Sierra Joint Community College District

Equal Employment Opportunity Plan

Interim DRAFT

Adopted by the Sierra Joint CCD Board of Trustees:

December 11, 2012
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Purpose of the EEO Plan

The Sierra Joint Community College District’s Equal Employment Opportunity (EEO) Plan addresses the requirements of Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity.

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the CCC Chancellor’s Office. “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) of Title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. An “Equal Employment Opportunity Plan” is a written document in which a district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Objectives of EEO Plan

The objectives of the District’s Equal Employment Opportunity Plan and Guidelines are to:

- Address the legal requirements for the District’s Equal Employment Opportunity Plan, pursuant to section 53003 of Title 5.
- Provide guidance that will assist in the goal of achieving a diverse workforce.
- Provide sample forms to allow the user to visualize outcomes.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.
- Create and sustain institutional structures and processes to result in a culture and environment of equity.
Plan Component 1: Introduction

The Sierra Joint Community College District Equal Employment Opportunity Plan (*Plan*) was adopted by the Board of Trustees on **December, 11, 2012**. The Plan reflects the district’s commitment to equal employment opportunity. It is the district’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan’s immediate focus is equal employment opportunity in its recruitment, hiring, and promotional 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 contains an analysis of the demographic makeup of the district’s workforce population and an analysis of whether underrepresentation of monitored groups exits. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and 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.

The Sierra Joint Community College District has maintained its commitment to equal employment opportunity and diversity processes and practices which were in place prior to the passage of California’s Proposition 209, and thereafter. SJCCD continues to affirm equal employment opportunity and diversity as part of the District’s core values.

William H. Duncan,
Superintendent/President
Plan Component 2: Definitions

**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.

**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.

**Diversity:** a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, ethnicity, sexual orientation, gender identity and expression, disability or genetic information, age (40 or older), national origin, religion, socioeconomic status, geographic region, life experiences and other enriching characteristics.

**Equal Employment Opportunity:** all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment within 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 that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Title 5, section 53000 et seq.

**Equal Employment Opportunity Plan:** a written document in which a district’s workforce is analyzed; specific plans, procedures, and goals are set forth for ensuring equal employment opportunity.

**Equal Employment Opportunity Program:** all the various methods and strategies 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 requirements of section 53006.

**Ethnic Minorities:** American Indians/Alaskan natives, Asians/Filipino, Pacific Islanders/Native Hawaiian, Black/African-Americans, Hispanics/Latinos, and Two or More Races.

**Ethnic Group Identification:** an individual’s identification in one or more of the ethnic groups reported to the CCC Chancellor pursuant to section 53004. These groups shall be more specifically defined by the CCC Chancellor consistent with state and federal law.

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1 Title 5 references may be found in the California Codes of Regulations.
**Goals for Persons with Disabilities**: 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 workforce and availability of persons with disabilities who are qualified to perform a particular job. Goals are not “quotas” or rigid proportions.

**In-house or Promotional Only Hiring**: only existing district employees are allowed to apply for a position.

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

**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.

**Projected Representation**: the percentage of persons from a monitored group as identified in section 53004(b), determined by the Chancellor to be available and qualified to perform the work in question.

**Reasonable Accommodation**: 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.

**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.

**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.

**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.

**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.
Plan Component 3: Policy Statement

Sierra Joint Community College District 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 of the district on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The district 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 Authority, Responsibility and Compliance

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

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. **Superintendent/President**

   The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the district’s equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Superintendent/President shall evaluate the performance of all administrative staff who report directly to 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 an EEO Manager is established, the role of this position will also serve as the EEO Officer. 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, monitoring, and achieving the goals of 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 described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. **Equal Employment Opportunity Advisory Committee**

The District has established the 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 and diversity 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. **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.

6. **Good Faith Effort**

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

**Plan Component 5: Advisory Committee**

The District has established an Equal Employment Opportunity Advisory Committee (Advisory Committee) to assist the district in implementing its Plan. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Advisory Committee may sponsor events, training, recruitment or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself.
The Advisory Committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will report to the appropriate Senates and to the office of the President/Superintendent that efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be comprised of a minimum of three (3) faculty members, three (3) classified members, and three (3) managers. Ex officio members should include the Director of Human Resources or the EEO Manager, whoever is the designated EEO Officer. The Advisory Committee shall hold a minimum of four (4) meetings per fiscal 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, the Superintendent/President, and the equal employment opportunity officer.

As Chair of the EEO Advisory Committee, the EEO Officer is responsible for overseeing its membership. The EEO Officer is expected to recruit committee members in consultation with the respective Senates. Candidates will be appointed based upon mutual agreement. In the event the EEO Officer role is vacant, and a vacancy occurs on the EEO Advisory Committee, the District will ask the respective Senates to appoint members using their normal committee appointment process in collaboration with the Director of Human Resources and/or acting EEO Officer.

Plan Component 6: Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026): The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations² (see below) have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of this Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district’s determination pursuant to section 53026 to the CCC Chancellor’s Office, but under some circumstances, violations of the equal employment opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the CCC Chancellor’s Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the College District level using the process provided by section 53026. See

² The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 et seq.
Californiac Community Colleges (CCC) Chancellor’s Office Guidelines for Minimum Conditions Complaints at:

http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.) The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources Development and Personnel Services is responsible for receiving such complaints and for coordinating their investigation. College complaint officers may be assigned investigation responsibilities, as appropriate. The District’s discrimination and sexual harassment complaint definitions, policies and procedures are located on the District website: http://www.sierracollege.edu/about-us/human-resources/equal-opportunity.php

Prohibition of Harassment
Sierra College Administrative Procedure - No. AP3430

Discrimination and Harassment Investigations
Sierra College Administrative Procedure - No. AP3435

Plan Component 7: Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of District’s Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be electronically posted in the employees’ MySierra portal page. The Plan and subsequent revisions will be distributed to the district’s Board of Trustees, the President/Superintendent, administrators, the academic and classified senate leadership, union representatives and members of District Equal Employment Opportunity Advisory Committee. The Plan will be available on the district’s website, and when appropriate, may be distributed via e-mail. Each year, the district will provide all employees with a copy of the board’s Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the district’s Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees, via email, with a copy of the written notice described above when they commence their employment with the district. The annual notice will emphasize the importance of the employee’s participation and responsibility in ensuring the Plan’s implementation and reference to the district’s website where a printable version of the Plan is accessible.

Plan Component 8: Training for Screening/Selection Committees

Any organization or individual, serving as the Equal Employment Opportunity Representative, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district’s Equal Employment Opportunity Plan; the district’s policies on nondiscrimination,
recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the twelve (12) months prior to service on a screen/selection committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees as the Equal Employment Opportunity Representative. The EEO Officer, and/or Human Resources are responsible for providing the required training. Any individual acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the district’s Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

The District has established a practice that equity training must be updated every two years after the representative’s initial training. A tracking database has been established to track and monitor individuals who have been equity trained.

**Plan Component 9: Annual Written Notice to Community Organization**

The Equal Employment Opportunity Officer shall pursue a genuine and deliberate effort to distribute a written notice to appropriate community-based and professional organizations concerning this 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 website address where the district advertises its job openings and the name(s), department(s) and phone number(s) of individuals to call in order to obtain employment information.

**Plan Component 10: Analysis of District Workforce and Applicant Pool**

The Human Resources Department will annually survey the district’s workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District’s progress in implementing the Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians, Native Hawaiian/Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Two or More Races, Caucasians, and persons with disabilities.

For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the

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3 See title 5, & 53020(c).

4 The Asian subgroup breakdown must be reported in the annual reports, but the breakdown by Asian subgroups is not necessary when addressing the issue of under representation in the Plan.
screening/selection committee and hiring administrators(s). The district will annually report to the CCC Chancellor’s Office the results of its annual survey of employees. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1) Executive/Administrative/Managerial
2) Faculty and other Instructional Staff
3) Professional Non-faculty
4) Secretarial/Clerical
5) Technical and Paraprofessional
6) Skilled Crafts
7) Service Maintenance

The analysis of the District’s current workforce and most recent applicant pools are reported in the following tables and charts.

The following is an analysis of the District’s workforce for fall 2010 and 2011:
<table>
<thead>
<tr>
<th>District: Sierra</th>
<th>Classification Headcount Distribution by Primary Location</th>
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</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td></td>
</tr>
<tr>
<td>SIERRA COLLEGE</td>
<td>16</td>
</tr>
<tr>
<td>DISTRICTWIDE TOTAL:</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2010</td>
<td></td>
</tr>
<tr>
<td>SIERRA COLLEGE</td>
<td>10</td>
</tr>
<tr>
<td>DISTRICTWIDE TOTAL:</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Executive</td>
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<tr>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>SIERRA COLLEGE 2011</td>
<td>42</td>
</tr>
<tr>
<td>DISTRICTWIDE TOTAL:</td>
<td>42</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Executive</th>
<th>Faculty</th>
<th>Professional</th>
<th>Clerical</th>
<th>Technical</th>
<th>Skilled</th>
<th>Service</th>
<th>Research</th>
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<tr>
<td>SIERRA COLLEGE 2010</td>
<td>45</td>
<td>855</td>
<td>0</td>
<td>114</td>
<td>74</td>
<td>17</td>
<td>29</td>
<td>1,172</td>
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<tr>
<td>DISTRICTWIDE TOTAL:</td>
<td>45</td>
<td>855</td>
<td>0</td>
<td>114</td>
<td>74</td>
<td>17</td>
<td>29</td>
<td>1,172</td>
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</table>
District: Sierra

Headcount Distribution by EEO6 Category/Ethnicity/Gender

<table>
<thead>
<tr>
<th>Category</th>
<th>Asian</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>American Indian / Alaskan Native</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Unknown</th>
<th>Two or More Races</th>
<th>Disabled</th>
<th>Female #</th>
<th>Male #</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
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</tr>
<tr>
<td>Executive / Administrative / Managerial</td>
<td>1</td>
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<td></td>
<td></td>
<td>37</td>
<td>4</td>
<td>24</td>
<td>18</td>
<td>42</td>
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<tr>
<td>Faculty</td>
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<td>4</td>
<td>1</td>
<td>440</td>
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Professional

<table>
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<tr>
<th>Category</th>
<th>Asian</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>American Indian / Alaskan Native</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Unknown</th>
<th>Two or More Races</th>
<th>Disabled</th>
<th>Female #</th>
<th>Male #</th>
<th>Headcount</th>
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</thead>
<tbody>
<tr>
<td>Clerical / Secretarial</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>1</td>
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<td>92</td>
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<td>115</td>
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<td>105</td>
<td>10</td>
<td>115</td>
</tr>
<tr>
<td>Technical / Paraprofessional</td>
<td>5</td>
<td>2</td>
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<td>2</td>
<td>47</td>
<td>11</td>
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<td>73</td>
<td>24</td>
<td>28</td>
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</tr>
<tr>
<td>Skilled Craft</td>
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<td>8</td>
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<tr>
<td>Service / Maintenance</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>15</td>
<td>4</td>
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<td>26</td>
<td>4</td>
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<td>22</td>
<td>26</td>
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Instruction / Research / Administrative

<table>
<thead>
<tr>
<th>Districtwide Total</th>
<th></th>
<th></th>
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</table>
### Percent Distribution by Ethnicity/Gender

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<thead>
<tr>
<th>Category</th>
<th>Asian</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>American Indian / Alaskan Native</th>
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<th>Two or More Races</th>
<th>Disabled #</th>
<th>Female #</th>
<th>Male #</th>
<th>Headcount</th>
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<tbody>
<tr>
<td><strong>Fall 2011</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Educational Administrator</td>
<td>5.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>78.0%</td>
<td>15.6%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tenured/Tenure Track</td>
<td>5.6%</td>
<td>5.2%</td>
<td>5.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>78.7%</td>
<td>7.7%</td>
<td>14.0%</td>
<td></td>
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</tr>
<tr>
<td>Academic Temporary</td>
<td>1.9%</td>
<td>1.8%</td>
<td>5.1%</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td>70.2%</td>
<td>20.3%</td>
<td>9.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Administrator</td>
<td></td>
<td></td>
<td></td>
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**District:** Sierra

### Headcount Distribution by Ethnicity/Gender

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**Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation**

Per the latest guidance from the State Chancellor’s Office, memo from Steven Bruckman, Executive Vice Chancellor of Operations and General Counsel, dated April 9, 2007, districts are advised that due to lack of demographic availability data, EEO plan components 11-13 and 15 are not required to be completed until such information is provided.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures in accordance to the EEOC regulations.

In the absence of demographic data from the State Chancellors office, the District will continue to utilize other resources, including its own Planning, Research and Resource Development office to generate current demographics for both students and employees. The information gathered will be used to address perceived underrepresentation as well as identify opportunities for diversity and inclusion. This effort is designed to maintain momentum in the absence of a state resource.

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

Per the latest guidance from the State Chancellor’s Office, memo from Steven Bruckman, Executive Vice Chancellor of Operations and General Counsel, dated April 9, 2007, districts are advised that due to lack of demographic availability data, EEO plan components 11-13 and 15 are not required to be completed until such information is provided.

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**Plan Component 13: Additional Steps to Remedy Significant Underrepresentation**

Per the latest guidance from the State Chancellor’s Office, memo from Steven Bruckman, Executive Vice Chancellor of Operations and General Counsel, dated April 9, 2007, districts are advised that due to lack of demographic availability data, EEO plan components 11-13 and 15 are not required to be completed until such information is provided.
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**Plan Component 14: Other Measures Necessary to Assure Equal Employment Opportunity**

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 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. The District shall pursue a genuine and deliberate effort, among others, to further equal employment opportunity:

1. Conduct campus climate studies to identify hidden institutional barriers.

2. Include additional guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

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. Conduct additional diversity dialogues, forums, and cross-cultural workshops.

5. Review and revise college/district publications and other marketing tools to reflect representative samples of diversity in pictures, graphics, and text to project an inclusive image.

6. Continue to recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.

7. Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).
8. 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.

9. Promote additional cultural celebrations on campus.

10. Include multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

11. Have a formal diversity program on campus that is visible, valued and adequately funded.

12. Consider providing for alternative educational or experience requirements for nonacademic positions.

13. Develop leadership opportunities with current staff focusing on diversity.

14. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained.

15. Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

16. Develop annual reports and present to the campus community and Board of Trustees (the office of the President/Superintendent, Senates, Strategic Council and PARAC).

17. Actively and deliberately recruit inside and outside the district, to include all monitored groups, for all open positions on campus.

18. The district will establish goals towards the development of a mentoring program to increase retention of underrepresented staff.

19. The district will establish goals towards the implementation of an internship program for underrepresented groups.
Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring

Per the latest guidance from the State Chancellor’s Office, memo from Steven Bruckman, Executive Vice Chancellor of Operations and General Counsel, dated April 9, 2007, districts are advised that due to lack of demographic availability data, EEO plan components 11-13 and 15 are not required to be completed until such information is provided.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures in accordance to the EEOC regulations.

Sierra Joint Community College District is committed to providing reasonable accommodation to qualified individuals with disabilities, in accordance with applicable laws and statutes, including the ADA Amendment Act of 2008.

In the absence of demographic data from the State Chancellors office, the District will continue to utilize other resources, including its own Planning, Research and Resource Development office to generate current demographics for both students and employees. The information gathered will be used to address perceived underrepresentation as well as identify opportunities for diversity and inclusion. This effort is designed to maintain momentum in the absence of a state resource.

Plan Component 16: Graduate Assumption Program of Loan 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 information on the campus concerning such programs, and make information available on the district’s website, 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. On a continuous basis, the district will genuinely make efforts to inform graduate students in local colleges and universities about the benefits of employment at a community college.
Equal Employment Opportunity Plan:
Compliance Checklist

The following compliance checklist is designed to assist the District in the review of their respective Equal Employment Opportunity Plan (Plan). The checklist ensures that the District’s Plan includes provisions and components that are required under state law. California Code of Regulations, Title 5, section 53003 and Education Code, sections 87102 and 87106 list the specific components that must be included in the District’s Plan. Unless otherwise indicated, all references to “sections” refer to the Title 5, California Code of Regulations.

A. Adoption of Plan [Title 5 Cal. Code Regs. § 53003(a)]

___ Does the Plan indicate when the District’s Governing Board adopted this Plan?

B. Designation of Responsibility, Authority and Compliance [Title 5 Cal. Code Regs. §§ 53003(c)(1) and 53020]

___ Does the District describe the governing board’s responsibility for proper implementation of this Plan and for making measurable progress?

___ Does the District designate an Equal Employment Opportunity Officer to oversee the day-to-day implementation of the equal employment opportunity requirements of Title 5?

___ Does the District describe the administrative structure created by any delegation of authority to the Equal Employment Opportunity Officer or others and is the District designed to ensure prompt and effective implementation of the EEO Title 5 requirements?

___ Does the District designate a single officer who will have authority to receive complaints under section 53026 and who will monitor selection procedures and applicant pools?

___ Does this Plan clearly state that anyone who is an agent of the District, with regard to recruitment and screening, is also subject to all the Title 5 equal employment opportunity requirements?

C. Procedures for Filing a Complaint Pursuant to Section 53026 [Title 5 Cal. Code Regs. §§ 53003(c)(2) and 53026]

___ Does the District provide the procedures for filing complaints that allege violation of the equal employment opportunity requirements of Title 5 and designate the person with whom such complaints are to be filed?

___ Does the District includes or references the procedures for filing complaints that allege unlawful discrimination and/or harassment and designate the person with whom such complaints are to be filed?
D. Notification to all District Employees of the Plan and Policy Statement [Title 5 Cal. Code Regs. §§ 53003(c)(3) and 53002]

___ Does the District describe the District’s process for notifying all District employees of the provisions of the Plan, and the policy statement required by section 53002?

E. Employee Training for Screening or Selection Committees [Title 5 Cal. Code Regs. § 53003(c)(4)]

___ Does the District describe the District’s process for ensuring that District employees participating on screening or selection committees receive appropriate training on Title 5 requirements relating to equal employment opportunity and state and federal nondiscrimination laws?

F. Annual Written Notice to Community-Based and Professional Organizations [Title 5 Cal. Code Regs. § 53003(c)(5)]

___ Does the District describe the District’s process for providing annual written notice to appropriate community-based and professional organizations regarding the District’s Plan and the need for assistance from the community and such organizations in identifying qualified applicants?

G. Analysis of District Workforce and Applicant Pool [Title 5 Cal. Code Regs. §§ 53003(c)(6) and 53004]

___ Does the District provide an analysis of the number of persons from monitored groups who are currently employed in the District’s workforce for each of the job categories listed in section 53004(a)?

___ Does the District provide an analysis of those who have applied for employment, in each of the job categories listed in section 53004(a)?

___ Does the Plan state that the survey required by section 53004(a) will be done every year?

H. Analysis of the Degree of Under Representation and Significant Under Representation [Title 5 Cal. Code Regs. § 53003(c)(7)]

___ Does the District provide an analysis of the degree to which monitored groups are underrepresented for each job category in comparison to the numbers of persons from such groups whom the CCC Chancellor’s Office determines to be available and qualified to work?

___ Does the District indicate whether the under representation for each group is “significant”?

I. Methods to Address any Under Representation [Title 5 Cal. Code Regs. § 53003(c)(8)]

___ Does the District describe the methods it will use to address any under representation?
J. **Additional Steps to Remedy Significant Under Representation [Title 5 Cal. Code Regs. §§ 53003(c)(9) and 53006]**

   ____ Does the District describe additional steps consistent with section 53006 to remedy any significant under representation?

   ____ Does the District describe the steps to be taken, consistent with section 53006, if significant under representation persists after a reasonable period of time has passed?

   ____ Does the District consider anything else they might do, that is permissible, to remedy any significant under representation?

K. **Other Measures to Further Equal Employment Opportunity [Title 5 Cal. Code Regs. § 53003(10)]**

   ____ Does the District describe any other measures that the District undertakes to further equal employment opportunity?

L. **Goals for Hiring Persons with Disabilities [Title 5 Cal. Code Regs. §§ 53003(d), 53025]**

   ____ Does the District describe the measures that will be taken, consistent with the requirements of section 53006(a) (1) and (2), if persons with disabilities are found to be significantly underrepresented?

   ____ Does the District describe additional steps (beyond those required by section 53006(a)(1) and (2)) that may be taken to achieve projected representation for persons with disabilities if significant under representation is found to exist?

   ____ Does the District describe the goals and target dates for achieving projected representation for persons with disabilities if significant under representation is found to exist?

   ____ If the District established a goal for persons with disabilities prior to August 12, 2002, and if significant under representation still exists, does the District update the goal, set a new target date and comply with section 53006(a)(1)(2) and (b)?

M. **Education Code Requirements [Education Code, §§ 87102(a) and 87482.6]**

   ____ Does the District describe how the District will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Education Code, section 87482.6, while still ensuring equal employment opportunity?

N. **Education Code, §§ 87106(b)(4) and 69618**

   ____ Does the District describe the steps the District will take to inform students about the Graduate Assumption Program of Loans for Education program and/or other programs designed to encourage community college students to become community college employees?
### Equal Employment Opportunity Plan: Requirements and Legal Citation

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<th>Legal Citation</th>
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<td><strong>Plan Component 2:</strong> Definitions</td>
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<td>Title 5 § 53001</td>
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<td><strong>Plan Component 3:</strong> Policy Statement</td>
<td>Not required to be in <em>Plan,</em> however, Title 5 does require the District to adopt an EEO policy statement.</td>
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<td>Title 5 § 53003(c)(7)</td>
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</tr>
<tr>
<td><strong>Plan Component 15:</strong> Persons with Disabilities: Accommodations and Goals for Hiring</td>
<td>Goals for hiring persons with disabilities are required to be in <em>Plan.</em> Language on accommodation is not required.</td>
<td>Title 5 § 53003(d) Title 5 § 53025</td>
</tr>
<tr>
<td><strong>Plan Component 16:</strong> Graduate Assumption Program</td>
<td>X Required to be in <em>Plan.</em></td>
<td>Education Code § 87106(b)(4), § 69618 et seq.</td>
</tr>
<tr>
<td>Part of Plan 12 Progress in achieving ratio of full-time to part-time faculty hiring while ensuring EEO.</td>
<td>X Required to be in <em>Plan.</em> Can be located anywhere in the <em>Plan.</em></td>
<td>Education Code § 87102(a) § 87482.6</td>
</tr>
</tbody>
</table>