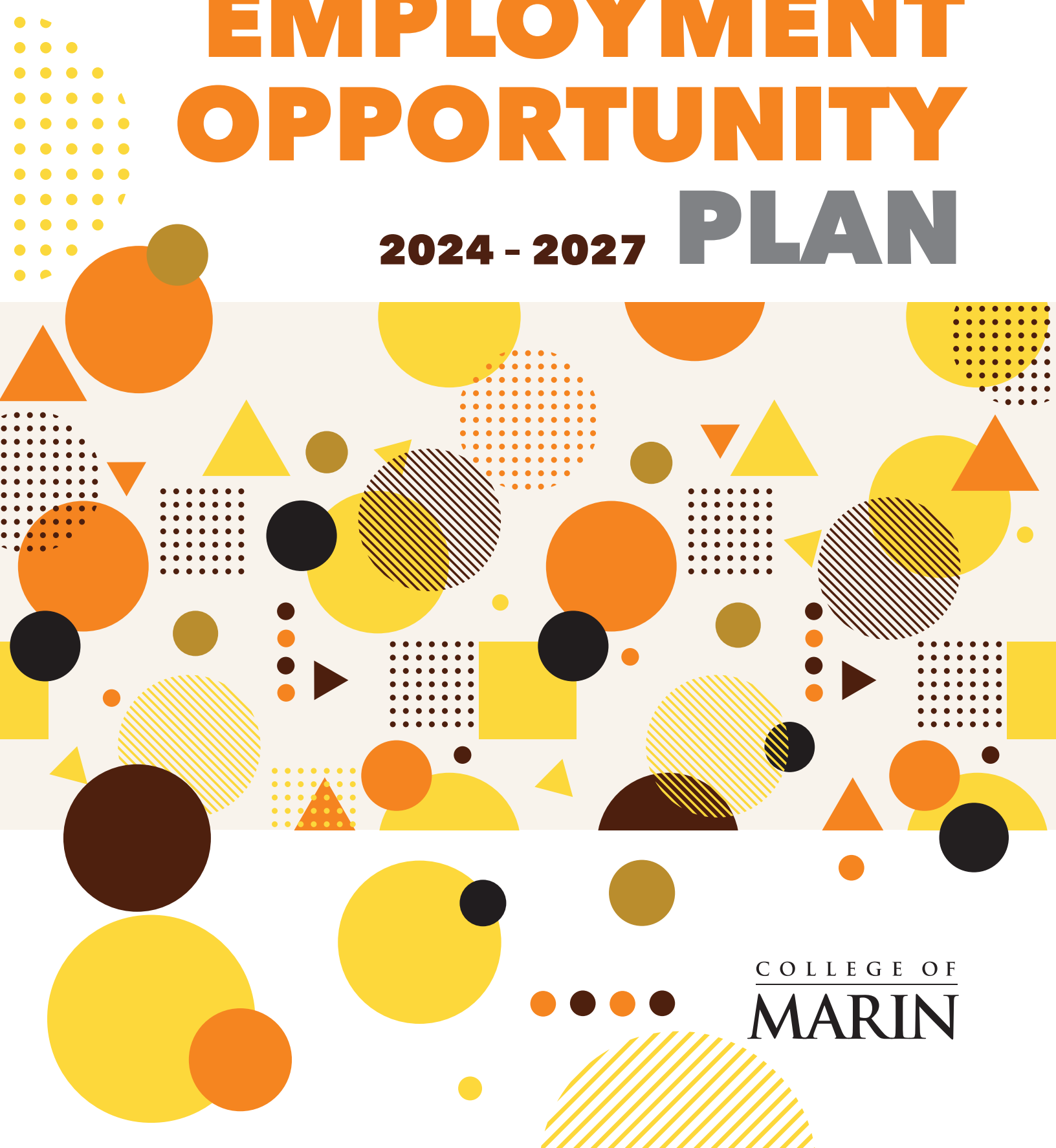


# EQUAL EMPLOYMENT OPPORTUNITY PLAN

2024 - 2027



COLLEGE OF  
MARIN

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## **Plan Component 1: Introduction**

The Marin Community College District (District) Equal Employment Opportunity (EEO) Plan reflects its efforts and commitment to achieve equal employment opportunity. The District is taking active steps to ensure equal employment opportunity and create a work environment that is welcoming, affirming, and free of bias and discrimination.

The District is a community of people from diverse racial, ethnic, linguistic, and socio-economic backgrounds, representing a wide range of national origins, religions, political beliefs, physical and mental abilities, ages, sexual orientations and gender expressions. The District believes that our commitment and accountability to hire, retain and attract a diverse workforce enriches the District's mission and supports students in achieving their educational goals.

The District's Board of Trustees (Board) adopted the EEO Plan on May 17, 2016. The EEO plan reflects the District's commitment to equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Regulations of the Board of Governors of the California Community Colleges (Title 5 of the California Code of Regulations, section 53000 *et seq.*). The EEO plan includes a summary of the complaint procedure for allegations of noncompliance with the EEO Plan and the District's EEO Programs; the use of an Equal Employment Opportunity Advisory Committee (EEOAC) to help facilitate implementation of this Plan; highlights methods to support equal employment opportunity and an environment that is welcoming to all; and identifies procedures for dissemination of the EEO Plan.

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success and who recognize that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The District shall ensure that effort is made to build a community in which opportunity is equalized and to foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Therefore, the District is committed to promoting equal employment through a continuing equal employment opportunity program. This plan includes strategies for fulfilling this commitment.

Adopted by Board of Trustees: *June 8, 2021*

Current Revisions adopted by the Board of Trustees: March 12, 2024

## Plan Component 2: Definitions

*Reference: California Code of Regulations (“CCR”), Title 5, § 53001*

**Adverse Impact:** “Adverse impact” means a disproportionate negative impact to 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:** “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, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.

**Equal Employment Opportunity:** “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 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 is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

**Equal Employment Opportunity Plan:** An “equal employment opportunity plan” is a written document that describes the District’s EEO program. The 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 workforce analysis, that it is implementing or will implement, to promote equal employment opportunity.

**Equal Employment Opportunity Program:** An “equal employment opportunity program” refers to the combination of District strategies implemented to promote equal employment opportunity. Such programs should be informed by the District’s longitudinal workforce and applicant analyses.

**In-House or Promotional Only:** “In-house or promotional only” hiring means that only existing District employees are eligible for a position.

**Job Categories:** For purposes of this EEO Plan, “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:** “Monitored group” means groups for which the District must provide demographic data pursuant to section 53004.

**Person with a Disability:** “Person with a disability” means any person who:

(1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities;

(2) has a record of such an impairment; or

(3) is regarded as having such an impairment.

A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

**Reasonable accommodation:** "Reasonable accommodation" means the efforts made by the District in compliance with Government Code section 12926.

**Screening or selection procedure:** "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, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to Sections 53022 and 53430 and applicant pool review pursuant to Section 53023.

**Underrepresented Group:** "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. Compares the percentage of individuals from a hired group vs. service area. The CCCCO recognition use of service area demographics as a more accurate method to determine projected representation is unavailable.

### **Plan Component 3: Policy Statement**

*References: CCR, Title 5, § 53002*

The District believes that our commitment and accountability to diversity, equity, and belonging enriches the District's mission and supports students in achieving their educational goals. Equal employment opportunity includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments. As such, the District is committed to efforts, which achieve a workforce that is welcoming to all individuals. An inclusive educational and employment environment fosters cooperation, collaboration, acceptance, democracy and free expression of ideas.

The Board is committed to hiring and staff development processes that support the goals of equal opportunity as well as diversity, equity, and inclusion; providing equal consideration for all qualified candidates; and creating an anti-racist academic and employment environment. The District's policies ensure that all qualified applicants and employees have full and equal access to employment opportunities and are not subjected to discrimination in any District program or activity on the basis of national origin, immigration status, religion, age, family and medical care leave, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth), military and veteran status, 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.

This Policy Statement aligns with and incorporates by reference the following Board Policies: 1200, Mission; 3410, Non-Discrimination; 3420, Equal Employment Opportunity; 7100, Commitment to Diversity; and 7160 Professional Development.

## **Plan Component 4: Delegation of Responsibility, Authority and Compliance**

*Reference: CCR, Title 5, § 53003(c)(3) and § 53020*

Equal employment opportunity requires a commitment and contribution from all District employees and the governing board. The responsibilities for the effective implementation of the EEO Plan are as follows:

### **1. District Governing Board**

The Board is ultimately responsible for proper implementation of the District's EEO Plan at all levels of District and college operation, and for making measurable progress towards equal employment opportunity through the strategies described in the EEO Plan. The Governing Board is responsible for adopting a Plan that is in compliance with 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 agendized as a separate action item;*
- 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. (See Section 53003 (a) and Section 53020 (a)).*

### **2. Superintendent/President**

The Board delegates to the Superintendent/President the responsibility for ongoing implementation of the EEO Plan and for providing leadership in support of the District's equal employment opportunity policies and procedures, delegating such authority as appropriate. The Superintendent/President will advise the Board concerning statewide equal employment opportunity policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on the EEO Plan implementation. The Superintendent/President will evaluate the performance of administrative staff who report directly to the Superintendent/President on their ability to follow and implement the EEO Plan.

### **3. Equal Employment Opportunity Officer**

The District has designated the Executive Director of Human Resources as its EEO Officer who is responsible for the day-to-day implementation of the EEO Plan. If the designation of the EEO Officer changes before this EEO plan is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer or designee is responsible for administering, implementing, and monitoring the EEO Plan and ensuring compliance with the requirements of Title 5, Section 53000 *et seq.* The EEO Officer or designee is also responsible for ensuring that applicant pools and selection procedures are properly monitored as required by Title 5, sections 53023 and 53024; preparing annual reports; and receiving complaints described in Component 6 of the EEO Plan and ensuring that such complaints are promptly and impartially investigated. The EEO Officer or designee shall ensure prompt and effective implementation of the requirements of the Plan, work to achieve employee diversity, and avoid disparate impacts, consistent with state and federal law.

#### **4. Equal Employment Opportunity Advisory Committee (EEOAC)**

The District has established an EEOAC to act as an advisory body to the EEO Officer or designee and the District as a whole to promote understanding and support of EEO policies and procedures. The EEOAC will assist in the development and implementation of the EEO Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, provide strategies to meet the Plan requirements, and provide suggestions for EEO Plan revisions, as appropriate. The EEOAC shall operate in accordance with Plan Component 5.

#### **5. Screening Committees**

A screening committee member, or any organization or individual, whether or not an employee of the District, who acts on behalf of the Board with regard to the recruitment and screening of personnel is subject to the requirements of the EEO Plan and applicable Title 5 provisions.

#### **6. Agents of the District**

Any organization or individual, who participates in District recruitment or screening of personnel, whether as an employee, which includes faculty, staff, volunteers, student workers, and administrators of the Marin Community College District or as a contractor, a person or entity, including an auxiliary organization, that agrees to conduct work for the District as specified under the terms of a contract or agreement, 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 for such purposes only and is subject to all requirements of the EEO Plan.

#### **7. Hiring Manager**

The hiring manager is an administrator or supervisor, who is responsible for chairing the screening committee, ensure hiring process is followed in accordance with policies and procedures, the hiring manager is an agent of the District for all employment requirements, including the EEO Plan.

Through the authority articulated in this Plan Component and the EEO Plan generally, the District shall make continuous, good-faith efforts to implement the EEO Plan, achieve employee diversity, and avoid disparate impacts, consistent with state and federal law.



## **Plan Component 5: Advisory Committee**

*Reference: CCR, Title 5, § 53005*

The District has established the EEOAC to assist the District in developing, revising, and implementing District EEO Programs and the EEO Plan. The Council will include a diverse membership of individuals committed to equal employment opportunity, diversity and inclusion. The EEOAC may sponsor and support events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. When appropriate, the EEOAC will make recommendations to the Board, the Superintendent/President, or the EEO Officer to update the EEO Plan in accordance with applicable policies, procedures, and legislation.

The EEO Officer will ensure that the EEOAC and all members of the Board receive training in all of the following:

- a. The requirements of Title 5, Section 53003 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 EEOAC in drafting and implementing the District's EEO Plan.

### **1. EEO Advisory Committee Structure**

The EEOAC shall be composed of a diverse membership and include members from District stakeholder groups, including, but not limited to, students, faculty, classified staff, and administrators.

The Superintendent/president appoints the EEOAC which will be comprised of individuals interested in and committed to equal employment opportunity – including a minimum of two faculty, two classified professionals, two administrators, and two students. The EEOAC will vote to establish two co-chairs and a secretary and to decide on term limits. Other interested employees or students may be invited to support the EEOAC work through focused work groups.

The EEOAC will meet a minimum of four times each fiscal year and will set meeting agendas, and take and distribute meeting minutes. Additional EEOAC meetings may be established as determined by the EEOAC.

The EEOAC's primary focus will include promoting an understanding and support of equal employment opportunity and nondiscrimination policies, review and advise on recruitment procedures and program activities. The EEOAC will sponsor or support training, cultural events, and educational programs that support and promote equal employment opportunity, nondiscrimination, workforce diversity and retention.

Additional information regarding the EEOAC's responsibilities is included in Administrative Procedures 3420 – Equal Employment Opportunity.

## Plan Component 6: Complaint Procedures

References: CCR, Title 5, §§ 53003(c)(4), 53026, and 59300 et seq.; BP/AP 3410 Non-Discrimination; AP 3435 Discrimination and Harassment Complaint Procedures

Any person may file a complaint alleging the District violated the Title 5's equal employment opportunity regulations (California Code of Regulations, Title 5, Section 53000 et seq.). Any person who wishes to file such a complaint should use the District's filing procedures for employment-related complaints, found in Board Policy 3410 and Administrative Procedure 3435.

The District may request, but shall not require a complainant to submit a complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form is available on the District's website Prevention of Discrimination and Harassment at <https://policies.marin.edu/discrimination-harassment> or located at the departments listed below:

Human Resources Department	Office of the Superintendent/President	Student Activities and Advocacy Office (SAA)
Indian Valley Campus Building 11, Second Floor 1800 Ignacio Boulevard Novato, CA 94949	Kentfield Campus Academic Center 835 College Avenue Kentfield, California 94904	Kentfield Campus Student Services Center Second Floor, SS 247 835 College Avenue Kentfield, California 94904

A complainant must report a verbal complaint to the Executive Director of Human Resources. A complainant should contact the District EEO Officer and Compliance Officer, Executive Director of Human Resources, by phone at (415) 485-9340 or in person at the District's Human Resources Department, Building 11, Second Floor, 1800 Ignacio Boulevard, Novato, CA 94949. The Executive Director of Human Resources or designee will record the verbal complaint in writing. The Executive Director of Human Resources will take steps to ensure the writing accurately reflects the facts alleged by the complainant. Complaints must be filed with the Executive Director of Human Resources unless the person submitting the complaint alleges a violation against the Executive Director of Human Resources, in which case the complaint should be submitted directly to the District's Superintendent/President. *Complaints regarding employment matters must be filed verbally or written within 180 days.*

The District's discrimination and harassment complaint form and procedures can be accessed at the following links: <https://policies.marin.edu/sites/policies/files/Unlawful-Discrimination-Form.pdf> and <https://policies.marin.edu/sites/policies/files/AP3435-DiscriminationandHarassmentInvestigations.pdf>.

While the District's procedures for receiving EEO complaints are the same as the procedures for receiving complaints of discrimination and harassment, depending on the nature of an EEO complaint, the procedures and timeline for processing such complaints may differ slightly.

## **Plan Component 7: Notification to District Employees**

The District's EEO Policy Statement (located in Component 3 of this EEO Plan) is posted online on the District's website and printed in the college catalogs, schedule of courses, program brochures and related materials.

The EEO Plan, including revisions thereto, will be disseminated annually via email to the Board, college administrators, and employees of the District by the Superintendent/President or their designee. The annual notice will contain the following provisions:

1. The EEO Plan will be available on the District's website under the "[Office of the President](#)" and "[Equal Employment Opportunity](#)" page.
2. The EEO Policy Statement and EEO Plan will be made available to new employees through the on-boarding/new employee orientation process.
3. The importance of employees' participation and responsibility in ensuring the EEO Plan's implementation.
4. The District will provide new employees a paper or electronic copy of the District's Non-Discrimination policy, and this EEO Plan and its policy statement setting forth the District's commitment to an EEO plan at the commencement of employment.
5. The District will provide screening committees a paper or electronic copy of this EEO Plan and its policy statement.

## **Plan Component 8: Training for Screening Committees**

*Reference: CCR, Title 5, §§ 53003(c)(6) and 53020(c)*

Any individual or organization who participates in District recruitment and screening of Personnel, whether as a District employee or official or as a third-party, is subject to all of the Title 5 regulations on equal employment opportunity (Section 53000, *et. seq.*) and are expected to comply with the District's EEO Plan. All individuals directly participating in the selection and screening process shall receive training prior to their initial participation on a screening committee. Following their initial training, a person serving on any subsequent screening or selection committee must have received training within the prior 24 months of their service on such committee. This training is mandatory; individuals who have not received this training as described in this paragraph will not be allowed to serve on screening or selection committees. The Human Resources Department is responsible for ensuring that all individuals serving on a screening or selecting committee receive this mandatory training.

The mandatory training will include, but may not be limited to:

- a. The requirement of the Title 5 regulations on equal employment opportunity (Section 53000 *et. seq.*) and the requirements of federal and state non-discrimination laws;
- b. The educational benefits of workforce diversity;
- c. The elimination of bias in hiring decisions; and
- d. Best practices in serving on a screening or selection committee.

Screening and selection committees shall include a diverse membership to ensure a variety of perspectives are included in the assessment of applicants. If the EEO Officer or designee determines that the screening committee membership should be more diverse. In that case, the EEO Officer will work with Superintendent/president and academic and classified senate presidents to appoint additional members as needed. In addition, the EEO Officer or designee may delay the recruitment due to the lack of a diverse membership until full representation of the screening committee. All committee members will be provided training in the screening and selection process prior to serving on recruitment.

## Plan Component 9: Notification to Community Organizations

References: CCR, Title 5, 53003(c)(7)

The EEO Officer will provide an annual written notice disseminated by email of the District's EEO Plan to appropriate community-based and professional organizations. The notice will include the following:

- a) An email link of the EEO Plan and where it can be found on the District's website;
- b) A request for their assistance in identifying a qualified, diverse pool of applicants;
- c) The website address where the District posts job openings;
- d) The contact information for the District's employment team.

The District will seek to reach those institutions, organizations and agencies that may be recruitment sources, including the following, which may be revised from time to time as necessary:

**Association of California  
Community College  
Administrators**  
1531 I Street, Suite 200  
Sacramento, CA, 95814  
916-443-3559  
[ACCCA.org](http://ACCCA.org)

**California Community Colleges  
Registry**  
PO Box 4065  
Modesto, CA, 95352  
800-245-4157  
[CCCRegistry.org](http://CCCRegistry.org)

**Hispanics in Higher Education**  
5443 Fremontia Lane  
San Diego, CA, 92115  
800-311-0563  
[HispanicsinHigherEd.com](http://HispanicsinHigherEd.com)

**Blacks In Higher Education**  
5443 Fremontia Lane  
San Diego, CA, 92115  
800-311-0563  
[BlacksInHigherEd.com](http://BlacksInHigherEd.com)

**Chronicle of Higher Education**  
1255 23rd Street  
N.W. Washington, D.C. 20037  
202-466-1050  
[Chronicle.com](http://Chronicle.com)

**Indeed, Inc.**  
200 West 6th Street, Floor 36  
Austin, TX, 78701  
(203)-902-4611  
[Indeed.com](http://Indeed.com)

**Cal Jobs**  
2570 Coral Landings Blvd  
Palm Harbor, FL, 34684  
877-622-4997  
[CalJobs.ca.gov](http://CalJobs.ca.gov)

**HigherEdJobs**  
715 Lake St., #400  
Oak Park, IL, 60301  
(814) 861-3080 x 204  
[HigherEdJobs.com](http://HigherEdJobs.com)

**Insight into Diversity**  
50 Crestwood Executive Center  
Suite 526  
St. Louis, MO 63126  
314-200-9955  
[InsightintoDiversity.com](http://InsightintoDiversity.com)

**Community Action Marin**  
555 Northgate Dr  
San Rafael, CA 94903  
415-526-7500  
[Camarin.org](http://Camarin.org)

**Canal Alliance**  
91 Larkspur Street  
San Rafael, CA 94901  
415-454-2640  
[Canalalliance.org](http://Canalalliance.org)

**Marin Builders Association**  
660 Las Gallinas Avenue  
San Rafael, CA 94903  
415-462-1220  
[Marinbuilders.com](http://Marinbuilders.com)

**Conservation Core**  
27 Larkspur Street  
San Rafael, CA 94901  
415-454-4554  
[Ccnorthbay.org](http://Ccnorthbay.org)

**Marin County Fire/Fire Foundry**  
33 Castlerock Ave  
Woodacre, CA 94973  
415-473-6717  
[Marincounty.gov](http://Marincounty.gov)

**Marin County Office of Education**  
1111 Las Gallinas Avenue.  
San Rafael, CA 94903  
415-472-4110  
[Marinschools.org](http://Marinschools.org)

**Novato High School**  
625 Arthur Street  
Novato, CA 94947  
415-798-5021  
[NUSD.org](http://NUSD.org)

**Workforce Alliance of the North Bay**  
1546 1st Street  
Napa, CA 94559  
415-966-0860  
[Workforcealliancencorthbay.org](http://Workforcealliancencorthbay.org)

**CareerPoint North Bay**  
120 N Redwood Drive  
San Rafael, CA 94903  
415-966-0860  
[CareerPointNorthBay.org](http://CareerPointNorthBay.org)

**NUSD**  
1015 7th Street  
Novato, CA 94945  
415-897-4201  
[NUSD.org](http://NUSD.org)

**Marin Economic Forum**  
1050 Northgate Dr #54  
San Rafael, CA 94903  
415-483-9332  
[Marineconomicforum.org](http://Marineconomicforum.org)

**EDD**  
PO Box 826880, MIC 57  
Sacramento, CA 94280-0001  
415-749-7503  
[EDD.ca.gov](http://EDD.ca.gov)

**Centers of Excellence**  
415-267-6544  
[Coecc.net](http://Coecc.net)

**Bay Area Community College Consortium (BACCC)**  
2100 Moorpark Ave  
San Jose, California, 95128  
415-267-6544  
[baccc.net](http://baccc.net)

**Marin Promise**  
101 Lucas Valley Road, #360  
San Rafael, CA 94903  
415-459-3661  
[Marinpromisepartnership.org](http://Marinpromisepartnership.org)

**10,000 Degrees**  
1401 Los Gamos Dr., Suite 205  
San Rafael, CA 94903  
415-459-4240  
[10000degrees.org](http://10000degrees.org)

**San Rafael City Schools**  
310 Nova Albion Way  
San Rafael, California 94903  
415-492-3200  
[srcs.org](http://srcs.org)

**American Psychological Association**  
750 First Street, NE  
Washington, DC 20002-4242  
[apa.org](http://apa.org)

**Sonoma County Office of Education**  
5340 Skylane Blvd  
Santa Rosa, CA 95403  
707-524-2600  
[scoe.org](http://scoe.org)

**San Francisco County Office of Education**  
555 Franklin Street  
San Francisco, CA 94102  
415-241-6000  
[cde.ca.gov](http://cde.ca.gov)

**Contra Costa County Office of Education**  
77 Santa Barbara Road  
Pleasant Hill, CA 94523  
925-942-3388  
[cccoe.k12.ca.us](http://cccoe.k12.ca.us)

## **Plan Component 10: Process for Gathering Information and Periodic Longitudinal Analysis of District Workforce and Applicant Pool**

*References: CCR, Title 5, §§ 53003(c)(8), 53004, and 53006*

The District will gather the information specified below for the purpose of conducting periodic, longitudinal analysis of the District's employees and applicants, broken down by 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 District shall conduct this data review as part of its EEO Plan renewal and may conduct additional periodic data reviews more frequently based on the District's size, demographics, and other unique factors.

### **EEO DATA COLLECTION**

The District allows applicants and annually survey employees to identify their gender (including non-binary options), ethnic group identification, and, if applicable, their disability status in a manner prescribed by the Chancellor and consistent with state and federal law (EEO Data). The District will keep EEO Data confidential and shall use it only in research, monitoring, evaluating the effectiveness of the District's EEO program or another similar purpose authorized by law. Individuals serving on a screening or selection committee will not have access to applicants' EEO Data during their participation on the committee. Following such participation on a selection or screening committee, only District employees whose job duties require them to have access to such data will have such access, unless otherwise required by law.

The District allows applicants and employees to provide the following Monitored Group information:

#### **1. Gender Identification**

The District requests that employees and applicants self-identify as female, male, or non-binary.

#### **2. Race and Ethnicity Identification**

The District requests that employees and applicants self-identify into the following ethnicity categories:

##### *a. Hispanic or Latino*

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

##### *b. White (Not Hispanic or Latino)*

A person having origins in any of the original people of Europe, the Middle East, or North Africa.

##### *c. Black or African American (Not Hispanic or Latino)*

A person having origins in any of the black racial groups of Africa.

##### *d. Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)*

A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

##### *e. Asian (Not Hispanic or Latino)*

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

*f. American Indian or Alaska Native (Not Hispanic or Latino)*

A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

*g. Two or More Races*

All persons who identify with more than one of the above five races (White, Black or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed five race groups does NOT qualify under this category.

### **3. Disability Identification**

The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:

*a. "Disabled person"*

Any person who (1) has a physical or mental impairment which limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

*b. "Major life activities"*

Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

#### **EEO DATA COLLECTION MONITORED GROUP IDENTIFICATION ISSUE**

There may be significant numbers of employees or applicants who decline to identify their gender, race/ethnicity, or disability status with the District. The District shall make an effort to capture this information accurately, and it encourages all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO Data and will not require employees or applicants to respond. The District will annually survey employees to provide the opportunity to self identify their gender, race/ethnicity, or disability status with the District. This information is confidential and separated from the applicant's material that is forwarded to the screening committee and hiring administrator(s).

[Click here to view the District's Longitudinal Analysis of the District's Employees and Applicants.](#)

#### **LONGITUDINAL ANALYSIS TO IDENTIFY ADVERSE IMPACT**

Once the District gathers the EEO Data described above, the District's Human Resources Department will assign every employee and applicant to one of the seven job categories identified in component 2 and within the classifications below.

1. Faculty
2. Staff
3. Administrator



The District will also include data for employees and applicants that allows the District to track the composition and diversity of who is hired and retained over time, disaggregated by gender, ethnicity, and classification with the District.

The District will then conduct a periodic, longitudinal analysis of employees and applicants broken down by classifications. The District will then compare the initial applicant pool and new hires categories with the District's workforce data published by the Planning, Research & Institutional Effectiveness Department broken down by gender, ethnicity, classification status with the District in each job category to determine whether additional diversification measures are required.

Specifically, the District will compare the District's service area to the hired category to identify any adverse impact of the District's pre-hiring and hiring strategies, which exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

### **DISTRICT STRATEGIES TO MITIGATE IDENTIFIED ADVERSE IMPACT**

If the EEO Officer determines that any selection technique or procedure has adversely impacted any monitored group, the EEO Officer will advise the Superintendent/President, and the Superintendent/President may reopen the position.

When the District identifies an adverse impact in its longitudinal analysis, the District shall take the following steps:

1. Review the longitudinal hiring process analyses results for potential adverse impact affecting the identified monitored group at any phase(s) of the hiring process or employment.
2. Conduct additional quantitative analyses of phases where the District identifies adverse impact to determine, where possible, the specific elements of the hiring process or employment stage creating an adverse impact.
3. Identify the root causes of any disparities uncovered in the data. This may involve conducting surveys, interviews, or focus groups with applicants or employees to gain insights.
4. Based on the analysis and root cause identification, develop actionable recommendations to address disparities and promote EEO programs.
5. Review the identified hiring process elements or employment stage contributing to the adverse impact to determine whether they can be modified, eliminated, or replaced with a procedure that can decrease the adverse impact.
6. Consider the implementation of additional measures designed to promote diversity in the hiring process and employment.
7. Analyze retention of monitored group employees in the impacted area and other employment processes that impact the District's ability to attract and retain a diverse workforce.

8. Present the findings to the EEOAC, and other relevant stakeholder groups to identify other potential good faith efforts to make positive progress towards eliminating the adverse impact.

### **Plan Component 11: A Process for utilizing Data to Determine Whether Monitored Groups are Underrepresented Within District Job Categories**

*References: CCR, Title 5, §§53003(c)(9), and 53006*

In conjunction with EEO Data gathered pursuant to EEO Plan Component 10, the District shall identify and utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within District job categories, as defined in EEO Plan Component 2.

#### **DATA COLLECTION**

The District shall utilize data available from reliable public and private sources, including but not limited to Student population, local, state and national for this analysis. **According to the U.S. Department of Labor, utilization analysis is a series of separate but interrelated analyses are used to identify whether a contractor employs minorities or women in the workforce at a rate that would be expected based upon their availability for employment. The term “underutilization” refer to the presence of fewer minorities or women in a particular job group than would reasonably be expected, given their availability.**

[Click here to review the Analysis of Degree of Underrepresentation and Significant Underrepresentation](#)

#### **ANALYSIS TO IDENTIFY UNDERREPRESENTATION**

Once the District gathers the EEO Data described in Component 10 and the data from public and private sources described in this EEO Plan Component, and assigns every employee and applicant to one of the seven job categories identified in EEO Plan Component 2, the District will then review the EEO Data of its employees, broken down by number of persons from monitored group status in each job category.

The District will then analyze this employee EEO Data to compare the percent of a monitored group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation.

#### **Availability and Utilization Analysis Method**

Local workforce availability was estimated using U.S. Census EEO job classification tables for Marin, Sonoma and Contra Costa counties. These three counties comprise 77 percent of COM’s workforce as of Spring 2023. Separate data tables were downloaded for educational administrators, postsecondary teachers, and classified employees. Classified employee categories for Managers and Unemployed were excluded. The same tables for California and the United States were used to produce the statewide and nationwide availability estimates, respectively. College of Marin student and employee demographic representation for race/ethnicity and gender were from the CCCC DataMart for the most recent year available, fall 2022 (N=501). The local workforce availability estimate was weighted at 50 percent; statewide and nationwide workforce estimates were each weighted at 5 percent. Student demographic representation was weighted at 40 percent.

The composite availability estimate was compared to the College's employee demographic data to conduct utilization analysis. The 80 percent rule and binomial exact measures were used to determine utilization. Monitored groups comprising less than 80 percent of estimated availability, and a significant value of  $p \leq .05$  on the binomial exact statistic, were considered underutilized. Utilization analyses were produced for all employee classifications combined, as well as separate analyses for employee classifications: faculty (n=288), classified staff (N=182), and administrators (N=31).

## Results

Using the weighted composite availability estimate described above, analyses showed significant underutilization for all employee classifications combined for Black/African-American (61.1 percent utilization) and Hispanic/Latino (41.3%). Utilization for Asian was 78.6 percent, but marginally significant at  $p \leq .07$ .

For faculty, analyses showed significant underutilization for Hispanic/Latino (33.3 percent utilization) and Asian (35.2%) groups. For classified staff, analyses showed significant underutilization for Black/African-American (33.6%) and Hispanic/Latino (33.0%). For administrators, analyses showed underutilization for Hispanic/Latino only (25.3%).

## Hiring and Phase Analysis Method

Analysis included job applicants for all posted positions at the College for the three most recent fiscal years (2020-2021 through 2022-2023). Hiring rates for race/ethnicity and gender groups were calculated overall (N=2256 applicants) and for each employee classification (faculty, classified staff, and administrators). Adverse impact for each group was considered as having a hiring rate below 80 percent of the group with the highest hire rate and a significant value of  $p \leq .05$  on the binomial exact statistic. For the phase analysis, pass rates were calculated for each group through each subsequent hiring phase (1-Met minimum qualifications, 2-Selected for interview; 3-Interviewed, 4-Recommended for hire after 1<sup>st</sup> interview; 5-Selected for second interview, and 6-Recommended for hire after 2<sup>nd</sup> interview). For each phase, adverse impact for each group was considered as having a pass rate below 80 percent of the group with the highest pass rate and a significant value of  $p \leq .05$  on the binomial exact statistic.

## Hiring Rates

The highest group hire rate was for Hispanic/Latino applicants at 12.8 percent. Analysis showed significantly lower hire rates among applicants identifying as White/Caucasian, Black/African-American, Asian/Pacific Islander, two or more races, and those who declined to state their race/ethnicity.

## Phase Analysis

Among all applicants, analyses showed adverse impact for the following groups at each phase:

1-Met minimum qualifications: Highest rate was Hispanic/Latino and male applicants; adverse impact was found for American Indian/Alaska Native applicants.

2-Selected for interview: Highest rate was Hispanic/Latino and female applicants; adverse impact was found for White/Caucasian, Black/African-American, Asian, and male applicants.

3-Interviewed: Highest rate was Asian and male applicants; adverse impact was not found for any group.

4-Recommended for hire after 1<sup>st</sup> interview: Highest rate was Hispanic/Latino and female applicants; adverse impact was found for Asian, and American Indian/Alaska Native applicants.

5-Selected for second interview: Highest rate was Asian and female applicants; adverse impact was found for White/Caucasian applicants.

6-Recommended for hire after 2<sup>nd</sup> interview: Highest rate was White/Caucasian and female applicants; adverse impact was not found for any group.

### **Plan Component 12: Methods to Address Any Underrepresentation**

*References: CCR, Title 5, §53003(c)(10)*

Title 5, Section 53003(c)(10) requires the EEO Plan to identify strategies for addressing any underrepresentation identified pursuant to Section 53003(c)(9) and EEO Plan Component 11. The EEO Officer is responsible for developing appropriate measures for addressing findings of underrepresentation.

The District will review the information gathered pursuant to EEO Plan Component 11 to determine if underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The information to be reviewed shall include, but need not be limited to:

1. Relevant data gathered pursuant to EEO Plan Component 10, to identify whether the percentage of persons from a monitored group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category; and
2. Analysis of data regarding applicants, which may inform the District's analysis of underrepresentation of a monitored group.

The District prioritization of underrepresented monitored groups is paramount in achieving both federal and state Equal Employment Opportunity (EEO) and Diversity, Equity, Inclusion, and Accessibility (DEIA) goals. By focusing efforts on these marginalized communities, we not only address historical inequities but also foster a more inclusive and diverse workforce reflective of our society. This prioritization involves targeted recruitment efforts, equitable hiring practices, and tailored retention strategies to ensure that individuals from underrepresented backgrounds have equal access to opportunities and thrive within organizations. By actively prioritizing these groups, we not only fulfill legal obligations but also embrace the moral imperative of creating environments where everyone can contribute and succeed regardless of their background. This commitment to prioritizing underrepresented monitored groups is essential for fostering a more equitable and just society at both the federal and state levels.

The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not achieve the objectives of the EEO Plan, the District will request that the EEOAC recommend new methods to achieve the EEO Plan objectives, or if necessary, to modify the EEO Plan itself to ensure equity, inclusion, and equal employment opportunity.

In order to address these instances of underrepresentation, as defined above, the District will take the

following steps:

1. The District will request that the EEOAC, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
  
2. The District will require the responsible administrator for the division or department where the underrepresentation occurs, in conjunction with the EEO officer, to create a recruitment and hiring action plan to assist in addressing the underrepresentation. The action plan will include, but is not limited to:
  - a. Participation in outreach activities that would likely attract applicants from the underrepresented groups, such as participating in diversity job fairs (*e.g.*, California Community Colleges Registry Diversity Job Fairs, California Career Exploration Fairs hosted by COM's Transfer and Career Center) and building relationships with graduate programs and other institutions.
  
  - b. Additional locations or resources to advertise positions (*e.g.*, on the District employment website, the California Community College Equal Employment Opportunity Registry, and to a list of appropriate external "bulletin board" websites);
  
  - c. Review the use of any locally established minimum qualification and/or "desired" or "preferred" qualifications to determine if they are job-related and consistent with business necessity in compliance with federal and state laws.
  
  - d. Review job descriptions to eliminate biased language and requirements and update focusing on skills and qualifications required for the position.
  
  - e. Discontinue the use of any locally established minimum qualification and/or "desired" or "preferred" qualification that is found to not satisfy the requirements set forth above.
  
  - f. Include the District Board Policy Commitment to Diversity in job postings and on the careers opportunities website.
  
  - g. Consider changes to the job postings and screening criteria, including interview questions and how reference checks are conducted, which may reasonably be expected to attract applicants from underrepresented groups. For example, interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and their sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
  
  - h. Review flexible work arrangements policies to accommodate different need to attract underrepresent candidates.

### **Plan Component 13: Additional Measures and Methods to Support Equal Employment Opportunity Initiatives**

*References: CCR, Title 5, §§53003(c)(1), 53003(c)(2), and 53024.1*

The District recognizes that establishing and maintaining a richly diverse workforce is an on-going process that requires continued effort. It further recognizes that it is responsible for developing and implementing EEO strategies. The EEO strategies that the District will implement throughout the life of the EEO Plan are identified in Appendix A.

In 2022, the District adopted a Strategic Plan, focused primarily on student success. To the extent the goals articulated in the Strategic Plan are relevant to the District's EEO Program goals, they are also addressed or adapted as EEO strategies in Appendix A.

<b>PRE-HIRING</b>			
Provide training to employees, students & trustees	Executive Director of Human Resources/EEO Officer, Assistant Vice President of Student Learning and Success, IDEA, PLC, UEI	Y1: Identify training focusing on institutional definitions of equity, equity-mindedness, and anti-racism and connecting them to concrete actions outlined in the strategy plan and educational master plan. Y2: Develop a strategy for implementing the training, including allocation of resources, personnel, tools and technology to support implementation. Y3: Implement, monitor and collect feedback for evaluation the effectiveness of the training to ensure alignment with current needs.	This strategy is projected to increase awareness of employees and students committed to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Convey in publications and website the district's commitment to diversity & EEO.	Executive Director of Human Resources/EEO Officer, EEOAC, Vice President for Student Learning and Success, Director of Communications and Marketing, Senior Creative and Web Designer, FDIP Coordinator, IDEA.	Y1: Update EEOAC website to include: the EEO Plan, the EEOAC charge, agenda, minutes, membership, longitudinal data, employee resource groups, professional development opportunities such as showcasing measurable outcomes of the interns that completed the Faculty Diversity Internship Program (FDIP) and hired as tenure and adjunct faculty. Y2: Partner with the Inclusion, Diversity, Equity, and Action (IDEA) Committee to expand Employee Resource Groups (ERG) e.g. affinity based groups that provide a supportive network for underrepresented employees and facilitate mentorship programs that connect students with employees for guidance.	This strategy provides employees, students, applicants and the campus community with up to date information and access regarding the District's EEO programs. Survey FDIP interns after a year of completion of the program to assess their employment status. Solicit feedback from ERG to assess the effectiveness of the program.
Review and update District EEO/DEI policy statement	Executive Director of Human Resources/EEO Officer, EEOAC, IDEA, Superintendent/President	Y1: Annually review and update EEO Policy Statement and DEIA Resolution to reflect changes identified in Board Policies and Administrative Procedures throughout the term of the EEO Plan.	This strategy is projected to increase understanding and awareness of employees regarding the District's commitment to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Providing EEO/diversity enhancement resources and assistance to other districts.	Executive Director of Human Resources/EEO Officer, EEOAC	Y1: The District maintains membership with the Bay Area Consortium, which provides annual training for administrators. The District EEOAC maintains participation in Chancellor's Office professional learning and networking events related to EEO regulatory changes and best practices. Y2: Identify listserv for distributing information to individuals holding specific positions within the California Community Colleges.	This strategy is projected to increase understanding and awareness of employees regarding the District's commitment to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Addressing diversity issues in a transparent and collaborative fashion.	Executive Director of Human Resources/EEO Officer, Assistant Vice President of Student Learning and Success, Director of Communications and Marketing, Superintendent/President	Y1: Inventory what is occurring and match that to the EMP. Y2: Develop a plan for continued implementation of the goals and objectives outlined in the EMP to further address Diversity, Equity, Inclusion, and Accessibility. Y3: Re-assess progress towards goals and objectives addressing Diversity, Equity, Inclusion, and Accessibility issues and make changes toward improved progress.	This strategy is projected to increase awareness of employees and students committed to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Recurring activities related to improving student access and student success—with a nexus to EEO hiring.	Executive Director of Human Resources/EEO Officer, Vice President for Student Learning and Success, Academic Deans, Superintendent/President,	Y1: All academic programs identify and carry out data-informed, equity-minded, program-specific changes through the program review process. Y2: Pilot effective strategies for improving employment equity, diversity, inclusion and accessibility such as cluster hiring to support specific groups of underserved students such as Black, Latinx, Indigenous, and Asian Pacific Islander. Y3: Collect feedback for evaluating the effectiveness of cluster hiring to assess the overall retention of employees, specifically the effectiveness in hiring underrepresented, minoritized groups.	This strategy is projected to increase awareness of employees and students committed to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
<b>HIRING</b>			
Consistent and ongoing training for hiring committees.	Executive Director of Human Resources/EEO Officer, General Counsel	Y1: Research and implement online training for screening committees that focus on the Elimination of Bias in the Recruitment and Hiring Process.	This strategy is projected to provide employees with the education needed to support the District's commitment to promoting equal employment through a continuing equal employment opportunity program that strives to embrace Equity, Diversity, Inclusion, and accessibility in all forms. Evaluate training program after sessions.
Revise hiring protocols to include an EEO representative is included on selection and screening committees.	Executive Director of Human Resources/EEO Officer, General Counsel, EEOAC, Academic and Classified Senates	Y1: Continue to define and identify the roles and responsibilities of the EEO Representative. Y2: Research, develop, and create a protocol for EEO representative to serve on selection and screening committees. Identify the roles and responsibilities to delineate between the hiring manager and the EEO representative. Develop an FAQ for selection and screening committee members on the roles and responsibilities of the EEO representative. Y3: Develop a training for the EEO representative.	This strategy is projected to provide employees with the education needed to support the District's commitment to promoting equal employment through a continuing equal employment opportunity program that strives to embrace Equity, Diversity, Inclusion and accessibility in all forms. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.

Develop an outreach process to build relationships with graduate programs, other institutions, and potential applicants.	Executive Director of Human Resources/EEO Officer, Academic Senate, Classified Senate, PLC, FDIP Coordinator	Y1: Embed CCC career exploration activities within career services, learning communities, work-study, tutors, and mentor programs; identify future COM alumni interested in returning as faculty, classified professionals, or management employees. Y2: Develop an internal process to upskill current classified staff for upcoming faculty roles (e.g., career mapping/degree eligibility, COM classified staff mentorship program, job shadow, co-teaching opportunities, etc.). Y3: Expand relationships with graduate programs and local community partners; participate in the regional "educator of color pipeline" efforts.	This strategy is projected to provide employees with the education needed to support the District's commitment to promoting equal employment through a continuing equal employment opportunity program that strives to embrace Equity, Diversity, Inclusion and accessibility in all forms. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Maintain updated job descriptions and job announcements.	Executive Director of Human Resources/EEO Officer, Administrators and Department Chairs	Y1: Systematically, the Chief Human Resources Officer assure that a proper job analysis is performed for every job filled by the District to determine and validate the knowledge, skills, abilities, and characteristics an employee must possess to perform the job satisfactorily. Y2: Update job descriptions and announcements to include but not limited to sensitivity to and understanding of the diverse academic, socioeconomic, cultural, linguistic, disability, and ethnic backgrounds of community college students as a result of the classification study.	This strategy is projected to provide employees with the education needed to support the District's commitment to promoting equal employment through a continuing equal employment opportunity program that strives to embrace Equity, Diversity, Inclusion and accessibility in all forms. Update job descriptions and announcements via the classification process.
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle.	Executive Director of Human Resources/EEO Officer	Y1: Annually review the status of the Board of Trustees training compliance on the elimination of bias in hiring and employment.	This strategy is projected to provide employees with the education needed to support the District's commitment to promoting equal employment through a continuing equal employment opportunity program that strives to embrace Equity, Diversity, Inclusion and accessibility in all forms. Evaluate training program after sessions.
Recruitment efforts and strategies such as: Use of demographic data; Job fairs; CCC Registry; Relationships with external organizations & colleges	Executive Director of Human Resources/EEO Officer, EEOAC, Assistant Vice President of Student Learning and Success	Y1: Annually participate in the CCC Registry Job Fair and Career center job fair. Y2: Ensure Demographic data is displayed in job announcements and publications for use in recruitment materials. Y3: Expand relationships with graduate programs and local community partners; participate in the regional "educator of color pipeline" efforts.	This strategy is projected to increase applicant pools to support the District's commitment to promoting equal employment that strives to embrace Equity, Diversity, Inclusion and accessibility in all forms. Survey applicants on identifying locations/sites for applying for positions.
Assess "sensitivity to diversity" of all applicants.	Executive Director of Human Resources/EEO Officer, Screening Committee	Y1: For all positions, minimum requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, sexual orientation, and ethnic backgrounds of community college students. Throughout every stage of the hiring process, applicants will be giving the opportunity to demonstrate sensitivity to diversity by providing specific examples of times when they have actively worked to promote an inclusive environment; cultivate a culture of mutual respect, open communication, collaborative working relationships, and participation in decision-making among students, faculty, staff, and communities; showcase their abilities to celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty, and staff; and respond to questions designed to gauge the candidate's ability to apply culturally competent practices in teaching, learning, teamwork and leadership.	This strategy increases the awareness of employees committed to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Maintaining updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.	AVP of Instruction, Office of Instructional Management, Curriculum Committee, Assistant Vice President of Student Learning and Success, Student Learning Outcomes Assessment Council, Deans	Y1: Partner with appropriate constituent groups to identify action steps for maintaining updated curricula, texts, and/or course descriptions Y2: Identify the necessary resources, including personnel, tools, and technology, to support policy implementation. Y3: Develop a phased approach for implementing the updated policy, considering any dependencies on other processes or policies.	This strategy is projected to increase awareness, provide resources and education to support individual learning and by offering student-centered programs and services in a supportive, innovative learning environment that promotes social, racial, and environmental justice. Survey and make recommendations based on findings.
Incentives for hard-to-hire areas/disciplines.	Executive Director of Human Resources/EEO Officer, Assistant Vice President of Student Learning and Success, Deans and Directors	Y1: Identify hard-to-hire areas/disciplines. Y2: Research incentives for hard-to-hire areas/disciplines by engaging stakeholders to gather input on the policy's impact, potential areas for enhancement, and alignment with current needs. Y3: Assess the implementation and cost effect of adopting incentives for hard-to-hire areas/disciplines.	This strategy is projected to increase awareness of staff and identify recruitment alternatives to determine appropriate incentives. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
<b>POST-HIRING</b>			
Conduct campus climate surveys & use this information.	Director of Institutional Effectiveness, PLC	Y1: Conduct needs assessments surveys to identify professional development needs among employees. Conduct campus climate survey to assessing inclusion and sense of belonging among employees Y2: Professional development t activities will be planned and presented based on the results of the needs assessments and institutional priorities Y3: Evaluate the results will be used to improve programs and activities to ensure district and employee needs are being met.	This strategy is projected to increase awareness of employees committed to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.



Comprehensive On-boarding for Newly hired employees	Executive Director of Human Resources/EEO Officer, Assistant Vice President of Student Learning and Success, Director of Institutional Effectiveness, EEOAC, PLC and IDEA	Y1: Expand the new employee orientation program with the formation of training team that will drive employee engagement and retention, including DEIA efforts in performance evaluations. New faculty academy implementation and/or faculty mentors to support learning, engagement, and retention of faculty Y2: Develop a phased approach for implementing, considering any dependencies on other processes or policies. Y3: Evaluate the results will be used to improve programs and activities to ensure district and employee needs are being met.	This strategy is projected to increase understanding and awareness of employees committed to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Conduct exit interviews & use this information.	Executive Director of Human Resources/EEO Officer	Y1: Systematically, the District, through its Human Resources staff, will encourage employees to participate in an exit interview when resigning. Explore interviewing new employees around their onboarding experienced both intentional and not to scale good practices across the institution Y2: Executive Director of Human Resources/EEO Officer reviews exit interviews and summarizes findings to address unwanted attrition. Y3: Create strategies for improving employee turnover, engagement, and employee lifecycle.	This strategy is projected to identify retention strategies that adverse impact employees and do not align with fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Professional development, mentoring, support and leadership opportunities for new employees.	Executive Director of Human Resources/EEO Officer, EEOAC, Assistant Vice President of Student Learning and Success, IDEA and PLC	Y1: EEOAC will review the PLC plan and work aligned with Educational Master Plan to support the skill development and career advancement of classified staff. Y2: EEOAC will partner with PLC and IDEA to discuss recommendation for professional development and professional learning activities for all employees, guidelines and processes including providing topics for faculty flex program and classified professional learning. Y3: EEOAC will identify goals and objectives for updating the EEO plan as a result of discussions with PLC, UEI, and IDEA committees.	This strategy increases collaboration with other College groups to meet strategic goals and do not align with fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Create/Grow leadership development program for existing classified employees.	Executive Director of Human Resources/EEO Officer, EEOAC, PLC, PRIE, and TLC Task Force	Y1: Recruit a dedicated staff to implement professional development opportunities for classified staff. Y2: Professional Development Coordinator will research and create a leadership program with collaboration from the PLC, classified senate and EEOAC and develop a phased approach for implementing, considering any dependencies on other processes or policies. Integrate/align with planning for the Teaching and Learning Center for faculty and staff Y3: Evaluate the results will be used to improve programs and activities to ensure district and employee needs are being met.	The strategy is projected to identify retention strategies for classified staff through promotion and career opportunities. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found.	Executive Director of Human Resources/EEO Officer, General Counsel, and Office of the Superintendent/President	Y1: Provide language interpretation services for employees and candidates upon request during harassment and discrimination investigations. Y2: Provide compliant procedures in Spanish and other languages as needed. Y3: Updated harassment and discrimination complaint procedures based on recommendations from the Community College League of California (CCLC) Policy and Procedure Service.	This strategy is projected to increase resources for employees and applicants who may need additional support with regards to discrimination and harassment complaints. Summarize data, review and revised strategies based on findings.
Survey applicants who decline offers & use the information.	Executive Director of Human Resources/EEO Officer	Y1: Create a survey for applicants who decline offers of employment. Y2: Systematically, the District, through its Human Resources staff, will track and encourage candidates who decline offers of employment to participate in a survey. Y3: Review the summary of reasons applicants decline offers and use the information to make the necessary changes to the recruitment process. ☐	This strategy is projected to identify information on candidates who withdraw from applicant pool or decline offer of employment. Summarize data, review and revised strategies based on findings.
Provide awards/recognition to acknowledge employee work towards the College's equity agenda.	EEOAC, IDEA, UEI, PLC, Assistant Vice President of Student Learning and Success, Superintendent/President	Y1: Identify and create criteria for the equity and recognition award program for employees who work towards the College equity agenda. Bridging the PLC Staff Appreciation Luncheon with professional learning efforts and work, including the culturally responsive teaching and pedagogy grant work. Y2: Assess the implementation and cost effect of adopting the program. Y3: Develop a phased approach for implementing, considering any dependencies on other processes or policies.	This strategy increases the awareness and acknowledge employees committed to building a community in which opportunity is equalized and to fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of background. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Provide onboarding incentives for newly hired employees.	Executive Director of Human Resources/EEO Officer, Assistant Vice President of Student Learning and Success, Assistant Vice President of Administrative Services, EEOAC, IDEA and PLC	Y1: Consider what incentives the District will offer (e.g., flexible and/or remote work hours, education or transportation subsidies, childcare assistance, etc.). Y2: Assess the implementation and cost effect of adopting onboarding incentives. Y3: Develop a phased approach for implementing, considering any dependencies on other processes or policies.	This strategy is projected to identify retention strategies that adverse impact employees and do not align with fostering a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. Annually, every Spring, the District will conduct an Employee Climate survey to solicit feedback on training programs focusing on DEIA/EEO Plan goals identified in component 13.
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan	Executive Director of Human Resources/EEO Officer, PRIE	Y1: Review strategies used to address adverse impact at the end year one of the EEO Plan Y2: Identify new or discontinue strategies as needed Y3: Measure outcomes of new strategies implemented at the end of year two of the EEO Plan.	This strategy is projected to identify adverse impact of underrepresentation, and implement or adjust strategies outlined in component 11 to eliminate interconnection. Summarize data, review and update strategies based on findings.

Appendix A

<p>Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 &amp; 12 of the EEO Plan</p>	<p>Executive Director of Human Resources/EEO Officer, PRIE</p>	<p>Y1: Review strategies used to address adverse impact at the end year one of the EEO Plan                      Y2: Identify new or discontinue strategies as needed                      Y3: Measure outcomes of new strategies implemented at the end of year two of the EEO Plan.</p>	<p>This strategy is projected to identify adverse impact of underrepresentation, and implement or adjust strategies outlined in component 11 to eliminate interconnection. Summarize data, review and update strategies based on findings.</p>
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