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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,

A handwritten signature in black ink, appearing to read "Bruce Baron". The signature is fluid and cursive, with a large initial "B" and "B".

Bruce Baron,  
Chancellor

## Plan Component 2: Definitions

(a) **Adverse Impact.** "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") 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.** "Business necessity" means 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 does mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

(c) **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 and in all job categories listed in section 53004(a). Ensuring equal employment opportunity also involves creating an environment which 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 this subchapter.

(d) **Equal Employment Opportunity Plan.** An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

(e) **Equal Employment Opportunity Programs.** "Equal employment opportunity programs" means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.

(f)(1) **Ethnic Minorities.** "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

(2) **Ethnic Group Identification.** "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

(g) **Goals for Persons with Disabilities.** "Goals for persons with disabilities" means a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the work force and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.

(h) ***In-house or Promotional Only Hiring.*** "In-house or promotional only" hiring means that only existing district employees are allowed to apply for a position as outlined in section 53021 of the California Code of Regulations and Education Code 87100.

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

(j) ***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.

(k) ***Projected Representation.*** "Projected representation" means the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

(l) ***Reasonable Accommodation.*** "Reasonable accommodation" means the efforts made on the part of the district to remove artificial or real barriers which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.

(m) ***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 but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

(n) ***Significantly Underrepresented Group.*** "Significantly underrepresented group" means 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.

(o) ***Target Date.*** "Target date" means 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.

(p) ***Timetable.*** "Timetable" means a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

## **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.

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics (SBCCD BP 3410 – Nondiscrimination).

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

## **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 Committees 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. *Campus Diversity Advisory Council (CDAC)***

The SBCCD shall establish a Campus Diversity Advisory Council (CDAC) as a component of the District's Diversity Program. The purpose of the CDAC is to develop ways for the colleges advance diversity and cultural competency via campus events and training/workshops, as well as to track the colleges' development in the areas of diversity and cultural competency. Each college will be responsible for advancing their campus' diversity and cultural competency.

**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 shall 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 two (2) 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 Board of Trustees, 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 conduct applicant pool reviews 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 meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;
- 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/Selection Committee

Whenever possible, screening/selection committees shall include a diverse membership which will bring a variety of perspectives to the assessment 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 he or she is 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.

## **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.

## **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 underrepresented populations. 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, 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 implementation 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 he or she 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) Secretarial/clerical;
- (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 his or her gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies but shall be counted in only one ethnic group for reporting purposes.<sup>3</sup> 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.

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.

## San Bernardino Community College District

### Student and Employee Demographics

#### Crafton Hills College- Hispanic Students and Staff

Fall 2017	
Total Full & Part-Time Student Head Count	6128
Total Full and Part-time Hispanic Student Head Count	2982
Percentage of Hispanic Students	48.6%
Total Educational Administrator Head Count	9
Total Hispanic Educational Administrator Head Count	2
Total Hispanic Educational Administrator Percentage	22%
Total Staff Head Count	112
Total Hispanic Staff Head Count	38
Percentage of Hispanic Staff	33%
Total Academic, Temporary Head Count	221
Total Hispanic Academic, Temporary Head Count	43
Percentage of Hispanic Academic, Temporary	19%
Total Academic, Tenured/Tenure Track Head Count	75
Total Hispanic Academic, Tenured/Tenure Track Head Count	11
Percentage Academic, Tenured/Tenure Track Head Count	14.67%
Total Faculty and Staff Head Count	417
Total Percentage of Hispanic Faculty and Staff	22.54%

Crafton Hills College- African-American Students and Staff

Fall 2017	
Total Full & Part-Time Student Head Count	6128
Total Full and Part-time African-American Student Head Count	228
Percentage of African-American Students	3.72%
Total Educational Administrator Head Count	9
Total African-American Educational Administrator Head Count	0
Total African-American Educational Administrator Percentage	0%
Total Staff Head Count	112
Total African-American Staff Head Count	6
Percentage of Hispanic Staff	5.35%
Total Academic, Temporary Head Count	221
Total African-American Academic, Temporary Head Count	11
Percentage of Hispanic Academic, Temporary	4.9%
Total Academic, Tenured/Tenure Track Head Count	75
Total African-American Academic, Tenured/Tenure Track Head Count	7
Percentage Academic, Tenured/Tenure Track Head Count	9.3%
Total Faculty and Staff Head Count	417
Total Percentage of African-American Faculty and Staff	5.7%

San Bernardino Valley College- Hispanic Students and Staff

Fall 2017	
Total Full & Part-Time Student Head Count	13396
Total Full and Part-time Hispanic Student Head Count	9114
Percentage of Hispanic Students	68.03%
Total Educational Administrator Head Count	15
Total Hispanic Educational Administrator Head Count	6
Total Hispanic Educational Administrator Percentage	40%
Total Staff Head Count	207
Total Hispanic Staff Head Count	103
Percentage of Hispanic Staff	49.76%
Total Academic, Temporary Head Count	425
Total Hispanic Academic, Temporary Head Count	85
Percentage of Hispanic Academic, Temporary	20%
Total Academic, Tenured/Tenure Track Head Count	178
Total Hispanic Academic, Tenured/Tenure Track Head Count	40
Percentage Academic, Tenured/Tenure Track Head Count	22%
Total Faculty and Staff Head Count	825
Total Percentage of Hispanic Faculty and Staff	28.36%

San Bernardino Valley College- African American Students/Staff

Fall 2017	
Total Full & Part-Time Student Head Count	13396
Total Full and Part-time African-American Student Head Count	1555
Percentage of African-American Students	1
Total Educational Administrator Head Count	19
Total African-American Educational Administrator Head Count	2
Total African-American Educational Administrator Percentage	10.53%
Total Staff Head Count	208
Total African-American Staff Head Count	27
Percentage of African-American Staff	12.98%
Total Academic, Temporary Head Count	385
Total African-American Academic, Temporary Head Count	34
Percentage of African-American Academic, Temporary	8.83%
Total Academic, Tenured/Tenure Track Head Count	176
Total African-American Academic, Tenured/Tenure Track Head Count	38
Percentage Academic, Tenured/Tenure Track Head Count	21.59%
Total Faculty and Staff Head Count	825
Total Percentage of African-American Faculty and Staff	12.24%

## District Employees by Age –Fall 2016

### Educational Administrator Total

Total Educational Administrators- 32	
18 to 34	1
35 to 39	3
40 to 44	2
45 to 49	6
50 to 54	6
55 to 59	4
60 to 64	5
65 and above	5

### Academic, Tenured/Tenure Track Total

Total Academic, Tenured/Tenure Track- 250	
18 to 34	22
35 to 39	31
40 to 44	34
45 to 49	29
50 to 54	31
55 to 59	39
60 to 64	42
65 and above	22

### Academic, Temporary Total

Total Academic, Temporary- 611	
18 to 34	109
35 to 39	74
40 to 44	90
45 to 49	69
50 to 54	64
55 to 59	68
60 to 64	67
65 and above	70

### Classified Total

Total Classified- 434	
18 to 34	74
35 to 39	52
40 to 44	64
45 to 49	51
50 to 54	56
55 to 59	69
60 to 64	43
65 and above	25

## **Plan Component 14: 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.

A recent review, revealed the underrepresentation of Hispanic faculty and staff in comparison to student population(s) (figure 2). As a result, additional measures will be implemented to include:

- Organizing a collaborative effort between Human Resources, faculty administration, and Hispanic staff to develop initiatives for increasing recruitment of Hispanic faculty and staff to provide a better balance in the Hispanic faculty/staff to student ratio.
- Increasing recruitment efforts to include advertisements in “Hispanic Outlook in Higher Education” and “Hispanic Job.com” and including advertisement language “bilingual/Spanish encouraged to apply” on recruitment flyers.
- The District will engage with the community in recruitment efforts.

Additional measures used to address identified underrepresented groups shall also include the following:

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 15: 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, 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. 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 can be of great value.

The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency, 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 staff development programs.*

- 6) *Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.*
- 7) *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.*
- 8) *Promote various cultural celebrations on campus.*
- 9) *Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.*
- 10) *Through the District's publications and website, convey the District's diversity and commitment to equal employment opportunity;*
- 11) *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;*
- 12) *Through the District's hiring procedures, require that applicants for all positions are required to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position;*
- 13) *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;*
- 14) *Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular courses, readings, or discipline;*
- 15) *Address issues of inclusion/exclusion in a transparent and collaborative fashion;*
- 16) *Attempt to gather information from applicants who decline job offers to find out why, record this information, and utilize it; and*
- 17) *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

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

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

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

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

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

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

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