



# **EQUAL EMPLOYMENT OPPORTUNITY PLAN**

**2021-2024**



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## Plan Component 1: Introduction

The San Bernardino Community College District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The District's Equal Opportunity Plan (hereinafter referred to as The Plan) demonstrates the commitment to hire staff and foster staff development that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The Plan focuses on advancing diversity and cultural competency within the district. The scope of the Plan includes the following:

1. Title V regulations and provisions in support of the Equal Opportunity Plan
2. Establishment of Equal Employment Opportunity and diversity committees
3. Methods to support Equal Opportunity Employment
4. Procedures for dissemination of the plan

To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Sincerely,

Jose Torres  
Interim Chancellor

## Plan Component 2: Definitions

- a) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) *Business Necessity*: circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
- c) *Diversity*: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. It requires both the presence and respectful treatment of individuals from a wide range of race, gender, gender identity, ethnic, belief, age, national origin, sexual orientation, disability and socio-economic backgrounds, and other enriching characteristics. Diverse workplaces include qualified individuals from groups that have been historically excluded from that workplace.
- d) *Equal Employment Opportunity (EEO)*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories listed in Title 5, which include executive/administrative/ managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Ensuring equal employment opportunity also involves:
- 1) Identifying and eliminating barriers to employment that are not job related; and
  - 2) Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Government Code section 12940.
- e) *Equal Employment Opportunity Plan*: a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- f) *Equal Employment Opportunity Programs*: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with Title 5 regulations and this plan.
- g)
- 1) *Ethnic Minoritized Group*: American Indians or Alaskan natives (Native Americans), Asians, Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.
  - 2) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5, section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

h) *Goals for Persons with Disabilities*: a statement that the district will strive to attract and hire additional qualified persons with disabilities, consistent with its commitment to promoting equal employment opportunity and diversity at all levels of the workforce. To the extent Title 5 sets forth specific obligations to foster the representation of qualified disabled individuals in the workplace, “goals for person with disabilities” also means a statement in compliance with those obligations. The term “goals” does not refer to “quotas” or rigid proportions.

- 1) *Target Date*: a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.
- 2) *Timetable*: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

i) *In-house Hiring*: refer to Title 5 Section 53021.

j) *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

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

l) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question. In the absence of a determination by the Chancellor, projected representation is given no alternate meaning or application in this plan.

m) *Reasonable Accommodation*: the efforts made on the part of the district to allow disabled applicants to access the job application process and allow disabled employees to perform the essential functions of their positions, consistent with the District's legal obligations under the Americans with Disabilities Act and the California Fair Employment and Housing Act. “Reasonable accommodations” may include the items designated in Title 5, section 53025.

n) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

o) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

## **Plan Component 3: EEO & Nondiscrimination in Employment Policy Statement**

The San Bernardino Community College District (SBCCD) 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 employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity.

San Bernardino Community College District (SBCCD) has undertaken various efforts to address workplace diversity, student equity and inclusive ("DEI") practices. These efforts include the District's Equal Employment Opportunity Plan, Student Equity Plans at each respective college, a commitment to diversity (BP7100), as well as strategic goals in the Districtwide Support Services Strategic Plan (2017-22).

The District strives to achieve an anti-racist and anti-discrimination workforce that embraces all, persons with disabilities and individuals from all ethnic and cultural groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. Our Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that align with our District's commitment to diversity, equity and inclusion.

## **Plan Component 4: Delegation of Responsibility, Authority & Compliance** [Reference – Title 5, § 53003(c)(1) and 53020]

It is the policy of the SBCCD that all employees promote and support equal employment opportunity. 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 the Plan are set forth below.

### ***1. 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.

### ***2. Chancellor***

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

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

The District has designated the Director of Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints and for ensuring that applicant pools and selection procedures are properly monitored.

### ***4. Equal Employment Opportunity Advisory Committee***

Each college will establish 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 Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

**5. *District Human Resources, Diversity, Equity and Inclusion Advisory Taskforce***

The District shall establish the District Human Resources, Diversity, Equity and Inclusion Advisory Taskforce that will include representatives from each campus (ex. Arts & Lectures, Student Equity, Senates, Associated Students) to help guide the discussion and implementation of our DEI framework. This group will meet at least twice a year to discuss District wide efforts surrounding diversity, equity and inclusion for students and employees. This group will review measurable methods for the district to advance diversity and cultural competency. This taskforce will also plan the SBCCD Annual Diversity Summit.

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

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

**7. *Good Faith Effort***

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



## Plan Component 5: EEO Advisory Committee

The District will establish an Equal Employment Opportunity Advisory Committee (“Advisory Committee”) to assist the District in implementing the Plan. The Human Resources Subcommittee to the District Planning and Advisory Council will form the core membership of the Advisory Committee. The Advisory Committee shall include a diverse membership whenever possible. Ex officio members shall include the Equal Employment Opportunity Officer, the Title IX Officer and ADA Compliance Officer, the Director of Human Resources.

Every year, the Advisory Committee shall receive training in all of the following:

- The requirements of all applicable federal, state, and local laws, including Title 5 of the California Code of Regulations, Section 53000 *et seq.*;
  - Identification and elimination of bias in hiring;
  - The educational benefits of workforce diversity; and
  - The role of the Advisory Committee in carrying out the District’s EEO Plan.

The Advisory Committee shall hold a minimum of four (4) meetings per academic year, 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 Chancellor, College Presidents or the Equal Employment Opportunity Officer. The Advisory Committee will review the EEO Plan at least once every three years, and any revised Plan will be submitted to the Chancellor’s Office

**Plan Component 6: Complaints** [Reference – Title 5, § 53003(c)(2), 53026 and 59300 et seq.]

The procedure for filing complaints alleging violation of the Equal Employment Opportunity regulations shall be set forth in the District's Administrative Regulation regarding EEO & Discrimination Complaint Procedure (SBCCD AP3430). This Administrative Regulation shall be made accessible on the District's website, as well made accessible at the Office of Human Resources.

As stated in the District's Administrative Regulation regarding EEO & Discrimination Complaint Procedure, complaints alleging a violation of the EEO regulations shall be filed with the Equal Employment Opportunity Officer.

## **Plan Component 7: Notification of EEO Plan & Policy**

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, Administrators/Managers, the Academic Senate and Classified Senate leadership, Bargaining Unit representatives, and members of the SBCCD Equal Employment Opportunity Advisory Committees.

The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. The Human Resources Department will provide all new employees with a copy of the Board of Trustees' Equal Employment Opportunity Policy Statement.

The Human Resources Department will distribute an annual written notice summarizing the provisions of the District's Equal Employment Opportunity Plan and emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implementation along with where locations of copies of the Plan are available.

## **Plan Component 8: Recruitment, Screening & Selection**

All recruitment for employment positions conducted by the District including, without limitation, recruitment positions conducted by the District's Office of Human Resources, and shall be conducted consistent with all the requirements set forth in Section 53021 of Title 5 of the California Code of Regulations.

The District's Office of Human Resources shall create job announcements and set qualifications for employment positions consistent with all the requirements set forth in Section 53022 of Title 5 of the California Code of Regulations.

The District's Office of Human Resources shall review the applicant pool and take appropriate action as necessary consistent with all of the requirements set forth in Section 53023 of Title 5 of the California Code of Regulations.

The District's screening and selection procedures shall be consistent with all the requirements set forth in Section 53024 of Title 5 of the California Code of Regulations. Specifically, all screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

- provided to the Chancellor upon request;
- designed to ensure 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;
- based solely on job-related criteria; and
- designed to avoid an adverse impact, as defined in Section 53001(a) of Title 5 of the California Code of Regulations, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

## Plan Component 9: Screening Committee

Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the evaluation of applicants' qualifications. Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel, shall receive appropriate EEO training on the following:

- The requirements of Title 5 of the California Code of Regulations, Section 53000 *et seq.*;
- The requirements of all applicable federal, state, and local nondiscrimination laws;
  - The requirements of the District's Equal Employment Opportunity Plan;
  - The District's policies on nondiscrimination, recruitment, and hiring;
  - The educational benefits of workforce diversity;
  - The elimination of bias in hiring decisions; and
  - Best practices in serving on a selection or screening committee.

Each District employee serving in the above capacities will be required to participate in a recruitment training session prior to serving on a screening/selection committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The District's Office of Human Resources is responsible for providing the required training for District employees serving on any screening/selection committees. Any individual, whether or not they are an employee of the District, acting on behalf of the District with regard to recruitment, screening, and/or selection of employees is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

A complete screening committee handbook can be found on our District website.

## **Plan Component 10: Persons with Disabilities**

The District shall ensure, through the District's Office of Human Resources that applicants and employees with disabilities are provided with reasonable accommodations consistent with the requirements set forth in Section 53025 of Title 5 of the California Code of Regulations and all applicable federal, state, and local laws.

Applicants and employees will have the opportunity to request reasonable accommodations throughout the application and selection process by following simple instructions provided at each step of the process. Beginning with the employment application, applicants are asked to indicate whether or not a reasonable accommodation is requested. Applicants who are invited to complete an assessment test are given instructions on how to request accommodations specific to the assessment test process. Applicants invited to participate in an oral interview are then given instructions on how to request accommodations specific to that process. Once an offer of employment is accepted, HR will work with the department and hiring manager in the steps required to provide for the employee the necessary accommodations. The process for requesting an accommodation can be found on our website.

## **Plan Component 11: Annual Written Notice to Appropriate Community-Based & Professional Organizations**

The EEO Officer or designee will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for significantly underrepresented groups. A list of organizations, which will receive this notice, is attached to this Plan (*Appendix A*). This list may be revised from time to time as necessary.

## **Plan Component 12: Graduate Assumption Program of Loans for Education**

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, Cafeteria and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a San Bernardino Community College District.



## Plan Component 13: Data Collection & Analysis

The District, through its Office of Human Resources, shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the efficacy of its equal employment opportunity plan and to provide data needed for the analyses required by Sections 53003, 53006, 53023, and 53024 of Title 5 of the California Code of Regulations. The District shall annually report to the Chancellor, in a manner prescribed by the Chancellor, this data for employees of the District. Each employee shall be reported so that they may be identified as belonging to one of the following seven job categories:

- (1) Executive/administrative/managerial;
- (2) Faculty and other instructional staff;
- (3) Professional non-faculty;
- (4) Administrative Support;
- (5) Technical and paraprofessional;
- (6) Skilled crafts; and
- (7) Service and maintenance.

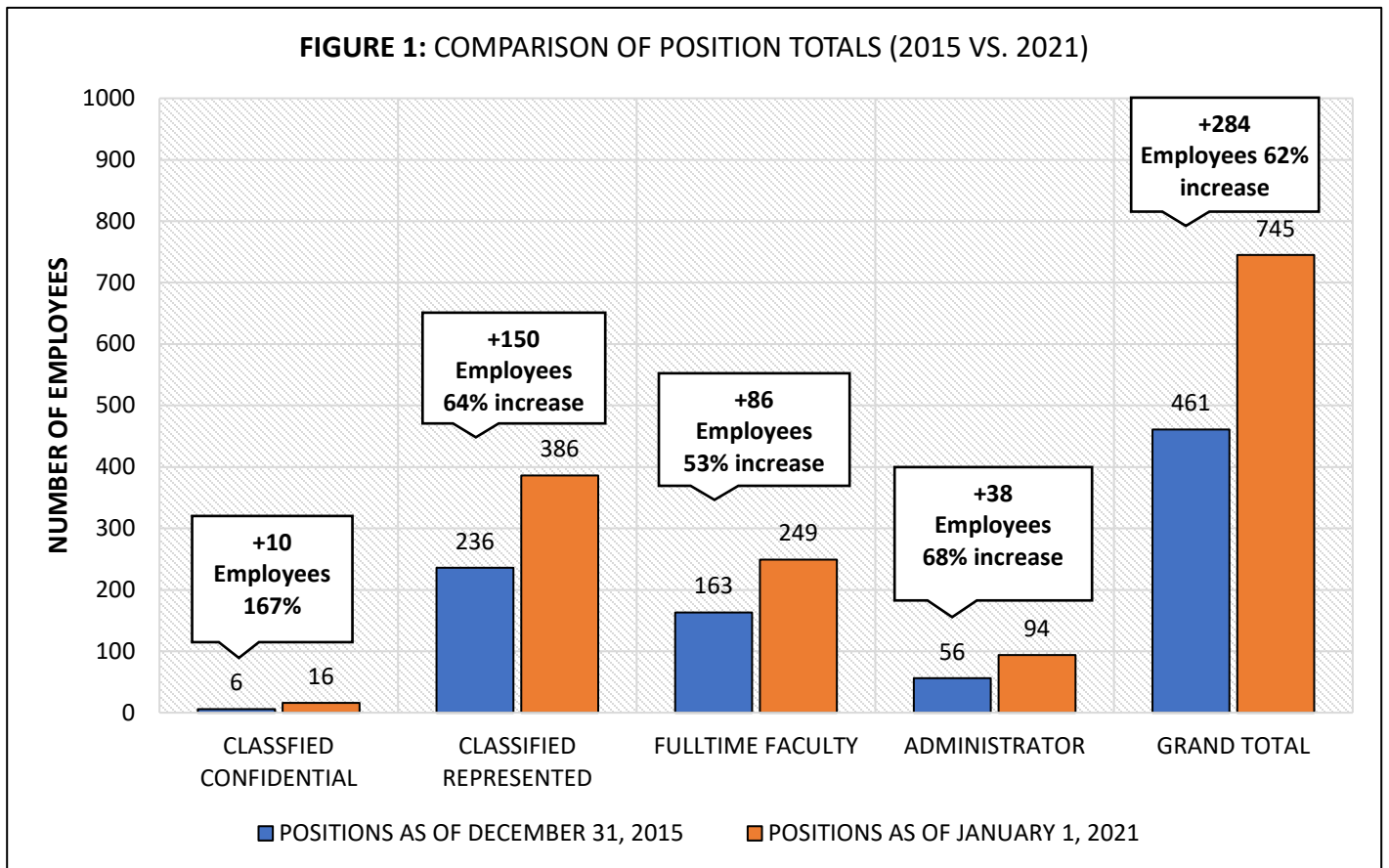
For purposes of the data collection and reporting required under this section, each applicant or employee shall be afforded the opportunity to identify their gender, ethnic group identification and, if applicable, their disability. A person may designate multiple ethnic groups with which they identify but shall be counted in only one ethnic group for reporting purposes. Consistent with all applicable federal, state, and local laws, the District may collect additional data as needed to determine underrepresentation in these or other protected areas.

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

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

**TABLE 1: Percent Increase in the Number of SBCCD Employees by Classification (2015-2021)**

CLASSIFICATION	POSITIONS AS OF DEC 31, 2015	POSITIONS AS OF JAN 1, 2021	PERCENT INCREASE
Classified Confidential	6	16	167%
Classified Represented	236	386	64%
Full-time Faculty	163	249	53%
Administrator (classified and educational)	56	94	68%
<b>TOTAL*</b>	<b>461</b>	<b>745</b>	<b>62%</b>



\* Chancellor and Board Members are not included in the employee count

**TABLE 2: Percent Increase in the Number of SBCCD Employees by Classification and Race/Ethnicity (2015-2021)**

	POSITIONS AS OF DEC 31, 2015	POSITIONS AS OF JAN 1, 2021	PERCENT INCREASE
<b>CLASSIFIED CONFIDENTIAL</b>			
American Indian/Alaskan	0	0	0% (+0)
Asian	1	1	0% (+0)
African American	0	0	0% (+0)
Filipino	0	0	0% (+0)
Hispanic	2	6	200% (+4)
Other Non-White	0	0	0% (+0)
Pacific Islander	0	0	0% (+0)
White	3	9	200% (+6)
<b>TOTAL</b>	<b>6</b>	<b>16</b>	<b>167% (+10)</b>
<b>CLASSIFIED REPRESENTED</b>			
American Indian/Alaskan	5	6	20% (+1)
Asian	11	16	45% (+5)
African American	25	48	92% (+23)
Filipino	6	11	83% (+5)
Hispanic	101	181	79% (+80)
Other Non-White	0	1	100% (+1)
Pacific Islander	1	1	0% (+0)
White	87	122	40% (+35)
<b>TOTAL</b>	<b>236</b>	<b>386</b>	<b>64% (+150)</b>
<b>FULL-TIME FACULTY</b>			
American Indian/Alaskan	1	1	0% (+0)
Asian	9	18	100% (+9)
African American	34	40	18% (+6)
Filipino	3	7	133% (+4)
Hispanic	27	53	96% (+26)
Other Non-White	0	3	300% (+3)
Pacific Islander	0	0	0% (+0)
White	89	127	43% (+38)
<b>TOTAL</b>	<b>163</b>	<b>249</b>	<b>53% (+86)</b>
<b>ADMINISTRATORS</b>			
American Indian/Alaskan	0	0	0% (+0)
Asian	3	5	67% (+2)
African American	6	14	133% (+8)
Filipino	1	2	100% (+1)
Hispanic	19	28	47% (+9)
Other Non-White	0	3	300% (+3)
Pacific Islander	0	0	0% (+0)
White	27	42	56% (+15)
<b>TOTAL</b>	<b>56</b>	<b>94</b>	<b>68% (+38)</b>

\* Chancellor and Board Members are not included in the employee count

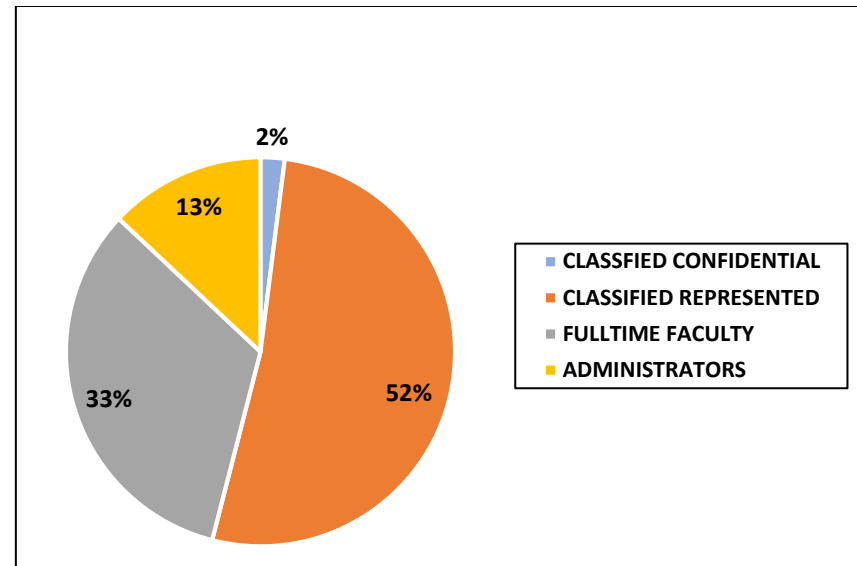
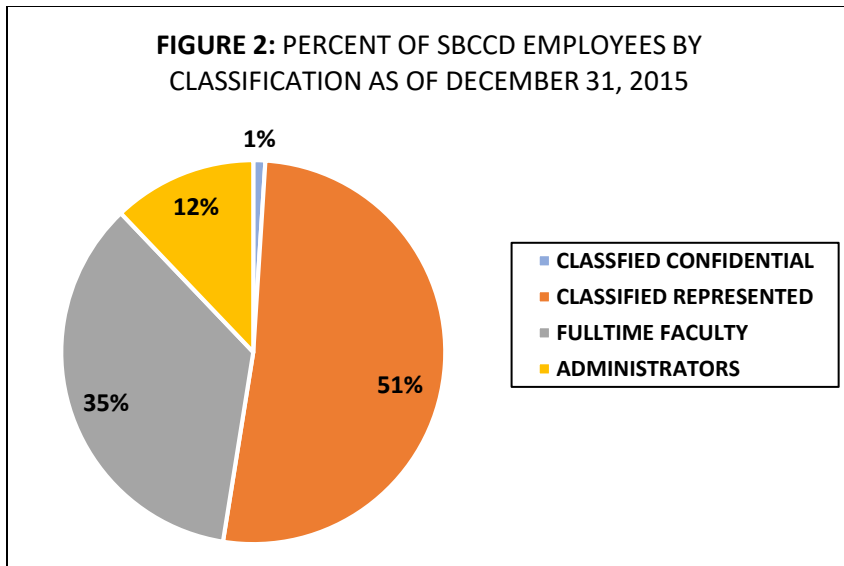
**TABLE 3: Percent Increase in the Number of SBCCD Employees by Classification and Gender (2015-2021)**

	POSITIONS AS OF DEC 31, 2015	POSITIONS AS OF JAN 1, 2021	PERCENT INCREASE
<b>CLASSIFIED CONFIDENTIAL</b>			
Female	6	15	150% (+9)
Male	0	1	100% (+1)
<b>TOTAL</b>	<b>6</b>	<b>16</b>	<b>167% (+10)</b>
<b>CLASSIFIED REPRESENTED</b>			
Female	159	255	60% (+96)
Male	77	131	70% (+54)
<b>TOTAL</b>	<b>236</b>	<b>386</b>	<b>64% (+150)</b>
<b>FULL-TIME FACULTY</b>			
Female	94	141	50% (+47)
Male	69	108	57% (+39)
<b>TOTAL</b>	<b>163</b>	<b>249</b>	<b>53% (+86)</b>
<b>ADMINISTRATORS</b>			
Female	21	38	81% (+17)
Male	35	56	60% (+21)
<b>TOTAL</b>	<b>56</b>	<b>94</b>	<b>68% (+38)</b>

**SUMMARY OF TABLE 3:**

- Displays the SBCCD gender representation within each job classification
- Compares employee totals as of December 2015 to totals as of January 2021
- SBCCD has increased the number of female employees across every job classification over this 5-year period
- The increase in female employees has outpaced the increase in male employees
- Females make up 60% of the SBCCD workforce
- Females make up 40% of the administrators

**FIGURE 2: PERCENT OF SBCCD EMPLOYEES BY CLASSIFICATION AS OF DECEMBER 31, 2015**



**TABLE 4: Percent of SBCCD Employees by Race/Ethnicity within each Job Classification**

	CLASSIFIED CONFIDENTIAL		CLASSIFIED REPRESENTED		FULL-TIME FACULTY		ADMINISTRATOR	
	Dec 31, 2015 N = 6	Jan 1, 2021 N = 16	Dec 31, 2015 N = 236	Jan 1, 2021 N = 386	Dec 31, 2015 N = 163	Jan 1, 2021 N = 249	Dec 31, 2015 N = 56	Jan 1, 2021 N = 94
American Indian/Alaskan	0% (0)	0% (0)	2% (5)	2% (6)	1% (1)	0% (1)	0% (0)	0% (0)
Asian	17% (1)	6% (1)	5% (11)	4% (16)	6% (9)	7% (18)	5% (3)	5% (5)
Black	0% (0)	0% (0)	11% (25)	12% (48)	21% (34)	16% (40)	11% (6)	15% (14)
Filipino	0% (0)	0% (0)	3% (6)	3% (11)	2% (3)	3% (7)	2% (1)	2% (2)
Hispanic	33% (2)	38% (6)	43% (101)	47% (181)	17% (27)	21% (53)	34% (19)	30% (28)
Other Non-White	0% (0)	0% (0)	0% (0)	0% (1)	0% (0)	1% (3)	0% (0)	3% (3)
Pacific Islanders	0% (0)	0% (0)	0% (1)	0% (1)	0% (0)	0% (0)	0% (0)	0% (0)
White	50% (3)	56% (9)	37% (87)	32% (122)	55% (89)	51% (127)	48% (27)	45% (42)
<b>TOTAL</b>	<b>1% (6)</b>	<b>2% (16)</b>	<b>51% (236)</b>	<b>52% (386)</b>	<b>35% (163)</b>	<b>33% (249)</b>	<b>12% (56)</b>	<b>13% (94)</b>

**SUMMARY OF TABLE 4:**

- Displays the SBCCD racial/ethnic representation within each job classification
- With the exception of Classified Represented, Whites are the majority in each job classification (not majority in service area or student body)
- There are no African American, American Indian or Filipinos in the Confidential Classification and there are no American Indian Administrators

**TABLE 5: Percent of SBCCD Employees by Gender within each Job Classification**

	CLASSIFIED CONFIDENTIAL		CLASSIFIED REPRESENTED		FULL-TIME FACULTY		ADMINISTRATOR	
	Dec 31, 2015 N = 6	Jan 1, 2021 N = 16	Dec 31, 2015 N = 236	Jan 1, 2021 N = 386	Dec 31, 2015 N = 163	Jan 1, 2021 N = 249	Dec 31, 2015 N = 56	Jan 1, 2021 N = 94
Female	100% (6)	94% (15)	67% (159)	66% (255)	58% (94)	57% (141)	38% (21)	40% (38)
Male	0% (0)	6% (1)	33% (77)	34% (131)	42% (69)	43% (108)	62% (35)	60% (56)
<b>TOTAL</b>	<b>1% (6)</b>	<b>2% (16)</b>	<b>51% (236)</b>	<b>52% (386)</b>	<b>35% (163)</b>	<b>33% (249)</b>	<b>12% (56)</b>	<b>13% (94)</b>

**SUMMARY OF TABLE 5:**

- Displays the SBCCD gender representation within each job classification
- Females are the majority in each job classification with the exception of Administrators
- Since 2015, the percentage of female employees in the Administrator Classification has increased by 2%

## Plan Component 14: Adverse Impact Analysis

The district shall implement the following steps to determine if there is an adverse impact for underrepresented candidates through various stages of the recruitment.

### 1. Review of Initial and Qualified Applicant Pools<sup>1</sup>

Initial applicant pools will be reviewed by Human Resources (HR) for representation of monitored groups. Once the initial pool is approved and for consistency across the District, either the hiring administrator or HR will screen the pool for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will then be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be released in accordance with the Hiring Procedures. The District's Recruitment and Hiring Procedures will include the following provisions:

a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability.

b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The following steps will be taken when reviewing the initial applicant pool.

***Step 1:*** The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain representation for any monitored group is not due to discriminatory recruitment procedures.

***Step 2:*** If there is no representation of a monitored group, the application deadline may be extended so that additional recruitment can be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential applicants.

***Step 3:*** When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy the minimum qualifications set forth in the job description.

c) *Qualified Applicant Pool:* The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description, including that for faculty and administrative positions, job requirements include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Before the qualified applicant pool is forwarded to the screening/selection committee, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to

exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

**Step 1:** Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the District.

**Step 2:** Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.

**Step 3:** If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.

**Step 4:** If adverse impact persists after taking **Steps 1** and **2** above, the selection process may proceed only if:

- (i) The job announcement does not require qualifications beyond the statewide minimum qualifications, or
- (ii) Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.

**Step 5:** Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.

- d) The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify under **Step (c) 2** above unless such qualifications are so verified in advance of commencing any such future hiring process.

## 2. 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/selection committees the following provisions:

- a) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:



- (i) After the selection/screening committee has conducted the paper screening and **prior** to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
  - (ii) 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.
- b) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Vice Chancellor for Human Resources or his/her designee will do the following:
  - (i) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
  - (ii) 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.
  - (iii) 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.
  - (iv) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- c) The District will review all of its current and future job specifications to ensure that years of experience are taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Plan Component 12, section 2) a) (see Title 5, §§ 53022 and 53024(d)).

The use of years of experience will be assessed for adverse impact in each selection process where it is considered. If adverse impact results from the use of years of experience as a job-related factor, the process will continue only if applicants who were eliminated by the use of years of experience considerations are placed back in the pool and continue to be considered during the hiring process.
- d) Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection*

*Procedures.*

- e) After the Chancellor's review, the governing board shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.
- f) 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 EEOAC to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

For a complete review of our workforce analysis and application data (19-20) please see the additional plan.

## **Plan Component 15: District Measures to Address Identified Underrepresentation**

Where the review identifies that underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern.

1. Review the District's recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
2. Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective;
3. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place for a reasonable period of time;
4. Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
  - Any requirements of all applicable federal, state, and local laws; and
  - Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.
5. Continue using qualification standards meeting the requirements of paragraph (4) of this section only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4), and be expected to have a less exclusionary effect; and
7. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For purposes of this section, "a reasonable period of time" means three years, or such longer period as the Chancellor may approve upon the request of the Equal Employment Opportunity Advisory Committee and the Superintendent/President.

Nothing in this section shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of all applicable laws.

## Plan Component 16: Developing & Maintaining Institutional Commitment to Diversity

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and in-house/promotion and to enjoy the benefits of employment with the District.

Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas, and embraces all, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a well-planned, well-funded, and supported diversity program by the leadership of the District will be of great value.

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

- 1) *Commit to a formal Office of Diversity and diversity program that is part of the structure of the District and that will be adequately funded and supported by the District and campus leadership.*
- 2) *Conduct campus climate studies to identify hidden barriers.*
- 3) *Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.*
- 4) *Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.*
- 5) *Offer a series of EEO/diversity workshops in conjunction with professional development programs.*

Provide annual trainings that ensure administrators demonstrate the ability to understand and implement SBCCD EEO diversity principles

- 6) *Establish an “Equal Employment Opportunity and Diversity” online presence by highlighting the District’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District’s website. The website will also list contact persons for further information on all of these topics.*
- 7) *Promote various cultural celebrations on campus.*
- 8) *Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.*
- 9) *Through the District’s publications and website, convey the District’s diversity and commitment to equal employment opportunity;*
- 10) *Through the District’s mission statement, convey the District’s commitment to diversity and inclusion and its commitment to a diverse and inclusive workforce that promotes the District’s educational goals and values;*
- 11) *Through the District’s hiring procedures, require that applicants for all positions are required to demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position;*
- 12) *Through District staff members, serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement;*
- 13) *Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular courses, readings, or discipline;*
- 14) *Address issues of inclusion/exclusion in a transparent and collaborative fashion;*
- 15) *Attempt to gather information from applicants who decline job offers to find out why, record this information, and utilize it; and*
- 16) *Conduct longitudinal analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignation, termination, and discipline.*

## Appendix A

### Diversity Organizations in San Bernardino County

Asian American Resource Center  
1115 S. E Street  
San Bernardino, CA 92408  
909-383-0164

Campaign for College Opportunity (IE Hub)  
1149 S. Hill Street, Suite 925  
Los Angeles, CA 90015  
213-744-9434

C.O.P.E  
1505 W Highland Ave,  
San Bernardino, CA 92411  
(909) 887-3900

Consulate of Mexico in San Bernardino  
293 N D St.  
San Bernardino, CA 92401

Inland Congregations United for Change  
1441 N. D Street, Suite 208  
San Bernardino, CA 92408  
909-383-1134

Inland Regional Center  
1365 S. Waterman Avenue  
San Bernardino, CA 92408  
909-890-3000

League of Women Voters  
568 No. Mt. View Avenue, suite 150  
San Bernardino, CA 92401  
909-338-4163

Mexican American Legal Defense & Education Fund  
634 S. Spring Street  
Los Angeles, CA 90013  
213-629-2512

National Association for the Advancement of Colored People  
1505 W. Highland Avenue  
San Bernardino, CA 92411  
909-877-7411

Native American Resource Center  
2210 E. Highland Avenue, Suite 101 & 102  
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San Bernardino, CA 92404  
909-864-1097 x3328

## **Appendix A**

### **Diversity Organizations in San Bernardino County (contd.)**

National Council of La Raza  
523 W 6th Street, suite 840  
Los Angeles, CA 90014  
213-489-3428

United Way  
9644 Hermosa Avenue  
Rancho Cucamonga, CA 91730  
909-980-2857

Young Women's Empowerment Foundation  
5941 Laura Ln  
San Bernardino, CA 92407  
(909) 880-0836