Hartnell Community College District

HARTNELLCOLLEGE

Equal Employment Opportunity Plan 2023-2026

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Plan Component 1: Introduction

This Equal Employment Opportunity (EEO) Plan reflects Hartnell Community College District's commitment to diversity, inclusion, and equal employment opportunity. Hartnell College provides a welcoming environment that embraces its roots within the Salinas Valley community it serves, and that prepares its students to be leaders within the global community.

Hartnell has a highly diverse student body, of which 56 percent are in their families' first generation to attend college. About 45 percent of students are women and 55 percent men, with an ethnic makeup that includes 60 percent Hispanic, earning a federal designation as a Hispanic-Serving Institution. In addition, 24 percent of students are white/non-Hispanic, 6 percent are Asian and 2 percent are African American.

It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment that is welcoming to all persons will foster diversity and promote excellence. In alignment with the District's Mission and Strategic Plan, the District acknowledges that having an increasingly diverse workforce could lead to more opportunities for student success and completion. Both the District's Strategic Plan and this EEO Plan express our belief that, through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society.

The EEO Plan was created via participatory governance including the Diversity/EEO Advisory Committee members representing the academic and classified staff. The Plan was reviewed by the President's Cabinet, and approved and adopted by the Board of Trustees. The last version of the EEO Plan was adopted May 21, 2019. This revised version is scheduled to be adopted by the Board of Trustees in June 2024.

To properly serve a growing diverse population within the Salinas Valley, the District is committed to hiring and retaining faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Michael Gutierrez

Superintendent/President

Plan Component 2: Definitions

CCR Title 5, § 53001

This section contains definitions of key words and phrases used throughout this Plan. These definitions are taken from or conform to definitions found in Title 5 of the California Code of Regulations, § 53001, as well as to state and federal anti-discrimination laws.

***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").

***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, immigration status in all aspects of the workplace.

***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 all job categories.

Equal employment opportunity also involves:
(1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do 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 is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code § 12940.

***Equal Employment Opportunity Plan*:** a written document that describes the district's EEO program. A district's EEO plan shall include: 1) analysis of the district's work force; and 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

Equal Employment Opportunity Program: 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.

In-house or promotional hiring: means that only existing district employees are eligible for a position.

Job categories: includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

Monitored Group**:** means the groups for which districts much provide demographic data pursuant to section Title 5, § 53004.

Person with a Disability**:** means any person who: (1) has a physical or mental impairment as defined in Government Code, § 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

Reasonable Accommodation**:** means the efforts made on the part of the District in compliance with Government Code § 12926.

Screening or selection procedure: means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including 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.

Underrepresented Group**:** means any monitored group for which the percentage of persons from that group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category.

Plan Component 3: Policy Statement

CCR Title 5, § 53002

The HCCD is committed to the principles of equal employment opportunity 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 all employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, immigration status, religion, age, sex, disability, ancestry, sexual orientation, gender identity and expression, genetic information, marital status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District's Board Policy 7100 states:

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

The District will strive to achieve a workforce that is welcoming to all individuals, persons with disabilities, individuals from all ethnic and other groups, including all individuals in legally protected categories to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

An EEO Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Plan Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan Policy Statement

CCR Title 5, §§ 53003(c) (1) and 53020

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

Board of Trustees

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District and college operation, and for ensuring equal employment opportunity as described in the Plan, and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. The Governing Board is responsible for adopting a Plan that follows the provisions of the California Code of Regulations. 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 agenized 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.

Superintendent/President

The Board of Trustees delegates to the superintendent/president the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The superintendent/president shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The superintendent/president shall evaluate the performance of all administrative staff who report directly to their on their ability to follow and implement the Plan.

Equal Employment Opportunity Officer

The District has designated its Vice President of Human Resources and Equal Employment Opportunity as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of

the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing, and monitoring the Plan and for assuring compliance with the requirements of Title 5, §§ 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan section 6 and for ensuring that applicant pools and selection procedures are properly monitored.

Diversity/Equal Employment Opportunity Advisory Committee

The District has established and will maintain an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committees shall assist in developing, implementation, monitoring, and revision of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

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.

Plan Component 5: EEO Advisory Committee

CCR Title 5 § 53005

The District has established a Diversity/Equal Employment Opportunity Advisory Committee to assist the District in developing, revising, and implementing its Plan. The committee also will assist in promoting an understanding and support of equal opportunity and non-discrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, non-discrimination, retention, and diversity.

The advisory committee shall receive training from the equal employment opportunity officer and/or other knowledgeable persons in all of the following:

A. the requirements of the EEO regulations 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 a District EEO plan.

The advisory committee shall be composed of a diverse membership and include members from district stakeholder groups. The committee must maintain a diverse membership. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

Committee meetings will be open to all who desire to contribute toward the District's goal of supporting and enhancing diversity.

The committee shall be comprised as follows:

- Vice President of Human Resources and EEO (co-chair, permanent)
- 2 faculty (2-year terms)
- 2 classified staff (one CSEA, one L-39; 2-year terms)
- 1 manager, supervisor, or confidential (2-year term)

The committee may also have:

- 2 students (1-year terms)
- 2 community members (2-year terms, appointed by superintendent/president)

Membership may exceed up to 15 members.

The Equal Employment Opportunity Advisory Committee shall try to meet regularly, and host a minimum of one (1) meeting per quarter, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the governing board, the chief executive officer, and the equal employment opportunity officer.

Plan Component 6: The Procedure for Filing Complaints Pursuant to Section 53026

CCR Title 5 §§ 53003(c) (2), 53026, and 59300 et seq.

Complaints alleging violations of the EEO regulations, pursuant to Title 5 Section 53000 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.

Below are links to the District's Board of Trustees' Policies and Administrative Procedure for Nondiscrimination and Prohibition of Harassment and Equal Employment Opportunity:

Administrative Procedure 3420: Equal Employment Opportunity

Administrative Procedure 3435: Discrimination and Harassment Investigations

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice President of Human Resources and Equal Employment Opportunity is responsible for receiving such complaints and for coordinating their investigation.

Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement

CCR Title 5, § 53003(c)(5)

The commitment of the governing board and the chief executive officer to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be included in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's governing board, the superintendent/president, administrators, the academic and classified senate leadership, union representatives, and members of the District Diversity/Equal Employment Opportunity Advisory Committee.

The Plan will be available on the District website, and employees will be notified electronically. Every year, all employees will be sent a notice of the District's policy concerning equal employment opportunity and the web address for the Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implementation.

A full and current copy of the current EEO Plan is also available on the Diversity/EEO Committee webpage.

Plan Component 3 is also incorporated into the District's mandatory AB 1825 Sexual Harassment Prevention Training for Supervisors to ensure that District supervisors and managers receive notice and training on a regular basis

Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training

CCR title 5, § 53003(c)(4)

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening or selection of personnel, shall receive appropriate training on the following, prior to their participation in recruitment activities.

Screening committees shall include a diverse membership whenever possible from all job categories, to ensure a variety of perspectives are included in the assessment of applicants. The EEO Officer reviews and approves all screening committees. Persons serving in any of the above capacities must be current with interactive training prior to service. This training is mandatory; individuals who have not received this training will not be permitted to serve on screening committees. Any individual, whether an employee of the District or an individual 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 EEO Plan.

Training shall include, but need not be limited to:

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

Plan Component 9: The Process for Providing Annual Written Notice to Community-Based and Professional Organizations

CCR title 5, § 53003(c) (5)

The EEO Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations where they may obtain a copy of or get access to the Plan, and shall solicit their assistance in identifying qualified candidates for employment. Written notice may include mailings and electronic communications.

The Diversity/Equal Employment Opportunity Advisory Committee will regularly review the list of community organizations and revise or amend the list as appropriate. The committee will annually review organizations that share similar visions and policies as the committee and the District. This may include local, or state organizations.

List of organizations, is in Appendix B of this Plan.

Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants

CCR title 5, § 53003(c)(6)

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

Diversity is defined as individual from a range of ethnic, racial, cultural, age, national origin, religion, gender identity, sexual orientation, disability, socioeconomic, academic and other backgrounds. As it relates to analysis in gathering data for EEO Plan, District applicants and employees, only ethnicity and gender will be available for review.

For purposes of the data collection and report required by Title 5, each applicant or employee shall be afforded the opportunity to identify their gender (including non-binary options), ethnic group identification, and disability. A person may designate multiple ethnic groups with which, but currently, per section 53004, will have one primary ethnic group for reporting purposes. The monitored groups for that will be evaluated in regards to gender will be male, female, or nonbinary. The monitored groups that are evaluated as monitored groups in regards to ethnicity will be Asian/Pacific Islander, African American/Black, American Indian/Alaska Native, Hispanic/Latinx, White or Other. All demographic information will be kept confidential and will be separated from the applications that are forwarded to the screening committee and hiring administrator(s).

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

- executive/administrative/managerial,
- faculty and other instructional staff,
- professional non faculty,
- secretarial/clerical,
- technical and paraprofessional,
- skilled crafts,
- service and maintenance

Process for Gathering Data
Applicant pool data will be gathered from the Neo Ed applicant tracking system implemented in fall 2023 by the Office of Human Resources. For the purposes of this report the following will be considered, applicants that completed an application and met minimum qualifications, and new hires being any persons that were hired in the last academic year.

Data regarding new hires and current employees will be extracted from California Community College Chancellor's Office Data Mart. To include identified persons hired into the following categories. This will include promotions and transfers. In addition to this, all employees will be reviewed in consideration of categories displayed.

The Office of Institutional Planning, Research & Effectiveness (IPRE) may assist in compiling data and analysis to ensure accuracy.

Analysis of Applicant Pools
The District is currently implementing a new applicant tracking system that will be able to assist in the evaluating the following application reports

- Pull comprehensive EEO data and statistics in both graph and data formats.
- Identify applicant flow for your entire organization or each recruitment by gender and ethnicity.
- Track ethnicities, gender, and veteran status within your agency with diversity reports to ensure equitable hiring processes.
- Measure the health of applications for job postings so you can optimize your recruiting strategy to fill positions more efficiently.
- Analyze and report on crucial candidate metrics like the number of applications received, application source, number of eligible applicants, number of applicants referred, reason for rejection, and more.

At this time, data trend over the last 3 years on the diversity of hires is available. Appendix 13 addresses opportunities to review data trends on applicant data.

The tables below demonstrate opportunities to address diversity among new hires.

New Hire by Title 5 section 53001(g) Categories

	2020-21	2021-22	2022-23
faculty and other instructional staff	19	25	37
service and maintenance		3	2
secretarial/clerical	1	8	1
executive/administrative/managerial	3	3	12
technical and paraprofessional		1	2
professional nonfaculty		3	7
Grand Total	**23**	**43**	**61**

New Hire by Gender

	2020-21	2021-22	2022-23
Female	12	26	35
Male	11	17	26
Grand Total	**23**	**43**	**61**

New Hire by Ethnicity/Race

	2020-21	2021-22	2022-23
American Indian			1
Asian	2	3	5
Black or African American	1	1	1
Hispanic/Latino	8	20	27
Unknown	1	3	4
White	11	16	23
Grand Total	**23**	**43**	**61**

Source:
Data was accessed from Hartnell Production Database on 1/22/24.

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

Using data from reliable public and private sources, along with District applicant and employee data, trends may be identified.

The EEO/Diversity Advisory Committee shall review applicant pool data annually in the spring to evaluate monitored groups that may be underrepresented within the district in given job categories, departments, or divisions. Future applicant pool data will be available from NeoEd applicant tracking system. This data can assist with identifying opportunities in screening and eligibility of applications and minimum qualification standards.

When monitored groups are identified as underrepresented, the EEO Officer may designate these specific job categories to go under review for job postings, assessments, and interview questions accurately in that job.

Projected representation figures shall be based on student population. Employee and student demographic information will be accessed from the California Community College Chancellor's Office Data Mart website.

80% Rule Analysis

If and when monitored groups are found to be underrepresented, the following process to remedy the recruitment will be utilized:

1. Consult District longitudinal analysis to determine which monitored group is adversely affected and determine at what stage of the hiring process the negative impact is happening.

2. Review past recruitment efforts to understand the overall challenges with the position and if the outcome is in line with expectations.

3. Take immediate steps to remedy the recruitment either via additional advertising or outreach, and/or by reviewing the candidate pool for consistent unbiased review.

4. If the candidate pool lacks the appropriate diversity by the close of the recruitment period the recruitment may be canceled. Analysis of the job announcement verbiage for language that communicates our commitment to diversity, inclusion and cultural competence, review of minimum qualifications to ensure they are the minimum required, and/or re-training of staff reviewing applications may all be measures taken.

5. Consult with the EEO Advisory Committee, other District or community stakeholders to develop a new recruitment strategy.

The "80% Rule" methodology compares the percentage of each disaggregated subgroup of students to the percentage of each disaggregated subgroup of Hartnell employees. The 80 Percent Index is

calculated by dividing the percentage of each disaggregated subgroup of Hartnell employees by the percentage of each disaggregated subgroup of students. A result of less than 80 percent (or 0.80) is considered evidence of a disproportionate impact of underrepresentation.

The tables below demonstrate the analysis of our current workforce for monitored groups.

Table 1 is comparing Hartnell's student data from fall 2022 to its classified staff data from the same time period. Table 1 highlights the underrepresentation of Black/African American, Multi-Ethnicity, and individuals with Unknown ethnicities among classified staff.

Ethnicity	Hartnell Student		Hartnell Classified Staff		Significant underrepresentation?
	Count	%	Count	%	YES <0.80
African American/Black	206	2.3 %	1	0.6%	0.27
American Indian/Alaskan Native	22	0.2 %	0	0.0%	0.00
Asian/Pacific-Islander	373	4.1 %	11	6.7%	1.63
Hispanic/Latino	6,880	75.7 %	125	75.8%	1.00
Multi-Ethnicity	154	1.7 %	2	1.2%	0.72
Unknown	571	6.3 %	5	3.0%	0.48
White Non-Hispanic	888	9.8 %	21	12.7%	1.30
TOTAL	**9,094**	**100.0 %**	**165**	**100.0%**	

Table 2 is comparing Hartnell's student data from fall 2022 to its Full-time Faculty data from the same time period. Table 2 reveals the underrepresentation of Hispanic/Latino and Unknown ethnicities among Full-time Faculty, with no representation of Multi-Ethnicity individuals.

Ethnicity	Hartnell Student		Full-time Faculty		Significant underrepresentation?
	Count	%	Count	%	YES <0.80
African American/Black	206	2.3 %	4	3.6%	1.61
American Indian/Alaskan Native	22	0.2 %	2	1.8%	7.52
Asian/Pacific-Islander	373	4.1 %	10	9.1%	2.22
Hispanic/Latino	6,880	75.7 %	39	35.5%	0.47
Multi-Ethnicity	154	1.7 %	0	0.0%	0.00
Unknown	571	6.3 %	2	1.8%	0.29
White Non-Hispanic	888	9.8 %	53	48.2%	4.93
TOTAL	**9,094**	**100.0 %**	**110**	**100.0%**	

Table 3 is comparing Hartnell's student data from fall 2022 to its Part-time Faculty data from the same time period. Table 3 shows the underrepresentation of Hispanic/Latino, Multi-Ethnicity, and individuals with Unknown ethnicities among Part-time Faculty.

Ethnicity	Hartnell Student		Part-time Faculty		Significant underrepresentation?
	Count	%	Count	%	YES <0.80
African American/Black	206	2.3 %	9	3.4 %	1.52
American Indian/Alaskan Native	22	0.2 %	1	0.4 %	1.58
Asian/Pacific-Islander	373	4.1 %	27	10.3 %	2.51
Hispanic/Latino	6,880	75.7 %	81	30.9 %	0.41
Multi-Ethnicity	154	1.7 %	1	0.4 %	0.23
Unknown	571	6.3 %	4	1.5 %	0.24
White Non-Hispanic	888	9.8 %	139	53.1 %	5.43
TOTAL	**9,094**	**100.0 %**	**262**	**100.0%**	

Table 4 is comparing Hartnell's student data from fall 2022 to its Executive/Administrative/Managerial staff data from the same time period. emphasizes the underrepresentation of Hispanic/Latino individuals among Executive/Administrative/Managerial staff, with no representation of Black/African American, American Indian/Alaskan Native, or Multi-Ethnicity individuals.

Ethnicity	Hartnell Student		Executive		Significant underrepresentation?
	Count	%	Count	%	YES <0.80
African American/Black	206	2.3 %	0	0.0%	0.00
American Indian/Alaskan Native	22	0.2 %	0	0.0%	0.00
Asian/Pacific-Islander	373	4.1 %	6	10.3%	2.52
Hispanic/Latino	6,880	75.7 %	24	41.4%	0.55
Multi-Ethnicity	154	1.7 %	0	0.0%	0.00
Unknown	571	6.3 %	9	15.5%	2.47
White Non-Hispanic	888	9.8 %	19	32.8%	3.35
TOTAL	**9,094**	**100.0 %**	**58**	**100.0%**	

These findings indicate a lack of diversity in terms of ethnicity across different staff categories.

Source:
Employee Data was accessed from the CA Community College Chancellor's Office Data Mart at https://datamart.cccco.edu/Faculty-Staff/Default.aspx, on 4/4/23.

Student data was accessed from the CA Community College Chancellor's Office Data Mart at https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx, on 4/4/23.

Plan Component 12: Methods for Addressing Underrepresentation

A. Recruitment

It is the policy of the District to actively pursue recruitment of employees in a manner that is inclusive and open to all persons.

The following efforts will be undertaken to address adverse impact and underrepresentation. This includes, on a regular basis, developing and contacting new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, all persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The District Diversity/Equal Employment Opportunity Advisory Committee is 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 Employment Employer."

The District will include in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

1. 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 new openings and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract unless the chief executive officer or their designee first notifies the Governing Board and the Equal Employment Opportunity Advisory Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.

2. Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:

General circulation online publications,

A. Publications, including electronic media that are distributed to the general market and to newspapers and publications whose primary audience is groups found to be underrepresented in the District's workforce.
B. Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.
C. Electronic communications to campus community regarding current employment opportunities

3. District employees will be surveyed informally on a regular basis requesting resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. The Office of Human Resources/EEO will be responsible for maintaining this list.

B. Job Announcements

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

1. Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. All faculty and administrative positions will state as a preferred or desired qualification knowledge and training in cultural competence. 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 equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment Employer."

2. A position may be designated to have a Spanish/English bilingual ability in the event that the position will be required to communicate with a significant number of bilingual persons. Initially, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

C. Review of Initial and Qualified Applicant Pools

The District's recruitment and hiring procedures include the following provisions:

1. The application for employment shall provide for self-identification of the applicant's gender (including non-binary options), ethnic group identification and, if applicable, disability.
2. All initial applications shall be screened to determine which candidates satisfy the job specifications. The candidates who meet the job specifications shall constitute the "qualified applicant pool."

3. Districts shall conduct an initial demographic review of the qualified applicant pool 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.

4. The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the EEO Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, appropriate action shall be taken. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

D. Screening Committee 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 committees the following provisions:

1. All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
    a. Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;
    b. 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;
    c. Based solely on job-related criteria; and
    d. Designed to avoid adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.

2. When possible, every effort will be made, within the limits allowed by federal and state law, to ensure Screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Screening committees will be encouraged to include members from monitored groups.

3. The Equal Employment Opportunity Officer or designee should approve the composition of screening committees. If the Equal Employment Opportunity Officer does not approve a screening committee for lack of diversity, they will take necessary steps to remedy the lack of diversity.

4. Before a person can serve on a screening committee, they must receive equal employment opportunity and diversity training presentation. Equal employment opportunity and diversity training must be within 24 months prior to serving on a selection committee. Training includes best practices for hiring along with discussion on unconscious bias and tools to address this in the hiring process.

5. All interviews must include at least one (1) question which assesses the candidate's sensitivity and understanding of diversity.

6. All screening materials (i.e. scoring rubric, interview questions, assessment, presentation etc.) or any other items related to screening must be approved for compliance with equal employment opportunity principles.

7. Monitoring for adverse impact will occur at each of the following stages of the screening committee process:
    a. After the screening committee has conducted the 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.

b. 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.

8. If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the equal employment opportunity officer or designee will do the following:

a. Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.

b. When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.

c. If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.

d. Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

9. The District will not designate or set aside particular positions to be filled by members of any group defined in terms of religious creed, race, color, sex, gender, gender identity, gender expression, sexual orientation, national origin or ancestry, age, mental or physical disability, medical condition, pregnancy or pregnancy disability, genetic information, marital status, or military and veteran status or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the Plan in a rigid manner that has the purpose or effect of discriminating or causing adverse impact.

10. The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the Plan, the District will request the Diversity/Equal Employment Opportunity Advisory Committee or EEO Officer 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 (Multiple Methods Integration)

As described in Plan Component 13, the District has set forth various strategies for furthering its efforts to diversify the workforce. These efforts are also demonstrated within Appendix A.

Appendix A is available as a supporting document.

Appendix B - Annual Written Notice to Community Organization List

African American Male Education Network & Development
PO Box 151
Elk Grove, CA 95759
888-799-3970

American Civil Liberties Union of Northern California – Monterey Chapter
39 Drum St.
San Francisco, CA 94111
415-621-2493

Black Education Network
P.O. Box 3134
San Jose, CA 95156
408-977-4188
ABENWisdom@aben4ace.org

Central Coast Center for Independent Living
318 Cayuga Street, Suite 208
Salinas, CA 93901
831-757-2968
info@cccil.org

Japanese-American Citizens Action League
Watsonville-Santa Cruz
P.O. Box 163
Watsonville, CA 95077
wsc.jacl@gmail.com

League of Women Voters of Monterey County
P.O. Box 1995
Monterey, CA 93942
831-648-8683

Mexican American Legal Defense and Education Fund
634 S. Spring St.
Los Angeles, CA 90014
213-629-2512
info@MALDEF.org

Monterey County Works
344 Salinas Street
Salinas, CA 93901

National Association for the Advancement of Colored People
Monterey County Branch
1104 Broadway Ave., Suite F
P.O. Box 782
Seaside, CA 93955
831-394-3727
mcbnaacp1049@att.net

National Council of La Raza
California Regional Office
523 W. 6th St., Suite 840
Los Angeles, California 90014
213-489-3428

National Federation of Filipino American Associations
2607 24th St. NW, Suite 4
Washington, D.C. 20008
202-986-1153
info@naffaa.org

Rancho Cielo
710 Old Stage Road
Salinas, CA 93908

United Way Salinas
232 Monterey Street,

Suite 200
Salinas, CA 93901
831-757-3206 (Salinas)

YWCA Monterey County
236 Monterey Street
Salinas, CA 93901
831-422-8602
mail@ywcamc.org