%	0.0%	0.0%	2.2%	52.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	27.3%	2.1%	50.0%
Pacific Islander	34	0%	0.0%	0.0%	0.5%	109.7%	0.0%	0.0%	0.0%	0.0%	2.2%	521.8%	3.7%	869.6%	0.0%	0.0%	0.0%	0.0%	1.2%	270.9%	0.8%	198.1%
Unknown	197	2%	4.3%	174.7%	3.3%	132.6%	11.1%	450.3%	50.0%	2026.1%	6.7%	270.2%	1.9%	75.0%	0.0%	0.0%	12.0%	486.3%	5.8%	233.8%	4.6%	188.1%
White	877	11%	30.2%	274.6%	40.7%	370.1%	16.7%	151.7%	0.0%	0.0%	17.8%	161.8%	14.8%	134.9%	0.0%	0.0%	16.0%	145.6%	22.3%	203.1%	30.6%	278.5%
<b>Total</b>	<b>7983</b>	<b>100%</b>	<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>0.0%</b>		<b>100.0%</b>		<b>100%</b>		<b>100%</b>	
<b>Gender</b>																						
Male	3248	41%	37.1%	91.1%	45.8%	112.6%	44.4%	109.2%	50.0%	122.9%	31.1%	76.5%	13.0%	31.9%	0.0%	0.0%	44.0%	108.1%	32.3%	79.4%	38.4%	94.4%
Female	4658	58%	62.9%	107.9%	54.2%	92.9%	55.6%	95.2%	50.0%	85.7%	68.9%	118.1%	87.0%	149.2%	0.0%	0.0%	56.0%	96.0%	67.7%	116.0%	61.6%	105.6%
Decline to State	77	1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>7983</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>0%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

Data Source: SJECCD Colleague April 2023; CCCCC Student Enrollment Data Fall 2022

### SJCC Spring 2023 Employee Demographics

Ethnicity	Student		Full-time Faculty		Adjunct Faculty		Administrator		Professional Non-faculty		Technical/Paraprofession		Secretarial/Clerical		Skilled Craft		Service/Maintenance		Employee Total (w/o Adjunct)		Employee Total (w/ adj)	
	Headcount	%	Actual	vs. Student	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference	Actual	Difference
Asian	2054	26%	22.2%	86.4%	26.8%	104.2%	29.2%	113.4%	17.5%	68.0%	32.1%	124.9%	32.6%	126.7%	0.0%	0.0%	4.3%	16.9%	22.3%	86.9%	24.2%	93.9%
Black	376	5%	7.9%	168.5%	5.0%	106.7%	8.3%	176.9%	7.5%	159.2%	3.6%	75.8%	4.3%	92.3%	0.0%	0.0%	4.3%	92.3%	6.8%	144.8%	6.1%	129.4%
Hispanic	4089	51%	29.4%	57.3%	19.6%	38.2%	33.3%	65.1%	47.5%	92.7%	36.6%	71.5%	32.6%	63.7%	0.0%	0.0%	69.6%	135.8%	37.1%	72.5%	30.0%	58.6%
Native American	19	0%	0.8%	333.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	159.2%	0.2%	94.8%
Other	337	4%	4.0%	94.0%	2.2%	52.9%	0.0%	0.0%	0.0%	0.0%	0.9%	21.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	44.9%	2.0%	48.1%
Pacific Islander	34	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	209.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	197	2%	3.2%	128.6%	7.3%	294.3%	12.5%	506.5%	5.0%	202.6%	6.3%	253.3%	10.9%	440.5%	0.0%	0.0%	8.7%	352.4%	6.4%	260.9%	6.8%	274.4%
White	877	11%	32.5%	296.2%	39.1%	356.0%	16.7%	151.7%	22.5%	204.8%	19.6%	178.8%	19.6%	178.1%	0.0%	0.0%	13.0%	118.7%	25.0%	227.6%	30.7%	279.4%
<b>Total</b>	<b>7983</b>	<b>100%</b>	<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>100.0%</b>		<b>0.0%</b>		<b>100.0%</b>		<b>100%</b>		<b>100%</b>	
<b>Gender</b>																						
Male	3248	41%	38.9%	95.6%	45.3%	111.2%	29.8%	73.2%	40.0%	98.3%	42.5%	104.5%	8.7%	21.4%	0.0%	0.0%	65.2%	160.3%	37.9%	93.1%	40.9%	100.4%
Female	4658	58%	61.1%	104.7%	54.7%	93.8%	70.2%	120.3%	60.0%	102.8%	57.5%	98.5%	91.3%	156.5%	0.0%	0.0%	34.8%	59.6%	62.1%	106.5%	59.1%	101.4%
Decline to State	77	1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>7983</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>		<b>0%</b>		<b>100%</b>		<b>100%</b>		<b>100%</b>	

Data Source: SJECCD Colleague April 2023; CCCCC Student Enrollment Data Fall 2022

## F. District-wide Initial Applicant Pool Demographics Compared to Projected Representation

The initial applicant pool will be compared to the projected representation to determine whether there is underrepresentation in the initial applicant pool for any monitored groups district wide. The analysis will include all applicants compared to projected representation and applicants by job category compared to projected representation.<sup>8</sup>

### 1. APPLICANT MONITORED GROUPS AGGREGATED

#### *Race/Ethnicity*

San José-Evergreen Community College District's initial applicant pools for Academic year 2022-2023 had a total of 3,332 applicants – not including associate faculty position applicants. The aggregated applicant pool was comprised of 6% African American, 28% Asian Pacific Islander, 27% Latinx, 20% White, 1% Native American, and 16% Other/Unknown.

Compared to SJECCD's projected representation, these percentages are 4% lower than the Asian Pacific/Islander student population, 21% lower than the Latinx student population, 2% higher than the African American student population, 11% higher than the White student population, and close to the percentage of the Native American student population.

Using the 80% test Latinx applicants were underrepresented at 56.2% of the PR. Although Asian/Pacific Islander applicants were 4 percentage points below the PR they were above the 80% benchmark at 87% of PR and are therefore not considered underrepresented in the aggregate.

#### *Sex/Gender*

There was no underrepresentation on the basis of sex or gender for men or women in the aggregate.

### 2. APPLICANT MONITORED GROUPS BY JOB CATEGORIES (Disaggregated)

When comparing the initial applicant pool with PR by job category using the 80% test, the following monitored groups were underrepresented:

#### *Race/Ethnicity*

Asian – Secretarial/Clerical (at 78.1% of PR), Skilled Crafts (at 25% of PR), Service Maintenance (at 34.3% of PR).

---

<sup>8</sup> Note that in regard to applicants, it is only the initial applicant pool and hires that are compared to projected representation. All screening steps between the initial applicant pool and hires uses the adverse impact (not the projected representation) analysis. The adverse impact analysis is presented in Component 11.

Latinx/Hispanic – Full-time Faculty (at 18.7% of PR), Executive/ Administrator (at 47.9% of PR), Professional Non-faculty (at 43.7% of PR), Technical/Paraprofessional (at 52% of PR), Secretarial/Clerical (at 72.9% of PR).

*Sex/Gender*

Women are underrepresented in Skilled Crafts (at 0% of PR), Executive administrator (at 69.6% or PR), Professional Non-faculty (at 62.4% of PR), and Service/Maintenance (at 28.5% of PR). Men are underrepresented in Secretarial/Clerical (at 46.5% of PR),

**CONCLUSION**

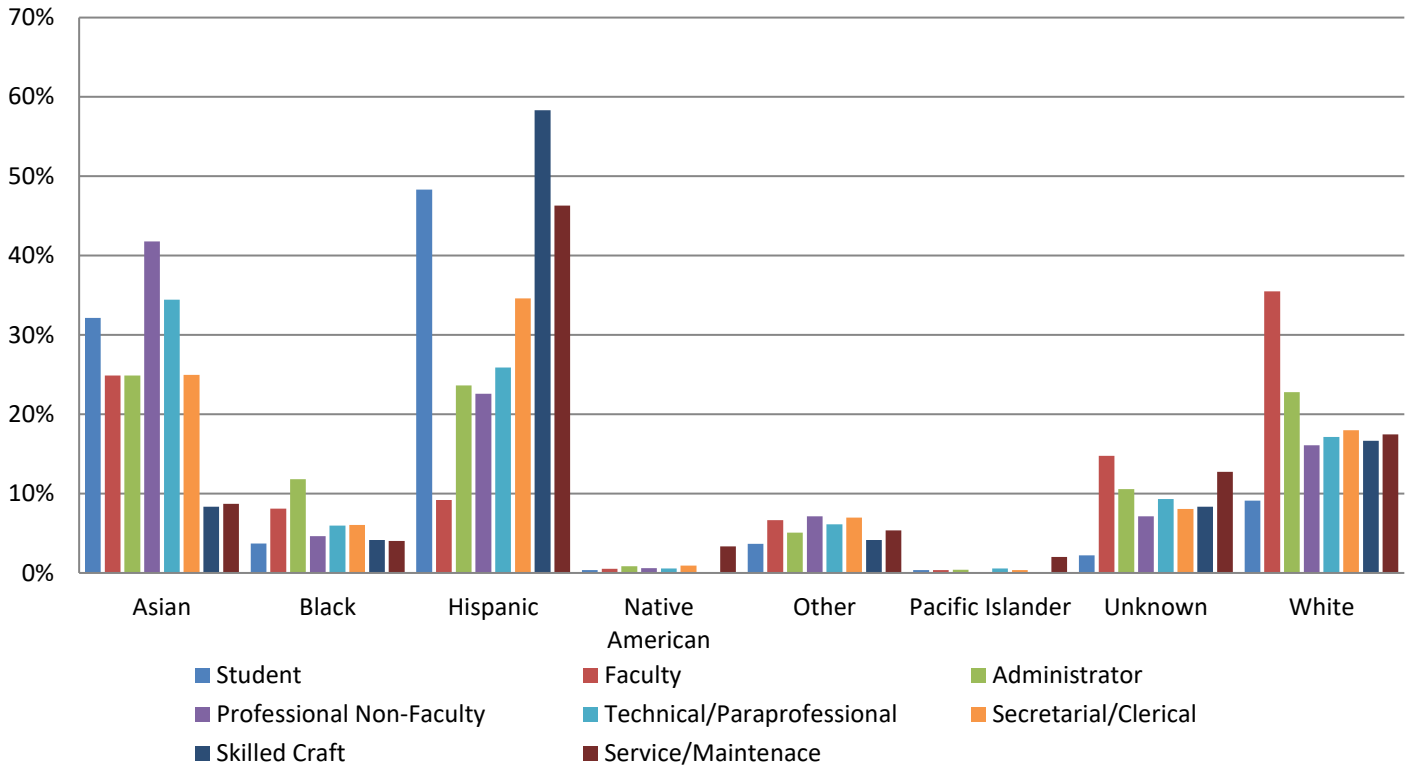
The only monitored applicant group to show underrepresentation in both the aggregate and by job category are Latinx/Hispanics. The focused priority recruitment for Latinx applicants will be with Full-time and Associate Faculty positions. The focused priority recruitment for Asians will be in Skilled Crafts and Service Maintenance positions. For Women, priority focused recruitment will occur in Skilled Crafts, Service/Maintenance, and Professional Non-Faculty positions. For men, priority focused recruitment will be in Secretarial/Clerical.

**District-wide Applicants**

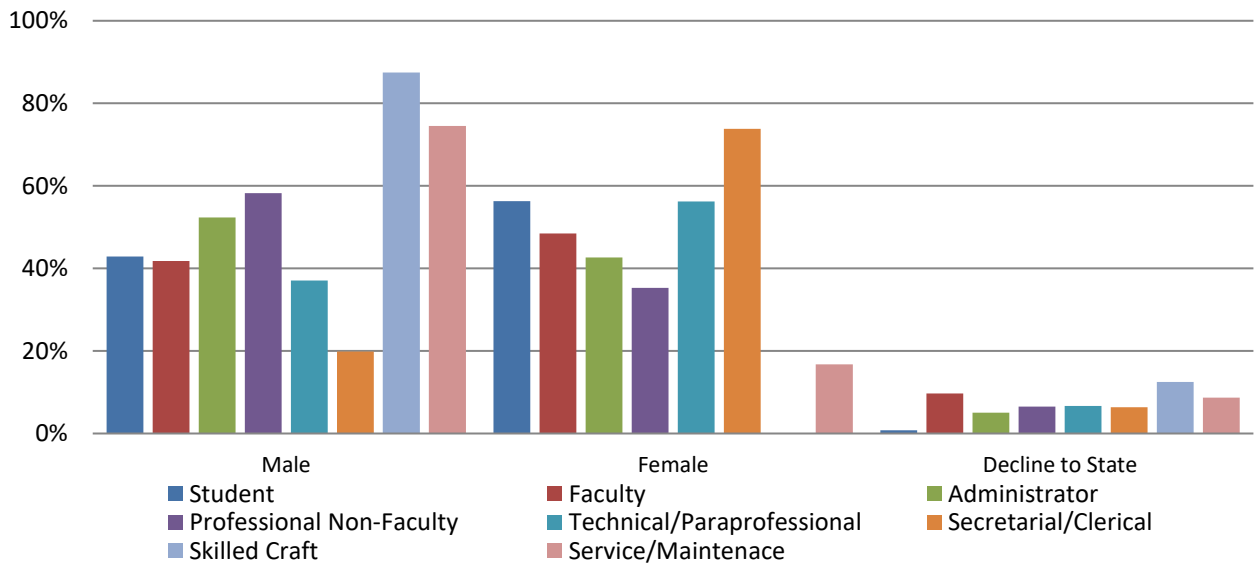
**2022-2023 Total Applicants**

	Student		Full-time Faculty		Exec/Administrator		Prof Non-faculty		Technical/Paraprof		Secretarial/Clerical		Skilled Craft		Service/Maintenanc		Applicants Total	
<i>Ethnicity</i>	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Asian	4624	32%	156	26%	75	26%	165	44%	201	35%	325	25%	2	8%	20	11%	944	28%
Black	535	4%	48	8%	31	11%	19	5%	35	6%	67	5%	1	4%	7	4%	208	6%
Hispanic	6949	48%	54	9%	68	23%	79	21%	144	25%	455	35%	14	58%	84	45%	898	27%
Native American	55	0%	3	1%	2	1%	3	1%	3	1%	10	1%	0	0%	5	3%	26	1%
Other	528	4%	37	6%	18	6%	23	6%	36	6%	90	7%	1	4%	10	5%	215	6%
Pacific Islander	54	0%	6	1%	2	1%	2	1%	5	1%	9	1%	0	0%	3	2%	27	1%
Unknown	320	2%	95	16%	29	10%	28	7%	53	9%	101	8%	2	8%	28	15%	336	10%
White	1312	9%	197	33%	69	23%	57	15%	93	16%	229	18%	4	17%	29	16%	678	20%
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>596</b>	<b>100%</b>	<b>294</b>	<b>100%</b>	<b>376</b>	<b>100%</b>	<b>570</b>	<b>100%</b>	<b>1286</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>186</b>	<b>100%</b>	<b>3332</b>	<b>100%</b>
<i>Gender</i>																		
Male	6169	43%	246	41%	162	55%	216	57%	209	37%	252	20%	21	88%	139	75%	1245	37%
Female	8092	56%	290	49%	114	39%	134	36%	321	56%	954	74%	0	0%	30	16%	1843	55%
Decline to State	116	0.8%	60	10%	18	6%	26	7%	40	7%	80	6%	3	13%	17	9%	244	7%
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>596</b>	<b>100%</b>	<b>294</b>	<b>100%</b>	<b>376</b>	<b>100%</b>	<b>570</b>	<b>100%</b>	<b>1286</b>	<b>100%</b>	<b>24</b>	<b>100%</b>	<b>186</b>	<b>100%</b>	<b>3332</b>	<b>100%</b>

## Ethnicity: Students vs. Applicants



## Gender: Students vs. Applicants





## G. District-wide Hires

This Plan also compares the demographics of hires in comparison to projected representation. In this section, we will review hires for 2022-2023 for underrepresentation as well as all hires from 2020 to 2023.

### 1. DISTRICT-WIDE HIRES FOR 2022-2023

#### *Aggregated*

In 2023, the District hired 83 employees, 16 Full Time Faculty, 17 Administrators, 9 Professional Non-faculty, 17 Technical/Paraprofessionals, 17 Secretarial/Clerical, and 7 Service/Maintenance. The racial/ethnic breakdown of all hires District-wide in 2023 show that the only monitored group to be underrepresented are Latinx at 77% of projected representation. The demographic breakdown of all hires District-wide for 2023 are as follows: Asian 34% (106% of PR), Black 5% (125% of PR), Latinx 37% (77 % of PR), Native American and Pacific Islander at 0% (100% of PR), Other at 3% (75% of PR), unknown at 8% (400% of PR) and White at 12% (133% of PR). There was no underrepresentation by sex/gender, 43% of hires were men and 54% were female, 2% did not disclose.

#### *Disaggregated (By Job Category)*

When disaggregated by job category underrepresentation was identified amongst 2023 hires as follows: Asians in Service Maintenance at 46% of PR; Blacks at zero (0) percent of PR in Administrative/Executive, Professional Non-faculty, and Service/Maintenance; Latinos at 12.5% of PR in Full-Time Faculty, and 68% of PR in Professional Non-faculty; Whites at 66.6% of PR in Administrative/Executive; Men at 41.8% of PR in Secretarial/Clerical; and Women at 73.2% of Administrative/Executive, 78.5% of PR in Professional Non-faculty, and 51% of PR in Service/Maintenance.

### 2. DISTRICT-WIDE HIRES FOR 2020-2023

During the three-year period of 2020-21 to 2022-23, the District hired a total of 224 employees (not including associate faculty). The racial/ethnic make-up of hires included Asians at 28%, Blacks at 6.6%, Latinx at 37.5%, Pacific Islanders and Native Americans at 0%, Whites at 11.1%, Unknown at 8%, and Other at 7.1%. The gender/sex make up of hires was 39% male and 53% female.

Underrepresentation was found amongst Latinx at 78% of PR. There was no underrepresentation for Pacific Islanders and Native Americans because the projected representation for both groups is under 1%. It is noted, however, that in the last three years there have been no hires of anyone identifying as Native American or Pacific Islander, which is an issue that should be addressed. There was no underrepresentation on the basis of gender/sex.

## 2022-2023 Hired Applicants

	Student		Full-time Faculty		Executive/		Professional		Technical/Paraprof		Secretarial/Clerical		Service/Maintenanc		Applicants Total	
<i>Ethnicity</i>	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Asian	4624	32%	5	31%	7	41%	5	56%	5	29%	5	29%	1	14%	28	34%
Black	535	4%	2	13%	0	0%	0	0%	1	6%	1	6%	0	0%	4	5%
Hispanic	6949	48%	1	6%	7	41%	3	33%	8	47%	7	41%	5	71%	31	37%
Native American	55	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Other	528	4%	1	6%	0	0%	0	0%	1	6%	1	6%	0	0%	3	4%
Pacific Islander	54	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	320	2%	4	25%	2	12%	0	0%	0	0%	1	6%	0	0%	7	8%
White	1312	9%	3	19%	1	6%	1	11%	2	12%	2	12%	1	14%	10	12%
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>83</b>	<b>100%</b>
<i>Gender</i>																
Male	6169	43%	6	38%	10	59%	5	56%	7	41%	3	18%	5	71%	36	43%
Female	8092	56%	8	50%	7	41%	4	44%	10	59%	14	82%	2	29%	45	54%
Decline to State	116	1%	2	13%	0	0%	0	0%	0	0%	0	0%	0	0%	2	2%
<b>Total</b>	<b>14377</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>83</b>	<b>100%</b>

## Plan Component 11: A Process for Gathering Information and Periodic Longitudinal Analysis of the District’s Employees and Applicants

### A. Process

The District shall conduct longitudinal data analyses of district employment trends and shall assess the information gathered pursuant to section 53003(c), to identify and determine the cause of any underrepresentation of monitored groups across all phases of the employment process, including the various stages of the screening process, hiring, retention, and promotion. Where the District determines that underrepresentation or adverse impact of one or more monitored groups in recruitment may be the result of non-job related factors, it shall implement additional strategies in its EEO Plan designed to mitigate promptly the underrepresentation or adverse impact. Nothing in this Plan shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity.

#### Adverse Impact Monitored Group Analysis

Under the EEOC’s Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. The EEOC has established a four-step process for employers to follow when conducting the EEOC’s Adverse Impact Test:

- (1) Calculate the rate of selection for each group (divide the number of persons selected from a group by the number of applications from that group).
- (2) Observe which group has the highest selection rate.
- (3) Calculate the impact ratios by comparing the selection rate for each group with that of the highest group (divide the selection rate for a group by the selection rate for the highest group).
- (4) Observe whether the selection rate for any group is substantially less (i.e., less than 4/5ths or 80 percent) than the selection rate for the highest group.

If the District's analysis of employment data under the EEOC's Adverse Impact Test shows that an adverse impact exists, it is not proof that discrimination has occurred. The EEOC's Adverse Impact Test is a self-described "rule of thumb," and not a legal definition. It is a statistical tool established by the EEOC to determine whether there is an initial inference of adverse impact. When the District finds that a monitored group is adversely impacted, it should take the opportunity to assess hiring policies and practices to determine why certain groups were eliminated at a substantially higher rate than other groups. If the elimination was based on non-job related factors, the District has a responsibility to amend its hiring practices to ensure that all applicants have an equal opportunity for employment at the District.

It should also be noted that the EEOC's Adverse Impact Test should be applied to each step along the hiring process. It is the District's intention to use the Adverse Impact Test as applicants move from the initial applicant pool to the qualified applicant pool, from the qualified applicant pool to interviews, from interviews to finalist, then to hires. The data that the District currently does not have, but will begin collecting, is the data for the stage between finalists chosen for a second interview and hire.

Finally, sample size is important, a disparity identified in the District's selection process will not be considered to constitute adverse impact "if the numbers involved are too small to permit a meaningful comparison." As discussed in the Longitudinal Guide, another limitation is the disparity in group size. Some monitored groups have very few applicants and hires, which can result in illogical results. A group with two applicants and one hire has a 50% hiring rate. A group with 75 applicants and 8 hires has a 10.6% hiring rate. Using the 80% test, the data would find that the group with 8 hires experienced adverse impact and may be experiencing barriers to employment whereas the group with one hire was not. For this reason additional factors, such as attention to the actual numbers, which groups are experiencing underrepresentation in the initial applicant pool, and which monitored groups are underrepresented in the workforce will also be considered.

## B. Applicant Pool Demographics

### 1. District-Wide Adverse Impact Analysis: Qualified Applicant Pools (Certified Applicant Pools) Compared to Hires Analysis

In accordance with the EEOC, “a selection rate for any race, sex, or ethnic group which is less than 4/5ths (or 80%) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact.” Adverse impact does not equate to discrimination, it is a red flag, indicating a review may be required to assure there was no inequitable barriers, bias, or discrimination (intentional or not) in the recruitment, screening, and selection process. In this Plan, hires from 2020 through 2023 will be analyzed. A total of 83 employees were hired in 2022-2023, 84 were hired in 2021-2022 and 57 were hired in 2020-2021, for a total of 224 hires.

The following analysis compares the 2022-2023 selection rate of the initial and qualified applicant pools with the percentage of hires for each pool by race/ethnicity and gender/sex. Because of the large number of individuals who apply, who do not meet minimum qualifications, the analysis used in this plan will be between the qualified (certified) applicant pool and hires.<sup>9</sup> The following areas were identified as experiencing adverse impact:

#### *Race and Ethnicity*

##### Full-time Faculty:

Amongst full-time faculty for 2022-2023, there were 596 applicants and 16 hires. Of the 596 applicants, only 325 were certified as meeting minimum qualifications (qualified applicant pool). Adverse impact was found with Asians at 61% of the highest selection rate (HSR), Latinx at 29% of the HSR, Pacific Islander and Native Americans at 0% of the HSR, and Whites at 27.3% of HSR. The monitored group with the highest selection rate were African Americans.<sup>10</sup>

##### Executive/Administrator:

Of the 205 applicants in the qualified applicant pool, 17 hires were made. Adverse impact was found amongst Blacks, Native Americans and Pacific Islanders at 0% of the HSR. Adverse impact was found with Whites at 11.2% of the HSR. Latinos had a slight adverse impact at 76% of the HSR. The monitored group with the highest selection rate were Asians.

##### Professional Non-faculty:

Of the 145 applicants in the qualified applicant pool, nine (9) hires were made. Adverse impact was found amongst Blacks, Native Americans, and Pacific Islanders at 0% of the HSR, Whites

---

<sup>9</sup> As opposed to the more traditional comparison of the demographics of the initial applicant pool with the demographics of those hired.

<sup>10</sup> It should be noted that although Blacks/African Americans had the highest selection rate, only two were hired out of 16 hires, and they make up only 7% of Full Time Faculty District wide. Having the highest selection rate may be in part a result of the low numbers of African Americans who applied.

were at 51.7% of the HSR, and Asians had a slight adverse impact at 73% of the HSR. The monitored group with the highest selection rate were Latinx.

Technical/Paraprofessionals:

Of the 237 applicants in the qualified applicant pool, 17 hires were made. Adverse impact was found amongst Native Americans, Pacific Islanders at 0% of the HSR, Blacks at 38% of the HSR, Asians at 44% of the HSR, and Whites at 41% of the HSR. The monitored group with the highest selection rate were Latinx.

Secretarial:

Out of the 785 applicants in the qualified applicant pool, 17 hires were made. Adverse impact was found amongst Pacific Islander, Native Americans at 0% of the HSR, and Whites at 50% of the HSR. The monitored group with the highest selection rate were Asians.

Skilled Crafts:

No hires were made in 2022-2023

Service/Maintenance:

Of the 86 applicants in the qualified applicant pool, 7 hires were made. Adverse impact was found amongst Blacks, Native Americans, Pacific Islanders at 0% of the HSR, and Whites at 53% of the HSR. Asians had a slight adverse impact at 72% of the HSR. The monitored group with the highest selection rate were Latinx.

*Sex/Gender*

Using the 80% test the only adverse impact found was amongst faculty, both men and women were found to experienced adverse impact. The difference between male and female hires was only six percentage points. Of the hires, there were 6 males, 8 females and, 2 declined to state. In Skilled Crafts no adverse impact was found because no hires were made. It is noted for the position(s) that individuals applied for in Skilled Crafts, of the 24 initial applicants (13 in the qualified pool) no women applied. Although no adverse impact was found amongst Service/Maintenance it is in part because women only made up 30 of the 186 applicants. It is noted that of the seven hires more men than women were hired (5 men, 2 women), and that this job category is heavily dominated by men. Similarly, although no adverse impact was found amongst men in Secretarial/Clerical that is in large part because of the low percentage of men that applied for these positions.

**2. District-Wide Adverse Impact Analysis: Between Each Screening Stage From Initial Applicant Pool to Hire (2022-2023)**

In reviewing the individual stages between the initial applicant pool to hires there were a few instances where adverse impact was identified. The more significant instances are highlighted below.

## *Race/Ethnicity*

Full-time Faculty: The monitored group experiencing a notable degree of adverse impact amongst faculty are Latinx applicants between the qualified (certified) pool and the interview pool, showing Latinx at 29% of the HSR.

Executive/Administrator: No significant disparities were identified amongst Executive/Administrators except Whites at 11% of the HSR at the stage between interview and hire. The concern is that the data for the intervening stage, between finalists and hires, is not available to determine at which stage the adverse impact is occurring.

Professional Non-faculty: There is slight adverse impact for Blacks between the qualified applicant pool through hire at 40% - 0% of the HSR.

Technical/Paraprofessional: No significant disparities were found.

Secretarial/Clerical: No significant disparities were found.

Skilled Crafts: No significant disparities were found.

Service Maintenance: There is some slight adverse impact for Blacks between initial applicant pool and qualified applicant pool, for Asians between the qualified applicant pool and interview and for Whites between the interview pool and hire.

## *Gender/Sex*

There weren't any significant disparities in adverse impact in any of the job categories. However, it is noted no women applied for the Skilled Crafts position, it as well as Service Maintenance are job categories where women are underrepresented.

### **3. Adverse Impact Analysis for 2020-2023**

The last three years of data disaggregated by race/ethnicity, gender, and job classification for the three stages in the screening process, (initial to qualified (certified), qualified pool to interviews, and interview to hire) do not show any particular trends. Nor does the data indicate large disparities for any particular group when taking group size into account. The data charts for 2020-2023 demonstrating selection rates are in Attachment "C."

## **C. Conclusion**

General efforts to diversify the SJECCD workforce and to reduce adverse impact in the screening and selection process will continue. The data, however, indicates particular attention must be paid to Latinx in the faculty screening process, to Blacks in the administrator, Professional Non-faculty

and Maintenance screening process. Attention must be paid in attracting females to Skills Crafts and Service/Maintenance and males to Secretarial/Clerical as well as monitoring the screening and selection process for these job categories.

White applicants were found to experience adverse impact in all applicant job categories when comparing the qualified pools to hires. However, they are also the only monitored group that is not underrepresented in any job category when analyzing the District workforce. All other monitored groups are underrepresented in at least one job category.

It is also noted that when looking at the qualified applicant pool to hire almost all groups in all job categories were experiencing adverse impact, only in two instances out of 48 was a monitored group found to be at or above 80% of the HSR.

It is noted that many in the initial applicant pool do not make it to the qualified applicant pool. It would be helpful to know whether many applicants simply do not meet minimum qualifications, whether equivalency is not being used effectively, or whether there are hiring criteria that are not job related that is causing the large number of applicants to be screened out for not meeting minimum qualifications.

Caution must be taken when interpreting the adverse impact percentages, three years of data may be insufficient to determine trends and the small numbers of some monitored groups skew the data. For example, only 3 persons who identified as Native American applied for faculty positions in 2023, two made it to the qualified applicant pool; those same two made it to an interview. They had a selection rate of 75% and 100% respectively, one the highest selection rates in that category, yet none were hired. There were a total of 197 applicants who identified as White, 110 made it to the qualified pool, and 40 were interviewed. Having a selection rate of 55.8% and 36.3% respectively. Although 3 faculty who identified as White were hired, White applicants would be considered experiencing adverse impact while Native Americans would not under the 80% analysis; even though no Native Americans was hired as full time faculty, and even though the White monitored group is overrepresented amongst faculty at 335% of projected representation.

The three year data also shows some anomalies, for example the adverse impact analysis indicates that the group with the second highest selection rate is Native Americans (14 out of 63<sup>11</sup>), yet no one identifying as Native American was hired during the three year period. In another example, Blacks have a higher selection rate than Asians (11/63 v 10/63), yet in the three year period from 2020-2023 only 15 hires were Black and 64 hires were Asian. Part of the reason for these anomalies is due to the large disparity in the number of applicants who apply from different monitored groups. In some instances low numbers of applicants from various groups is a result of historical racism

---

<sup>11</sup> Sixty-three (63) represents the number of times districtwide screenings occurred for each of the seven job categories by race/ethnicity, 7 job categories x 3 screening steps x 3 years = 63.



and sexism. Few men apply for Secretarial positions and few Women apply for skilled crafts positions because of gender role stereotypes. The low, and at times non-existent, applicant rates give the illusion of high selection rates, as was demonstrated with women in skilled crafts. The District will continue to disaggregate the data to ensure no unfair or unlawful barriers exist to employment.

### 2023 Applicant Pool Data

Ethnicity	Full-time Faculty				Hired % (divided by Applied)	80% Test	Hired % (divided by Certified)	80% Test
	Applied	Certified	Interviewed	Hired				
Asian	156	82	31	5	3.21%	76.1%	6.10%	61.0%
Black	48	20	9	2	4.17%	99.0%	10.00%	
Hispanic	54	34	10	1	1.85%	44.0%	2.94%	29.4%
Native American	3	2	2	0	0.00%	0.0%	0.00%	0.0%
Other	37	22	6	1	2.70%	64.2%	4.55%	45.5%
Pacific Islander	6	3	0	0	0.00%	0.0%	0.00%	0.0%
Unknown	95	52	16	4	4.21%		7.69%	76.9%
White	197	110	40	3	1.52%	36.2%	2.73%	27.3%
<b>Total</b>	<b>596</b>	<b>325</b>	<b>114</b>	<b>16</b>				
<b>Gender</b>								
Male	246	136	40	6	2.44%	73.2%	4.41%	57.4%
Female	290	163	67	8	2.76%	82.8%	4.91%	63.8%
Decline to State	60	26	7	2	3.33%		7.69%	
<b>Total</b>	<b>596</b>	<b>325</b>	<b>114</b>	<b>16</b>				

Ethnicity	Executive/Administrator				Hired % (divided by Applied)	80% Test	Hired % (divided by Certified)	80% Test
	Applied	Certified	Interviewed	Hired				
Asian	75	43	14	7	9.33%	90.7%	16.28%	
Black	31	22	12	0	0.00%	0.0%	0.00%	0.0%
Hispanic	68	54	19	7	10.29%		12.96%	79.6%
Native American	2	2	1	0	0.00%	0.0%	0.00%	0.0%
Other	18	9	2	0	0.00%	0.0%	0.00%	0.0%
Pacific Islander	2	0	0	0	0.00%	0.0%	#DIV/0!	#DIV/0!
Unknown	29	20	5	2	6.90%	67.0%	10.00%	61.4%
White	69	55	17	1	1.45%	14.1%	1.82%	11.2%
<b>Total</b>	<b>294</b>	<b>205</b>	<b>70</b>	<b>17</b>				
<b>Gender</b>								
Male	162	117	39	10	6.17%		8.55%	91.6%
Female	114	75	27	7	6.14%	99.5%	9.33%	
Decline to State	18	13	4	0	0.00%	0.0%	0.00%	0.0%
<b>Total</b>	<b>294</b>	<b>205</b>	<b>70</b>	<b>17</b>				

Ethnicity	Professional Non-faculty				Hired %	80% Test	Hired % (divided by)	
	Applied	Certified	Interviewed	Hired			Certified	80% Test
Asian	165	70	35	5	3.03%	79.8%	7.14%	73.8%
Black	19	5	1	0	0.00%	0.0%	0.00%	0.0%
Hispanic	79	31	13	3	<b>3.80%</b>		<b>9.68%</b>	
Native American	3	1	0	0	0.00%	0.0%	0.00%	0.0%
Other	23	7	2	0	0.00%	0.0%	0.00%	0.0%
Pacific Islander	2	0	0	0	0.00%	0.0%	#DIV/0!	#DIV/0!
Unknown	28	11	3	0	0.00%	0.0%	0.00%	0.0%
White	57	20	10	1	1.75%	46.2%	5.00%	51.7%
<b>Total</b>	<b>376</b>	<b>145</b>	<b>64</b>	<b>9</b>				
<b>Gender</b>								
Male	216	78	36	5	2.31%	77.5%	6.41%	94.6%
Female	134	59	26	4	<b>2.99%</b>		<b>6.78%</b>	
Decline to State	26	8	2	0	0.00%	0.0%	0.00%	0.0%
<b>Total</b>	<b>376</b>	<b>145</b>	<b>64</b>	<b>9</b>				

Ethnicity	Technical/Paraprofessional				Hired %	80% Test	Hired % (divided by)	
	Applied	Certified	Interviewed	Hired			Certified	80% Test
Asian	201	78	41	5	2.49%	44.8%	6.41%	44.1%
Black	35	18	8	1	2.86%	51.4%	5.56%	38.2%
Hispanic	144	55	33	8	<b>5.56%</b>		<b>14.55%</b>	
Native American	3	0	0	0	0.00%	0.0%	#DIV/0!	#DIV/0!
Other	36	18	5	1	2.78%	50.0%	5.56%	38.2%
Pacific Islander	5	4	1	0	0.00%	0.0%	0.00%	0.0%
Unknown	53	31	10	0	0.00%	0.0%	0.00%	0.0%
White	93	33	13	2	2.15%	38.7%	6.06%	41.7%
<b>Total</b>	<b>570</b>	<b>237</b>	<b>111</b>	<b>17</b>				
<b>Gender</b>								
Male	209	93	41	7	<b>3.35%</b>		7.53%	94.1%
Female	321	125	65	10	3.12%	93.0%	<b>8.00%</b>	
Decline to State	40	19	5	0	0.00%	0.0%	0.00%	0.0%
<b>Total</b>	<b>570</b>	<b>237</b>	<b>111</b>	<b>17</b>				

Ethnicity	Secretarial/Clerical				Hired %	80% Test	Hired % (divided by)	
	Applied	Certified	Interviewed	Hired			Certified	80% Test
Asian	325	184	36	5	<b>1.54%</b>		<b>2.72%</b>	
Black	67	41	8	1	1.49%	97.0%	2.44%	89.8%
Hispanic	455	280	67	7	<b>1.54%</b>		2.50%	92.0%
Native American	10	8	1	0	0.00%	0.0%	0.00%	0.0%
Other	90	61	10	1	1.11%	72.2%	1.64%	60.3%
Pacific Islander	9	5	1	0	0.00%	0.0%	0.00%	0.0%
Unknown	101	61	10	1	0.99%	64.4%	1.64%	60.3%
White	229	145	24	2	0.87%	56.8%	1.38%	50.8%
<b>Total</b>	<b>1286</b>	<b>785</b>	<b>157</b>	<b>17</b>				
<b>Gender</b>								
Male	252	134	31	3	1.19%	81.1%	2.24%	96.6%
Female	954	604	119	14	<b>1.47%</b>		<b>2.32%</b>	
Decline to State	80	47	7	0	0.00%	0.0%	0.00%	0.0%
<b>Total</b>	<b>1286</b>	<b>785</b>	<b>157</b>	<b>17</b>				

	Skilled Craft				Hired %	80% Test		Hired % (divided by Certified)	80% Test
	Applied	Certified	Interviewed	Hired					
<b>Ethnicity</b>									
Asian	2	2	1	0					
Black	1	1	1	0					
Hispanic	14	7	4	0					
Native American	0	0	0	0					
Other	1	0	0	0					
Pacific Islander	0	0	0	0					
Unknown	2	1	1	0					
White	4	2	2	0					
<b>Total</b>	<b>24</b>	<b>13</b>	<b>9</b>	<b>0</b>					
<b>Gender</b>									
Male	21	12	8	0					
Female	0	0	0	0					
Decline to State	3	1	1	0					
<b>Total</b>	<b>24</b>	<b>13</b>	<b>9</b>	<b>0</b>					

	Service/Maintenance				Hired %	80% Test		Hired % (divided by Certified)	80% Test
	Applied	Certified	Interviewed	Hired					
<b>Ethnicity</b>									
Asian	20	11	3	1	5.00%	84.0%		9.09%	72.7%
Black	7	1	0	0	0.00%	0.0%		0.00%	0.0%
Hispanic	84	40	28	5	5.95%			12.50%	
Native American	5	3	2	0	0.00%	0.0%		0.00%	0.0%
Other	10	4	1	0	0.00%	0.0%		0.00%	0.0%
Pacific Islander	3	1	1	0	0.00%	0.0%		0.00%	0.0%
Unknown	28	11	4	0	0.00%	0.0%		0.00%	0.0%
White	29	15	10	1	3.45%	57.9%		6.67%	53.3%
<b>Total</b>	<b>186</b>	<b>86</b>	<b>49</b>	<b>7</b>					
<b>Gender</b>									
Male	139	70	37	5	3.60%	54.0%		7.14%	39.3%
Female	30	11	8	2	6.67%			18.18%	
Decline to State	17	5	4	0	0.00%	0.0%		0.00%	0.0%
<b>Total</b>	<b>186</b>	<b>86</b>	<b>49</b>	<b>7</b>					

## Plan Component 12: Methods to Address Underrepresentation

Title 5, Section 53003(c)(10) requires that districts identify methods they will employ to address any underrepresentation identified pursuant to Section 53003(c)(9). To address any identified underrepresentation and adverse impact of monitored groups pursuant to Plan Component 10 and 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. Specific strategies to be employed in the next three years are described in Component 13 of this Plan.

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 and that is designed to attract qualified and equity-minded applicants for all vacancies.

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 (including non-binary options), persons with disabilities, individuals from all racial and ethnic groups, 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," and that the District is a "Hispanic Serving Institution" (HSI) and "Asian American and Native American Pacific Islander Serving Institution (AANAPISI).

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(d)(7) for engaging an administrator through a professional services contract unless the chief executive officer or their 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:

HighEdJobs.Com	AsiansinHigherEd.com
InsideHigherEd.com	WomenAndHigherEd.com
ChronicleVitae.com	LGBTinHigherEd.com
ScholarlyHires.com	DisabledInHigherEd.com
Ccregistry.org	VeteransinHigherEd.com
NativeAmericansinHigherEd.com	Sjsu.joinhandshake.com
BlacksInHigherEd.com	Sfbay.Craigslist.org
HispanicsinHigherEd.com	

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 clearly state the job specifications and the knowledge, skills, and abilities necessary for job performance. Where applicable, job announcements shall also indicate the possibility of meeting minimum qualifications through equivalency, as provided in Title 5, section 53430. For all positions, demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students shall be considered a core system competency and job requirement.

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 and culturally responsive instruction 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 EEO officer or appropriately trained designee, before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.

- 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 demonstrate 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 may 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 (including non-binary options), ethnic group identification and, if applicable, their 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 by the EEO regulations, or by any applicable statute or regulation.
- 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 minimum qualifications shall constitute the "qualified applicant pool."
- c) *Qualified Applicant Pool:* An initial demographic review of the qualified applicant pool shall be conducted before an application deadline for a district position closes. If the pool's candidate diversity is not consistent with the diversity goals of the EEO Plan, the district may extend the search period.
- d) 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, or if adverse impact is indicated, appropriate action will be taken. This review will occur before the qualified applicant pool is released to the screening committee. This applicant pool data shall be reviewed by conducting the analysis described in Title 5, 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:
1. provided to the Chancellor upon request;
  2. 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, and understanding of, DEIAA in ways relevant to the specific position. This criteria is a core competency and job requirement;
  3. 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 competence, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;
  4. based solely on job-related criteria; and
  5. designed to avoid an adverse impact and monitored by the EEO officer to detect and address any adverse impact which does occur for any monitored group.
- b) Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants. Selection/screening committees will be encouraged to include members from underrepresented groups.
- c) The designated Human Resources personnel should approve the makeup of selection/screening committees. If the designated personnel does not approve a selection/screening committee for lack of diversity, they 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, they must receive equal employment opportunity and DEIAA training.
- e) Interviews must include at least two questions which assess the candidate’s understanding of and commitment to equal employment opportunity and their level of cultural competence. Reference checks must include at least one question addressing DEIAA competencies.

- f) All screening materials must be approved for compliance with equal employment opportunity principles.
- g) In addition to the review for adverse impact of the initial and qualified applicant pools described in Section 3 above, a review for adverse impact will also occur at the following stages of the screening and selection 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.
  3. The demographic information of hires will also be collected and an adverse impact analysis will be conducted between the qualified applicant pool and hires.
- h) The District will not designate or set aside particular positions or job classifications which would result in discriminatory or preferential treatment prohibited by state or federal law.
- i) Seniority or length of service may be considered only if they are relevant to posted job qualifications.

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*," and the Vision Resource Center EEO Plan Curriculum.
- k) The Governing Board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening/selection committee. The governing board may reject all candidates and order

further review by the screening committee, or reopen the position where necessary to further achievement of the objectives of the EEO Plan or to ensure equal employment opportunity. However, a consistent pattern of declining to hire qualified candidates from monitored groups against the recommendation of screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity that are required by the Title 5 EEO regulations.

- 1) 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 Diversity 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: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation**

The District shall assess the information gathered pursuant to section 53003, subdivision (c)(8)(9), to identify and determine the cause of any underrepresentation of monitored groups. The District's EEO Plan shall include specific pre-hiring, hiring, and post-hiring strategies that the District intends to implement each year over the life of the EEO Plan to address underrepresentation, adverse impact, and for the purpose of achieving its commitment to DEIAA. The Plan will include in Component 13 a schedule identifying timetables for implementation of the identified strategies and who will be responsible for its implementation. EEO strategies shall be selected according to the individualized challenges faced by the District. The strategies pursuant to this Plan are detailed in attachment "A."

### **Plan Component 14: 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 15: 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.

## ATTACHMENTS

### Attachment “A” Component 13 Strategies

### Attachment “B” Links to Board Policies

Please visit the following links:

- [AP3435 - Discrimination and Harassment Complaint Procedures](#)
- [Discrimination Complaint Form](#)
- [BP 3410 Nondiscrimination](#)
- [BP 3411 Gender Diversity and Inclusion](#)
- [BP 3420 Equal Employment Opportunity](#)
- [BP 3430 Prohibition of Harassment](#)
- [BP 7100 Commitment to Diversity](#)
- [BP 7120 Recruitment and Hiring](#)

### Attachment “C” Additional Data