

Sierra Joint Community College District



Equal Employment Opportunity Plan 2019-2022

Board Approved: May 14, 2019

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Purpose of the Equal Employment Opportunity (EEO) Plan

The Sierra Joint Community College District's ("District" or "SJCCD") Equal Employment Opportunity Plan ("EEO Plan" or "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 California Community Colleges ("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 in the seven job categories which include executive/administrative/managerial, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, service and maintenance, and faculty and other instructional staff. 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 Equal Employment Opportunity (EEO) Plan

The objectives of the District's EEO Plan and Guidelines are to:

- Address the legal requirements for the District's EEO Plan, pursuant to section 53003 of Title 5.
- Provide guidance that will assist in the goal of achieving a diverse workforce, which is directly aligned with, and supports the campus-wide initiative of closing equity gaps.
- 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 EEO Plan requirement and provide training on best practices in serving on a hiring/screening and selection committee.
- Create and sustain institutional structures and processes to result in a culture and environment of equity.
- Provide guidance to develop, design and implement institution-wide initiatives focused on recruitment and retention that will contribute towards reducing equity gaps by 40% by 2022, and eliminate them by 2028.
- Align college-wide and constituent-specific essential competencies with EEO recruitment and retention policies, practices and procedures.

Plan Component 1: Introduction

The Sierra Joint Community College District recognizes the active development/establishment/support of spaces/opportunities for meaningful interactions between individuals from diverse backgrounds in the academic environment fosters cultural awareness and collaboration, promotes mutual understanding, respect, and can provide an environment that fosters mentor-mentee relationships for students and employees. The District's Equal Employment Opportunity Plan (*Plan*) was adopted by the Board of Trustees on **May 14, 2019**. The Equal Employment Opportunity 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 that is inclusive of all will advance equity 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. Further, a more diverse workforce is directly correlated with the closure of equity gaps; an environment that fosters mentor-mentee relationships; better decision-making, performance and innovation; and much more (Center for Urban Education, 2017; SHRM, 2017; Harvard Business Review, 2016; and Chronicle of Higher Education, 2018). It is the District's belief that in order to obtain student success, the College must achieve institutional equity, student equity, and employee equity. Therefore, 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 to ensure more equitable hiring and retention policies, practices and procedures.

The Plan includes:

- An analysis of the demographic makeup of the District's workforce population and an analysis of whether underrepresentation of monitored groups exists;
- 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;
- Guidelines for the establishment of an Equal Employment Opportunity Advisory Committee;
- Methods to support equal employment opportunity and an inclusive environment; and
- Procedures for dissemination of the Plan.

To properly serve an evolving and increasingly diverse population, the District will endeavor to hire and retain faculty and staff who have the ability to understand and successfully support individuals with varying backgrounds, and who have a commitment to helping its diverse students develop the critical skills necessary to succeed in their academic/educational and career objectives utilizing culturally responsive techniques and practices.

The Sierra Joint Community College District has revamped its commitment to equal employment opportunity and inclusive and equity-minded 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, equity and inclusion as part of the District's core values.

Sincerely,



William H. Duncan,
Superintendent/President

Plan Component 2: Definitions

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 protected from discrimination pursuant to Government Code section 12940. 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.

Diversity: “Diversity” means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

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 within the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. 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 that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

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

Equal Employment Opportunity Program: “Equal employment opportunity programs” means 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.

Equity: Equity exists when individuals at Sierra College (students and employees) have equal opportunity and sufficient resources to overcome structural barriers and achieve success. When equity is present, there is proportional participation of underrepresented and underserved populations at all levels of the institution.

Ethnic Group Identification: “Ethnic group identification” means 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.

In-house or Promotional Only Hiring: “In-house or promotional” hiring means that only existing District employees are allowed to apply for a position.

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

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

Reasonable Accommodation: “Reasonable accommodation” means the efforts made on the part of the District in compliance with Government Code section 12926.

Screening or Selection Procedures: “Screening or selection procedure” means 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: “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.

Plan Component 3: Policy Statement

The District is committed to the principles of equal employment opportunity. The District has implemented 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, military and veteran status, medical condition, gender, gender identity and gender expression, 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 all individuals 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 the 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 (EEO Officer)

The District has designated the Director of EEO, Diversity and Title IX, 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, 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 (EEO Advisory Committee)

The District has established the Equal Employment Opportunity Advisory Committee ("EEO Advisory Committee") to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity and equity-minded hiring and retention policies and procedures. The EEO Advisory Committee shall assist in the implementation of the *Plan* in compliance 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: Equal Employment Opportunity (EEO) Advisory Committee

The District has established an EEO Advisory Committee to assist the District in implementing its *Plan*. The EEO Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The EEO Advisory Committee may work in coordination with other groups on campus to sponsor events, training, recruitment or other activities that promote equal employment opportunity, nondiscrimination, retention, diversity, equity and inclusion. The EEO Officer shall train and/or ensure that the EEO Advisory Committee receives training on equal employment compliance and the *Plan* itself.

This EEO Advisory Committee shall receive training in all of the following:

- (a) State and federal nondiscrimination laws;
- (b) Identification and elimination of bias in hiring;
- (c) The educational benefits of workforce diversity; and
- (d) The role of the EEO Advisory Committee in carrying out the District's *Plan*.

The EEO 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 EEO, Diversity, and Title IX designated as the EEO Officer. The EEO 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 EEO Advisory Committee shall make recommendations to the Board of Trustees, the Superintendent/President, and the EEO 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 EEO, Diversity and Title IX, designated as 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 regulations¹ (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 (complaint form may be found at <https://www.sierracollege.edu/about-us/human-resources/equal-opportunity.php>). 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 the complainant made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the College District level using the process provided by section 53026. See *California Community Colleges (CCC) Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

<http://californiacommunitycolleges.cccco.edu/ComplaintsForm/ComplaintSubmitted.aspx>

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the EEO Officer. If the complaint involves the EEO Officer, the complaint may be filed with the Vice President of Human Resources or Superintendent/President. A written determination on all accepted complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The EEO Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 5900 et seq.

² The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 et seq.

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 EEO, Diversity and Title IX 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's website at: <http://www.sierracollege.edu/about-us/human-resources/equal-opportunity.php>

Prohibition of Harassment

Sierra College Administrative Procedure - **AP 3430**

Discrimination and Harassment Investigations

Sierra College Administrative Procedure - **AP 3435**

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 the District's Equal Employment Opportunity statement (5 CCR section 53022) and the *Plan*. The 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 EEO 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 Equal Employment Opportunity 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: Equal Employment Opportunity (EEO) Representative Training for Screening/Selection Committees

Any organization or individual, serving as the Equal Employment Opportunity Representative ("EEO 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 *Plan*; the District's policies on nondiscrimination, recruitment, and hiring; principles of equity and inclusion; 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 as an EEO Representative on screening/selection committees. The EEO Officer, and/or Human Resources Office are responsible for providing the required training.

The EEO Representative must also complete the training outlined below in Plan Component 9.

Plan Component 9: Training for Individuals on Screening/Selection Committees

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 5² and the District's *Plan*. This provision includes any individuals who are not employees of the District but are acting on behalf of the District. In accordance with Title 5, screening/selection committee members must be trained at a minimal on:

- The requirements of Title 5 and of state and federal nondiscrimination laws;
- The educational benefits of workforce diversity;
- The elimination of bias in hiring decisions; and
- Best practices in serving on a selection or screening committee.

The District has established a practice that equity training must be updated every two (2) years after the committee member's initial training. A tracking database has been established to track and monitor individuals who have been equity trained and is shared with the appropriate constituent groups as it is updated.

Plan Component 10: Hiring Chair Training

In addition to the successful completion of the training outlined in Plan Component 9, the hiring chair must complete a training that includes:

- Equity in the hiring process;
- Best practices;
- Hiring chair responsibilities;
- Facilitating communication;
- Utilizing an equity mindset throughout the recruitment and hiring process;
- Title 5;
- Etc.

Plan Component 11: Annual Written Notice to Community Organization

The EEO 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 Human Resources website address where the District advertises its job openings and the Human Resources phone number where individuals may call in order to obtain employment information. The District will pursue a genuine and deliberate effort to actively seek to reach those institutions, organizations, and agencies that may be recruitment resources, especially for underrepresented populations.

² See title 5, & 53020(c).

Plan Component 12: Institutional Commitment to Equity, Diversity and Inclusion

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 as is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. Having a campus that has accepted principles of diversity and multiculturalism makes implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well-planned, well-funded, and supported by the leadership of the District is necessary.

The District’s commitment to diversity is located on website at <http://www.sierracollege.edu/about-us/board/policies/chapter7.php>

Commitment to Diversity

Sierra College Board Policy and Administrative Procedure – **BP/AP 7100**

Plan Component 13: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually collect 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 individuals who identify as men, women, non-binary, American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Black/African-American, Hispanic/Latino, Filipino, Two or More Races, Caucasian, and persons with disabilities. Additionally, the District is exploring the option of providing gender identity, gender expression and sexual orientation as a self-identification category as permitted by law.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability. This information will be kept confidential and will be separated from the applications that are forwarded to the 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) Professional Non-faculty
- 3) Secretarial/Clerical
- 4) Technical and Paraprofessional
- 5) Skilled Crafts
- 6) Service Maintenance
- 7) Faculty and other Instructional Staff

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 fiscal years 2017, 2018 and part of 2019. The District's workforce for fiscal year 2009 was also included to analyze and understand the progress made and areas for improvement over the last ten years. This workforce analysis is based on ethnicity and gender for the College's overall workforce, as well as broken down by the following four job categories: Administrators, Full-time Faculty, Classified and Part-time faculty. A comparison of employee ethnicity data to student ethnicity data is also included that is reflective of the Spring 2018 semester. A job applicant pool analysis for fiscal years 2015-2016, 2016-2017 and 2017-2018 is also provided.

Count of Employees by Ethnicity by Fiscal Year

Ethnicity	Fiscal Year				%increase 09-19	%increase 17-19
	2009	2017	2018	2019		
African-American	20	36	43	46	130.0%	27.78%
American Indian/Alaskan Native	8	10	12	13	62.5%	30.00%
Asian	27	50	56	56	107.4%	12.00%
Filipino	5	10	13	17	240.0%	70.00%
Hispanic	34	51	61	68	100.0%	33.33%
Multiple Races	14	27	24	22	57.1%	-18.52%
Other Non-White	4	12	11	13	225.0%	8.33%
Pacific Islander	2	3	3	3	50.0%	0.00%
Unknown	234	319	290	278	18.8%	-12.85%
White Non-Hispanic	987	1046	1103	1128	14.3%	7.84%
Total	1335	1564	1616	1644		

% of Total

African-American	1.5%	2.3%	2.7%	2.8%
American Indian/Alaskan Native	0.6%	0.6%	0.7%	0.8%
Asian	2.0%	3.2%	3.5%	3.4%
Filipino	0.4%	0.6%	0.8%	1.0%
Hispanic	2.5%	3.3%	3.8%	4.1%
Multiple Races	1.0%	1.7%	1.5%	1.3%
Other Non-White	0.3%	0.8%	0.7%	0.8%
Pacific Islander	0.1%	0.2%	0.2%	0.2%
Unknown	17.5%	20.4%	17.9%	16.9%
White Non-Hispanic	73.9%	66.9%	68.3%	68.6%

Count of Employees by Gender by Fiscal Year

Gender	Fiscal Year				%increase 09-19	%increase 17-19
	2009	2017	2018	2019		
Female	693	790	819	843	21.6%	6.71%
Male	642	774	797	801	24.8%	3.49%
Total	1335	1564	1616	1644		

% of Total				
Female	51.9%	50.5%	50.7%	51.3%
Male	48.1%	49.5%	49.3%	48.7%

** Effective January 2018 non-binary is a category employees may select; however, we do not currently have any employees that have self-identified as non-binary.

Count of Employees by Job Category by Fiscal Year

Job Category	Fiscal Year				%increase 09-19	%increase 17-19
	2009	2017	2018	2019		
Admin/Manager	45	56	63	62	37.8%	10.71%
Classified	298	317	312	314	5.4%	-0.95%
Faculty Full_Time	130	208	214	225	73.1%	8.17%
Faculty Part_Time	862	983	1027	1043	21.0%	6.10%
Total	1335	1564	1616	1644	23.1%	5.12%

% of Total				
Admin/Manager	3.4%	3.6%	3.9%	3.8%
Classified	22.3%	20.3%	19.3%	19.1%
Faculty Full_Time	9.7%	13.3%	13.2%	13.7%
Faculty Part_Time	64.6%	62.9%	63.6%	63.4%

Count of Employees by Gender by Fiscal Year by Job Category

		Fiscal Year					%increase 09-19	% 16-19
Job Category	Gender	2009	2016	2017	2018	2019		
Admin/Manager	Female	32	37	38	44	43	34.4%	16.2%
	Male	13	17	18	19	19	46.2%	11.8%
	Total	45	54	56	63	62		14.8%
Classified	Female	178	160	172	168	172	-3.4%	7.5%
	Male	120	136	145	144	142	18.3%	4.4%
	Total	298	296	317	312	314		6.1%
Faculty Full_Time	Female	80	121	122	130	137	71.3%	13.2%
	Male	50	80	86	84	88	76.0%	10.0%
	Total	130	201	208	214	225		11.9%
Faculty Part_Time	Female	403	452	458	477	491	21.8%	8.6%
	Male	459	515	525	550	552	20.3%	7.2%
	Total	862	967	983	1027	1043		7.9%

		% of Total				
Admin/Manager	Female	71.1%	68.5%	67.9%	69.8%	69.4%
	Male	28.9%	31.5%	32.1%	30.2%	30.6%
Classified	Female	59.7%	54.1%	54.3%	53.8%	54.8%
	Male	40.3%	45.9%	45.7%	46.2%	45.2%
Faculty Full_Time	Female	61.5%	60.2%	58.7%	60.7%	60.9%
	Male	38.5%	39.8%	41.3%	39.3%	39.1%
Faculty Part_Time	Female	46.8%	46.7%	46.6%	46.4%	47.1%
	Male	53.2%	53.3%	53.4%	53.6%	52.9%

Count of Employees by Ethnicity By Fiscal Year by Job Category

		Fiscal Year					% Increase 09-19	% 16-19	* to avoid division by zero used another year
Job Category	Ethnicity	2009	2016	2017	2018	2019			
Admin/Manager	African-American	0	3	3	2	2	100.0%	-33.3%	*
	American Indian/Alaskan Native	1	0	0	0	0	-100.0%	0.0%	*
	Asian	0	1	1	2	1	0.0%	0.0%	*
	Hispanic	1	0	1	2	1	0.0%	0.0%	*
	Other Non-White	0	2	2	2	2	100.0%	0.0%	*
	Unknown	5	5	5	5	5	0.0%	0.0%	
	White Non-Hispanic	38	43	44	50	51	34.2%	18.6%	
Total		45	54	56	63	62		14.8%	
Classified	African-American	3	7	8	7	8	166.7%	14.3%	
	American Indian/Alaskan Native	2	5	5	5	4	100.0%	-20.0%	
	Asian	6	7	8	9	9	50.0%	28.6%	
	Filipino	4	6	7	7	8	100.0%	33.3%	
	Hispanic	12	11	13	14	15	25.0%	36.4%	
	Multiple Races	7	12	13	13	12	71.4%	0.0%	
	Other Non-White	3	0	1	1	0	-100.0%	-100.0%	*
	Pacific Islander	1	0	0	0	0	-100.0%	0.0%	*
	Unknown	62	51	46	52	52	-16.1%	2.0%	
	White Non-Hispanic	198	197	216	204	206	4.0%	4.6%	
Total		298	296	317	312	314		6.1%	
Faculty Full_Time	African-American	4	6	6	7	7	75.0%	16.7%	
	American Indian/Alaskan Native	0	1	1	1	1	0.0%	0.0%	*
	Asian	6	8	9	10	11	83.3%	37.5%	
	Filipino	0	0	2	2	2	0.0%	0.0%	*
	Hispanic	3	4	4	5	9	200.0%	125.0%	
	Multiple Races	1	5	5	5	5	400.0%	0.0%	
	Other Non-White	0	1	1	1	1	0.0%	0.0%	*
	Pacific Islander	0	1	1	1	1	0.0%	0.0%	*
	Unknown	11	25	24	23	23	109.1%	-8.0%	
	White Non-Hispanic	105	150	155	159	165	57.1%	10.0%	
Total		130	201	208	214	225		11.9%	
Faculty Part_Time	African-American	13	14	19	27	29	123.1%	107.1%	
	American Indian/Alaskan Native	5	5	4	6	8	60.0%	60.0%	
	Asian	15	26	32	35	35	133.3%	34.6%	
	Filipino	1	4	1	4	7	600.0%	75.0%	
	Hispanic	18	22	33	40	43	138.9%	95.5%	
	Multiple Races	6	8	9	6	5	-16.7%	-37.5%	
	Other Non-White	1	5	8	7	10	900.0%	100.0%	
	Pacific Islander	1	1	2	2	2	100.0%	100.0%	
	Unknown	156	272	244	210	198	26.9%	-27.2%	
	White Non-Hispanic	646	610	631	690	706	9.3%	15.7%	
Total		862	967	983	1027	1043		7.9%	

		% of Total				
		2009	2016	2017	2018	2019
Admin/Manager	African-American	0.0%	5.6%	5.4%	3.2%	3.2%
	American Indian/Alaskan Native	2.2%	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	1.9%	1.8%	3.2%	1.6%
	Hispanic	2.2%	0.0%	1.8%	3.2%	1.6%
	Other Non-White	0.0%	3.7%	3.6%	3.2%	3.2%
	Unknown	11.1%	9.3%	8.9%	7.9%	8.1%
	White Non-Hispanic	84.4%	79.6%	78.6%	79.4%	82.3%
Classified	African-American	1.0%	2.4%	2.5%	2.2%	2.5%
	American Indian/Alaskan Native	0.7%	1.7%	1.6%	1.6%	1.3%
	Asian	2.0%	2.4%	2.5%	2.9%	2.9%
	Filipino	1.3%	2.0%	2.2%	2.2%	2.5%
	Hispanic	4.0%	3.7%	4.1%	4.5%	4.8%
	Multiple Races	2.3%	4.1%	4.1%	4.2%	3.8%
	Other Non-White	1.0%	0.0%	0.3%	0.3%	0.0%
	Pacific Islander	0.3%	0.0%	0.0%	0.0%	0.0%
	Unknown	20.8%	17.2%	14.5%	16.7%	16.6%
	White Non-Hispanic	66.4%	66.6%	68.1%	65.4%	65.6%
Faculty Full_Time	African-American	3.1%	3.0%	2.9%	3.3%	3.1%
	American Indian/Alaskan Native	0.0%	0.5%	0.5%	0.5%	0.4%
	Asian	4.6%	4.0%	4.3%	4.7%	4.9%
	Filipino	0.0%	0.0%	1.0%	0.9%	0.9%
	Hispanic	2.3%	2.0%	1.9%	2.3%	4.0%
	Multiple Races	0.8%	2.5%	2.4%	2.3%	2.2%
	Other Non-White	0.0%	0.5%	0.5%	0.5%	0.4%
	Pacific Islander	0.0%	0.5%	0.5%	0.5%	0.4%
	Unknown	8.5%	12.4%	11.5%	10.7%	10.2%
	White Non-Hispanic	80.8%	74.6%	74.5%	74.3%	73.3%
Faculty Part_Time	African-American	1.5%	1.4%	1.9%	2.6%	2.8%
	American Indian/Alaskan Native	0.6%	0.5%	0.4%	0.6%	0.8%
	Asian	1.7%	2.7%	3.3%	3.4%	3.4%
	Filipino	0.1%	0.4%	0.1%	0.4%	0.7%
	Hispanic	2.1%	2.3%	3.4%	3.9%	4.1%
	Multiple Races	0.7%	0.8%	0.9%	0.6%	0.5%
	Other Non-White	0.1%	0.5%	0.8%	0.7%	1.0%
	Pacific Islander	0.1%	0.1%	0.2%	0.2%	0.2%
	Unknown	18.1%	28.1%	24.8%	20.4%	19.0%
	White Non-Hispanic	74.9%	63.1%	64.2%	67.2%	67.7%

**If an ethnic category is not listed under a job category, it is because there is insufficient data to statistically report this data. The EEO Advisory Committee will have some intentional dialogue surrounding any underrepresentation across job categories.

Employee Data in Comparison to Student Data by Ethnicity (2017-2018)

Ethnicity	Total Percentage of Employees	Total Percentage of Students	Comparability of Students to Employees
African-American	2.7%	3.1%	-0.4%
American Indian/Alaskan Native	0.7%	0.5%	0.2%
Asian	3.5%	5.1%	-1.6%
Filipino	0.8%	1.6%	-0.8%
Hispanic	3.8%	26.3%	-22.5%
Multiple Races	1.5%	6.0%	-4.5%
Other Non-White	0.7%	N/A	N/A
Pacific Islander	0.2%	0.4%	-0.2%
Unknown	17.9%	1.0%	16.9%
White Non-Hispanic	68.3%	55.9%	12.4%

**Effective Spring 2019, Sierra College is a Hispanic Serving Institution (HSI)

**Data from CCC Student Success Metrics

FISCAL YEAR 2015/2016

	Total	Male	Female	Gender Unknown	American Indian / Alaskan Native	Asian / Pacific Islander	Black/African American	Hispanic/Latino	White	2 or More Races	Other	Decline to State	Persons w/Disabilities	% of diverse candidates
Educational Administrator	144	77	64	3	5	2	21	5	90	16	5	0	5	37.50%
Vice President	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Confidential	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classified Supervisory	117	57	58	2	2	17	22	12	60	0	2	2	5	48.72%
Classified	2945	704	2196	45	39	53	112	437	1974	156	166	8	20	32.97%
Full Time Faculty	564	264	281	19	9	80	36	65	345	24	4	24	24	42.91%
GRAND TOTAL	3770	1102	2599	69	55	152	191	519	2469	196	177	34	54	40.52%

FISCAL YEAR 2015/2016

	Total	Male	Female	Gender Unknown	American Indian / Alaskan Native	Asian / Pacific Islander	Black/African American	Hispanic/Latino	White	2 or More Races	Other	Decline to State	Persons w/Disabilities	% of diverse candidates
Exec/Admin	144	77	64	3	5	2	21	5	90	16	5	0	5	37.50%
Professional/non Faculty	117	57	58	2	2	17	22	12	60	0	2	2	5	47.01%
Secretarial/Clerical	2437	413	1991	33	35	30	87	353	1630	102	96	6	5	28.85%
Technical & Paraprofessional	196	146	48	2	0	21	7	8	115	17	1	1	10	27.55%
Skilled Crafts	244	86	149	9	3	0	15	55	187	25	65	1	1	66.80%
Service & Maintenance	68	59	8	1	1	2	3	17	42	12	4	0	4	57.35%
Full Time Faculty	564	264	281	19	9	80	36	65	345	24	4	24	24	38.65%
Part Time Faculty	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRAND TOTAL	3770	1102	2599	69	55	152	191	515	2469	196	177	34	54	43.39%

87 of Completed Recruitments

79 of Hired Employees

45 Classified Hires

3 Classified Supervisory Hires

0 Confidential Hire

6 Ed Admin Hire

10 FT Faculty Hire

13 FT Faculty LTT Hire

2 FT Faculty NTT Hire

0 VP Hire

79 New Hires

54 Females Hired

FISCAL YEAR 2016/2017

	Total	Male	Female	Gender Unknown	American Indian / Alaskan Native	Asian / Pacific Islander	Black/African American	Hispanic/Latino	White	2 or More Races	Other	Decline to State	Persons w/Disabilities	% of diverse candidates
Educational Administrator	52	27	52	3	1	1	5	3	41	1	0	0	5	21.15%
Vice President	26	23	2	1	0	3	3	1	15	4	0	0	2	42.31%
Confidential	85	4	81	0	0	6	2	3	58	12	4	0	0	31.76%
Classified Supervisory	189	74	110	5	0	13	31	6	116	17	6	0	13	38.62%
Classified	2171	413	1687	71	13	180	91	126	1431	197	102	31	112	32.66%
Full Time Faculty	369	156	202	11	3	54	25	32	212	23	20	0	24	42.55%
GRAND TOTAL	2892	697	2134	91	17	257	157	171	1873	254	132	31	156	34.84%

FISCAL YEAR 2016/2017

	Total	Male	Female	Gender Unknown	American Indian / Alaskan Native	Asian / Pacific Islander	Black/African American	Hispanic/Latino	White	2 or More Races	Other	Decline to State	Persons w/Disabilities	% of diverse candidates
Exec/Admin	78	50	24	4	1	4	8	4	56	5	0	0	7	28.21%
Professional/non Faculty	274	78	191	5	0	19	33	9	174	29	10	0	13	36.50%
Secretarial/Clerical	1991	298	1648	45	11	150	81	120	1337	190	93	9	103	32.40%
Technical & Paraprofessional	135	79	31	25	2	28	5	2	63	6	7	22	6	37.04%
Skilled Crafts	14	11	33	0	0	1	0	1	10	1	1	0	2	28.57%
Service & Maintenance	31	25	5	1	0	1	5	3	21	0	1	0	1	32.26%
Full Time Faculty	369	156	202	11	3	54	25	32	212	23	20	0	24	42.55%
Part Time Faculty	876	413	434	29	6	78	54	35	586	51	64	2	51	32.88%
GRAND TOTAL	3768	1110	2568	120	23	335	211	206	2459	305	196	33	207	38.63%

78 Completed Recruitments

72 of Hired Employees

45 Classified Hires

9 Classified Supervisory Hires

1 Confidential Hire

4 Ed Admin Hire

12 FT Faculty Hire

1 FT Faculty LTT Hire

0 FT Faculty NTT Hire

0 VP Hire

72 New Hires

50 Females Hired

22 Males Hired

24 Diverse Hires

48 Non Diverse Hires

50.00% Diverse Hires

FISCAL YEAR 2017/2018

	Total	Male	Female	Nonbinary	Gender Unknown	American Indian / Alaskan Native	Asian / Pacific Islander	Black/African American	Hispanic/Latino	White	2 or More Races	Other	Decline to State	Persons w/Disabilities	% of diverse candidates
Educational Administrator	351	182	156	0	13	5	33	29	25	219	24	16	0	17	37.61%
Vice President	114	74	36	0	4	3	10	15	3	74	5	4	0	5	35.09%
Confidential	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classified Supervisory	167	60	105	0	2	2	15	19	7	109	9	6	0	12	34.73%
Classified	943	280	625	4	34	12	84	42	83	566	85	71	0	42	39.98%
Full Time Faculty	340	184	146	1	9	7	42	21	21	212	21	16	0	24	37.65%
GRAND TOTAL	1915	780	1068	5	62	29	184	126	139	1180	144	113	0	100	37.01%

FISCAL YEAR 2017/2018

	Total	Male	Female	Nonbinary	Gender Unknown	American Indian / Alaskan Native	Asian / Pacific Islander	Black/African American	Hispanic/Latino	White	2 or More Races	Other	Decline to State	Persons w/Disabilities	% of diverse candidates
Exec/Admin	465	256	192	0	17	8	43	44	28	293	29	18	2	22	36.56%
Professional/non Faculty	167	60	105	0	2	2	15	19	7	109	9	6	0	12	34.73%
Secretarial/Clerical	729	134	561	4	30	10	64	33	71	424	70	41	16	35	39.64%
Technical & Paraprofessional	141	75	62	0	4	2	18	5	6	89	10	10	1	7	36.17%
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Service & Maintenance	73	71	2	0	0	0	2	4	6	53	4	3	1	0	26.03%
Full Time Faculty	340	184	146	1	9	7	42	21	21	212	21	16	0	24	37.65%
Part Time Faculty	1056	449	577	1	29	13	72	61	48	712	79	69	2	67	32.39%
GRAND TOTAL	2971	1229	1645	6	91	42	256	187	187	1892	222	163	22	167	40.53%

73 Completed Recruitments

64 Hired Employees

36 Classified Hires

4 Classified Supervisory Hires

0 Confidential Hire

9 Ed Admin Hire

9 FT Faculty Hire

3 FT Faculty LTT Hire

0 FT Faculty NTT Hire

3 VP Hire

64 New Hires

44 Females Hired

20 Males Hired

19 Diverse Hires

45 Non Diverse Hires

42.22% Diverse Hires

Plan Component 14: Analysis of Degree of Underrepresentation and Significant Underrepresentation

The District will continue, with the assistance of the EEO Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures in accordance to the U.S. Equal Employment Opportunity Commission (“EEOC”) and Title 5 regulations.

In the absence of demographic data from the CCC 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 growth.

Plan Component 15: Methods to Address Underrepresentation

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all genders, gender identities, gender expression, and sexual orientation; persons with disabilities; and individuals from all ethnicities and other groups that are protected from discrimination. The District, places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds, who can contribute and effectively contribute to the College’s equity goals. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code Section 87482.6.

To address any identified underrepresentation of monitored groups, the District will pursue a deliberate and genuine effort to update recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The District’s recruitment and hiring procedures will include the following provisions:

1) Recruitment

It is the policy of the District to aggressively pursue a program of recruitment that is inclusive and open to all individuals.

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to: gender, sexual orientation, gender identity and gender expression, person with disabilities, age, race, color, marital status, religious creed, individuals from all ethnic backgrounds, and other groups protected from discrimination. The EEO Advisory Committee is encouraged to utilize and notify the District of additional recruitment options

that may enable the District to obtain a diverse pool of applicants. The District's recruitment and hiring procedures will include the following provisions:

- a) Recruitment must be conducted actively within and outside the District workforce.
- b) Open recruitment is mandated for all new full-time and part-time positions, except under limited circumstances involving interim hires.
- c) Recruitment must utilize outreach strategies designed to ensure that all qualified individuals, from all monitored groups, are provided the opportunity to seek employment with the District.
- d) Recruitment for administrative and faculty positions (full and part-time) may include advertisement in appropriate professional journals, job registries and newspapers of general circulation; distribution of job announcements to the EEO Registry, K-12 districts, two-and four-year colleges, and graduate schools where appropriate candidates might be enrolled; recruitment at conferences, job fairs, and professional meetings; notices to institutions and professional organizations that primarily serve members of monitored groups that are underrepresented in the District.
- e) Recruitment for classified positions shall include notice to all District personnel; notice to the Employment Development Department; and advertising in area newspapers of general circulation.

2) Applicant Pools

- a) The application for employment shall afford each applicant an opportunity to identify themselves voluntarily as to gender, ethnicity, and, if applicable, their disability. This information shall be maintained in confidence and shall be used only for research, validation, monitoring, evaluation of the effectiveness of the *Plan*, or as authorized by law.
- b) After the application deadline has passed, the initial applicant pool shall be analyzed to assess the representation of monitored groups in the initial pool and to ensure that the pool was not subject to or representative of discriminatory practices. If not, the hiring process may continue to the next level. If, however, the District determines that biases caused the underrepresentation, the District may immediately, and before the selection process continues, consult with legal counsel to determine what, if any, corrective action is required by law.
- c) Once the qualified pool is formed, the pool must again be analyzed. If this analysis reveals adverse impact against any monitored group, the District may immediately, and before the selection process continues, consult with legal counsel to determine what, if any, correction action is required by law.

3) Screening and Selection

Screening, selecting and interviewing candidates for all positions shall include thorough and fair procedures that are sensitive to issues of diversity. Procedures to be used must address or include that:

- a) Hiring procedures will be provided to the CCC Chancellor's Office on request.

- b) All tests conform to generally applicable legal standards for uniformity, allow for reasonable accommodations, and take into consideration the adverse impact they may have on underrepresented populations.
- c) A reasonable number of candidates are identified for interview.
- d) Screening and selection committees are developed that are representative of the District community and campus, include administrators, faculty and classified staff; include a diverse membership when possible, do not include applicants or persons who have written letters of recommendation.
- e) Every screening and selection committee includes an individual trained to monitor conformance with EEO requirements.
- f) The EEO Officer assures that the screening and selection process conforms to accepted principles and practices, including preparation of job related questions in advance; maintains records of screening checklists and rating scales, which shall be signed and kept on file; maintains notes for all interviews and record relevant factual reasons stating why a candidate was not hired or was not invited to interview; and monitors the hiring process for adverse impact.
- g) Selection shall be based solely on the stated job criteria.
- h) All members of the committee are trained on bias as outlined in Title 5.

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District shall take the following additional steps:

- a) Review its recruitment procedures.
- b) Consult with counsel to determine whether there are other, additional measures that may be undertaken that are required and/or permitted by law.
- c) Consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account and implement any such techniques that are feasible.

If significant underrepresentation persists:

- a) Monitor on an on-going basis.
- b) Review each locally-established job qualification to determine if it is job related and consistent with business necessity.
- c) Discontinue the use of any non-job related local qualification.
- d) Continue using job related local qualifications only if no alternative standard is reasonably available.

Plan Component 16: Additional Steps to Remedy Significant Underrepresentation

The District will continue, with the assistance of the EEO Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures in accordance to the EEOC and Title 5 regulations.

In order to address significant underrepresentation, the District will take the following steps:

- 1) The District will request the EEO Advisory Committee, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) The District will pursue a deliberate and genuine effort to increase the advertising and recruitment budget for the next three (3) year period to ensure that recruitment is broad and inclusive.
- 3) The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the EEO Officer, develop a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:
 - a) Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - b) Promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
 - c) Additional training for current faculty and staff on the value of a diverse workforce;
 - d) Recommended changes to the job posting and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
- 4) The District will focus particular attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the District in the significantly underrepresented discipline.
- 5) The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three (3) years, the District will:
 - a) 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 business necessity through a process meeting the requirements of federal law.
 - b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
 - c) The District will pursue a deliberate and genuine effort to increase the advertising and recruitment budget for the next three (3) year period to ensure that recruitment is broad and inclusive.

Plan Component 17: Other Measures Necessary to Promote Equal Employment Opportunity and Retention

The District recognizes that multiple approaches are appropriate to fulfill its mission of promoting equal employment opportunity and the creation and retention 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 around equity and inclusion, and free expression of ideas and is welcoming to all genders, gender identities, gender expression, and sexual orientation; persons with disabilities; and individuals from all ethnicities 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 incorporate equity-minded practices into their major job duties.
4. Conduct additional dialogues, forums, trainings, and cross-cultural workshops around equity and inclusion.
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.
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: <https://www.sierracollege.edu/about-us/human-resources/equal-opportunity.php>. The website will also list contact persons for further information on all of these topics: <https://www.sierracollege.edu/about-us/human-resources/compliance.php>.
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 EEO 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.
20. Provide guidance to all applicants about our hiring processes via hiring workshops, mock interviews, online guides and resources, etc.
21. The District will continue to provide and support the Equity Educator Intern (Pipeline) program.

Plan Component 18: Reasonable Accommodations for Persons with Disabilities

The District is committed to ensuring that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m) section 504 of the Rehabilitation Act of 1973, and the Americans with Disability Act (ADA). Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The Director of EEO, Diversity, and Title IX coordinator is responsible for ensuring requests for accommodations from current employees and students, as well as for applicants seeking such accommodations during the application/selection process are addressed appropriately. Requests can be made on the “Request for Reasonable Accommodation” form. Requests for Reasonable Accommodation may be made by calling the Human Resources Department at (916) 660-7100.

Human Resources is responsible for handling requests for accommodations from current employees as well as from applicants seeking such accommodations during the application process.

When persons with disabilities are found to be significantly underrepresented, measures required in this *Plan* will be implemented.

Since an employees’ disability status may change during their service, every three (3) years the college will survey current employees to collect updated information on disability status.

The District will continue, with the assistance of the EEO Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures in accordance to the EEOC and Title 5 regulations.

Plan Component 19: 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.

Plan Component 20: Conclusion

The EEO Plan outlines the District’s commitment to diversity, equity and inclusion as it relates to recruitment, retention and the development of all employees. This is an essential component of the District’s efforts in overcoming institutional barriers and eliminating equity gaps. The EEO Advisory Committee invites all employees to understand, commit to, and engage in these efforts.

