

**SOUTHWESTERN
COMMUNITY COLLEGE DISTRICT**

**2016 – 2019
EQUAL EMPLOYMENT OPPORTUNITY
PLAN**

Approved by the Board of Trustees May 17, 2016

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I. INTRODUCTION

Southwestern Community College District (the “District”) recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, celebrates differences, and provides role models for all students. 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. This Equal Employment Opportunity Plan (“Plan), adopted by the District’s Board of Trustees, is a reflection of our commitment to diversity, equity, inclusion and equal opportunity.

To properly serve a growing and diverse population, the District endeavors to attract, hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of our diverse student body and community.

II. DEFINITIONS

To ensure understanding of the terms used throughout the Plan, the following definitions are provided.

Adverse Impact: means that a statistical measure (such as those outlined in the EEO 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 (race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status). 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.

Chancellor's Office: means the California Community College's Chancellor's Office.

Diversity: means 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 age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation, cultural and socio-economic backgrounds, life experience and other enriching characteristics.

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, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves identifying and eliminating barriers to employment that are not job related, and creating an environment which fosters cooperation, acceptance, democracy and free expression of ideas, and is welcoming to men and women, persons with disabilities and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Equal Employment Opportunity Plan: means a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Programs: means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, section 53006.

Ethnic Group Identification: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5, section 53004. The Chancellor, consistent with state and federal law, shall more specifically define these groups.

Gender: means a person's sex, and includes a person's gender identity and gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

In-House or Promotional Only Hiring: means that only existing District employees are allowed to apply for a position.

Monitored Groups: means those groups identified in Title 5, Section 53004(b) for which monitoring and reporting are required pursuant to Title 5, Section 53004(a) (men, women, American Indian/Alaskan natives, Asian/Pacific Islanders, Black/African Americans, Hispanic/Latinos, White/Caucasians and persons with disabilities.)

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 a major life activity difficult.

Reasonable Accommodation: means the efforts made on the part of the District to be in compliance with Government Code 12926.

Screening or Selection Procedure: means any measure, combination of measures, or procedures used as 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: means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

III. EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

The District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. The District is committed to a continuing good faith effort 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 District program or activity on the basis of age, ancestry, color, ethnic group identification, national origin, religion, race, gender or sex, sexual orientation, physical or mental disability, veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. In addition, the District also has an interest in nondiscrimination based on additional factors such as, accent, citizenship status, economic status and ethnic group identification even though individuals cannot make a legal claim of discrimination based on these factors (SWCCD BP 3430 – Prohibition of Harassment & Discrimination).

The District strives to achieve a workforce that is welcoming to all individuals in legally protected categories 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 is maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

IV. DELEGATION OF RESPONSIBILITY & AUTHORITY TO ASSURE COMPLIANCE

It is the goal of the District to ensure that all employees promote and support equal employment opportunity because such a goal 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.

A. Governing Board

The Governing Board is ultimately responsible for oversight of the District's Plan at all levels of operation, and for ensuring equal employment opportunity as described in the Plan.

B. Superintendent/President

The Governing Board 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 Governing Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Superintendent/President shall include in the evaluation of the performance of all administrators who report directly to him/her actions taken in support of the Plan.

C. Vice President for Human Resources

The Vice President for Human Resources shall serve as the Equal Employment Opportunity ("EEO") Officer responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before this Plan is next revised, the District shall notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The EEO Officer is also responsible for receiving complaints described herein and for ensuring applicant pools and selection procedures are properly monitored.

The Vice President for Human Resources shall also ensure the Human Resources Department assists each selection committee to identify job-related criteria that are likely to remove barriers to full and open equal employment opportunities thereby enhancing the diversity of the applicant pool. The Human Resources Department shall also assist each selection committee to develop job descriptions reflecting these criteria, incorporate the "sensitivity to diversity" consideration, and prepare job-related questions for applicants that will allow interviewing committees to assess applicants' sensitivity to diversity.

D. Equal Employment Opportunity Human Resources Committee

The District has established a Human Resources Committee (“HRC”) that will fulfill the functions of an Equal Employment Opportunity Advisory Committee and will work in consultation with the Equity, Diversity and Inclusion Committee (“EDI”). The HRC will act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The HRC 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 EEO Plan revisions as appropriate.

E. Agents of the District

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

F. Good Faith Effort

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

V. ADVISORY COMMITTEE

The District will establish an Equal Employment Opportunity Advisory Committee (“Advisory Committee”) to assist the District in implementing its Plan. The Human Resources Committee shall serve as the Advisory Committee. The Advisory Committee may also assist in promoting an understanding and support of equal employment opportunity and nondiscrimination policies and procedures. The Advisory Committee may work in coordination with other groups to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

The EEO Officer shall train the Advisory Committee on equal employment compliance and the Plan itself. Annually, the Advisory Committee shall receive training on all of the following:

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

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 document efforts made to recruit advisory committee members who are members of monitored groups. The Advisory Committee is composed as follows:

- Vice President for Human Resources
- One Dean (Office of Institutional Effectiveness, Academic Affairs, or Student Affairs)
- Southwestern Community College District Administrators’ Association President or designee
- CSEA President or designee
- Two classified CSEA representatives
- One confidential employee representative
- SCEA President or designee
- Two faculty representatives appointed by the Academic Senate President
- Professional Development Coordinator
- One member of the SCEA
- ASO President or designee
- One ASO representative appointed by the ASO President
- One EDI representative
- Human Resources Compliance Coordinator
- Director of Human Resources

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies and progress. When appropriate, the Advisory Committee shall make recommendations to the Governing Board, the Superintendent/President and the EEO Officer. In addition, the Advisory Committee will review the Plan at least once every three years and will submit revised Plans to the Chancellor's Office.

VI. COMPLAINTS

A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, 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 regulations have been violated.

1. 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:
 - a. be signed and dated by the complainant; and
 - b. contain, to the best of complainant's ability, the name(s) of the individual(s) involved in the alleged violation(s), the date(s) of the event(s) at issue, and a detailed description of the action or actions constituting the alleged violation.
2. 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.
3. Complaints alleging violations of the 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.
4. A complainant may not appeal the District's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal 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 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 District level using the process provided by section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at www.ccco.edu/OurAgency/Legal/tabid/195/Default.aspx*).
5. The District may return any complaint that is inadequate because it does 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.
6. The complaint shall be filed with the EEO Officer. If the complaint contains allegations against the EEO Officer, the complaint may be filed with the Superintendent/President. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days

of the filing of the complaint. The EEO Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

7. In the event that a complaint filed under Title 5, section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

**B. Complaints Alleging Unlawful Discrimination or Harassment
(Section 59300 et seq.)**

The District has adopted procedures for filing and investigating complaints alleging unlawful discrimination or harassment (District Procedure No. 3430). The Vice President for Human Resources is responsible for receiving such complaints and for coordinating their investigation. Complaints may be investigated by a designee of the Vice President for Human Resources.

VII. NOTIFICATION TO DISTRICT EMPLOYEES

The District's commitment to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement (Policy No. 3420; Exhibit A) and the Plan. The EEO Policy Statement will be printed in the District's college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Governing Board, the Superintendent/President, administrators, the Academic Senate President, Classified Senate President, faculty and classified union presidents and members of the EEO Advisory Committee. The Plan will be available on the District's website, and when appropriate, may be distributed by email to employees. The District Human Resources office will provide all employees with a copy of the Board's EEO Policy Statement and written notice including the importance of all employees' participation and responsibility in ensuring the Plan's implementation; and the location where copies of the Plan are available (i.e., Library, District website, Office of the Superintendent/President, Office of Human Resources, and each department office). The Human Resources office will also provide all new employees with a copy of the Board's EEO Policy Statement and written notice described above when they commence employment with the District.

VIII. TRAINING FOR SELECTION COMMITTEES

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and selection of candidates for employment, shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.); the requirements for the federal and state nondiscrimination laws; the requirements of the District's EEO Plan; the District's policies on nondiscrimination, recruitment and hiring; diversity awareness and sensitivity; the value of a diverse workforce; and recognizing bias. The Human Resources Office is responsible for ensuring each Selection Committee is trained. Training will take place at the Selection Committee's initial meeting. Each committee member will be required to participate in a recruitment training session.

IX. ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

The EEO Officer will provide annual written notice of the Plan to appropriate community-based and professional organizations. The notice will include a summary of the Plan, inform these organizations how they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the Internet address where the District advertises its job openings and the names, departments, and phone numbers of individuals to call in order to obtain information about employment. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for monitored groups. A list of organizations which will receive this notice is attached to this Plan as Exhibit B. This list may be revised as needed.

X. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOLS

The Office of Human Resources will annually monitor the District's workforce composition and applicant pools for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, provide data needed for the reports required by this Plan, and determine whether any monitored group is underrepresented.

For purposes of the analyses, applicants and employees are afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, 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 Selection Committee and hiring administrator. At least every three years the Plan will be reviewed and, if necessary, revised based on analyses of ethnic group identification, gender and disability composition of existing employees and of applicants 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 & Paraprofessional
6. Skilled Crafts
7. Service & Maintenance

A. Analysis of District Workforce

District workforce data from fall 2012 through spring 2015 was used to compile this analysis report.

As seen in Exhibit C, from 2012-2013 to 2014-2015, the District maintained a fairly consistent number of employees and level of diversity. During this time period, the percentage of Black/African American employees increased by .5%; the percentage of Hispanic employees increased by 1.4%; and the percentage of American Indian/Alaskan Native decreased by .4%. The percentage of Asian employees remained the same, while the percentage of Caucasian employees decreased by approximately 1.3%. Overall, the percentage of male and female classified employees changed slightly with an increase of 2.9% of female employees (60.1% overall) and a decrease of 2.9% of male employees (39.9% overall). The percentage of academic employees similarly changed during the relevant time period, with a 1.9% increase in female employees (55.4% overall) in 2015, and a 1.9% decrease in male academic employees (44.6% overall).

In June 2011, the District offered a Supplemental Employee Retirement Plan to save money and avoid layoffs as a result of budget cuts. In addition, recruitments were delayed for six months. An increase in categorical and general funds since June 2011 resulted in spiked recruiting efforts.

The spike in recruiting and the District’s efforts to recruit from a diverse pool of applicants resulted in an increase of hiring applicants of two monitored groups and in increase in the diversity of District employees.

B. Analysis of Applicant Pool

Applications received by the District from fall 2012 through spring 2015 were used to compile this analysis report (total applications = 5,628). Applications for all open positions are solicited from the websites and publications listed on the Recruitment Venues List, attached hereto as Exhibits D through F.

As seen in Exhibits D through F, in FY 2012-2013, the District completed 14 recruitments, which resulted in 16 hires. The District completed 54 recruitments in FY 2013-2014, resulting in 70 hires, and 68 recruitments in FY 2014-2015, which resulted in 73 hires.¹ Females comprised approximately 55% of the applicants, while males comprised approximately 46%, and 4% declined to identify their gender.

Nine percent of the applicants during the time period reviewed declined to identify their ethnicity. However, of the remaining applicants, less than one percent identified themselves as American Indian/Alaskan Native. Approximately 10% of the applicants identified themselves as Black/African-American, 11% identified as Asian/Pacific Islander, 35% identified as Hispanic/Latino, and 31% identified as Caucasian. Of all the applicants, approximately 2% of the applicants disclosed possession of a disability.

C. Analysis of Underrepresentation and Significant Underrepresentation

According to the District’s 2014-2017 Student Equity Plan and campus-based research for FY 2012-2013, the ethnic breakdown of individuals residing in the District’s service area and student population are as follows:

	Service Area	College Student Enrollment	Applicants
Male	49.5%	45.5%	41.9%
Female	50.6%	54.1%	54.6%
American Indian/Alaskan Native	0.3%	1.3%	0.7%
Black/African American	3.8%	5.9%	9.5%
Asian/Pacific Islander	13.2%	13.8%	10.9%
Hispanic/Latino	62.2%	51.2%	35.3%
Caucasian	18.0%	25.0%	31.1%
Persons with Disabilities	10.3%	6.1%	2.4%

An analysis of the ethnic, gender, and disability breakdown of applications received in FY 2012-2013, 2013-2014, and 2014-2015, and the service area and student enrollment shows significant

¹ These numbers exclude recruitments that were canceled, resulted in no selections, or positions that were filled by internal transfers. These numbers also do not include part-time, non-tenured faculty who are hired directly by School Deans and Department Chairs.

disparities for some groups.² For example, there were approximately 3-7% more male applicants than males in the District's service area or enrolled students. Data shows there were approximately 5.5% more Black/African-American applicants than existed in the service area and student enrollment. However, there were approximately 3% less Asian/Pacific Islander applicants, and most significantly, approximately 16-27% less Hispanic/Latino applicants than existed in the service area and student enrollment. Meanwhile, there were approximately 6-13% more Caucasian applicants than existed in the service area and student enrollment. Data also shows a significant disparity in the percentages of disabled applicants and the District's service area and enrolled students (4-8%).

D. Methods to Address Underrepresentation

If the longitudinal analysis of the District workforce and applicant pools indicates persistent underrepresentation of monitored groups, the EEO Advisory Committee will provide recommendations to the superintendent/president for consideration of the following actions:

1. 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 increase the advertising and recruitment budget for a three-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, 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. recommend changes to the job posting and screening criteria 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.

² Comparison is with FY2012-2013 data found in the 2014-2017 Student Equity Plan. Data for FY 2013-2014 and 2014-2015 was not readily available.

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 years, the District will:
 - a. significantly increase the recruitment budget for another three years;
 - b. develop a recruitment committee composed of the superintendent/president, the EEO Officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the EEO Advisory Committee to review effectiveness of the recruitment and hiring plan described above. The committee will provide recommendations to modify the recruitment and hiring plan to better address the significant underrepresentation. The superintendent/president will be evaluated on his/her ability to successfully implement the recruitment and hiring plan.

XI. RECRUITMENT AND HIRING PROCEDURES TO ENSURE EQUAL EMPLOYMENT OPPORTUNITY

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 men and women, persons with disabilities and individuals from all ethnic and other groups that are protected from discrimination. Regardless of whether or not underrepresentation exists, the following provisions are in place because they are valuable in ensuring equal employment opportunity:

- A. All recruitment for employment positions conducted by the District shall be conducted in accordance with the requirements set forth in Title 5, Section 53021.
- B. The District's Office of Human Resources shall create job announcements and set qualifications for employment positions in accordance with the requirements set forth in Title 5, Section 53022.
- C. The District's Office of Human Resources shall conduct applicant pool reviews and take appropriate action as necessary in accordance with the requirements set forth in Title 5, Section 53023.
- D. The District's screening and selection procedures shall be conducted in accordance with the requirements set forth in Title 5, Section 53024. Specifically, all screening and selection techniques, including procedure for developing interview questions, and the selection process as a whole, shall be:
 1. provided to the Chancellor upon request;
 2. designed to ensure that for all faculty and administrative positions and as appropriate for all other positions (including classified positions), meaningful consideration is given to the extent which applications demonstrate a sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;
 3. based solely on job-related criteria; and
 4. designed to avoid an adverse impact, as defined in Title 5, Section 53001(a), and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

XII. OTHER MEASURES NECESSARY TO FURTHER EQUAL EMPLOYMENT OPPORTUNITY (DIVERSITY PROGRAM)

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and achieving 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.

Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, and free expression of ideas; and is welcoming to all persons. In order to establish and maintain the desired academic and working environment, the District will implement a diversity program under the direction of the Vice President for Human Resources.

The District's diversity program shall include, but will not be limited to, the following actions:

1. Conduct campus climate studies to identify hidden barriers.
2. Include 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 diversity dialogues, forums and cross-cultural workshops.
5. Review and revise District publications and other marketing tools to reflect diversity in pictures, graphics and text to project an inclusive image.
6. Recognize and demonstrate value of staff and faculty who have promoted diversity and created a welcoming working and academic environment by awarding a yearly diversity recognition award.
7. Require the Professional Development Office to provide EEO/diversity workshops annually.
8. Research a measurable tool to evaluate the District's cultural proficiency.
9. 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.

10. Promote various cultural celebrations on campus.
11. Consider providing for alternative educational or experience requirements for nonacademic positions.
12. Develop leadership opportunities with current staff focusing on diversity.
13. Establish a Community Outreach Advisory Council to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the District. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).
14. Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
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.

XIII. ANNUAL CERTIFICATION TO CHANCELLOR'S OFFICE

Annually, the District shall certify to the State Chancellor's Office that it has timely complied with each of the following Title 5 requirements:

1. Recorded, reviewed and reported the data required regarding qualified applicant pools;
2. Reviewed and updated, as needed, the strategies component of the District's Plan; and
3. Investigated and appropriately responded to formal harassment and discrimination complaints filed pursuant to Title 5, commencing with Section 59300.

EQUAL EMPLOYMENT OPPORTUNITY

References: Education Code Sections 87100 et seq.;
Title 5 Sections 53000 et seq.

The Southwestern Community College District shall not discriminate against any person in employment or in any program affiliated with the District on the basis of age, ancestry, color, ethnic group identification, national origin, religion, race, sex, sexual orientation, physical or mental disability, veteran status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District is committed to the implementation of its Equal Employment Opportunity Plan (EEO Plan) and to overcoming all forms of institutional and/or personal exclusion or discrimination within the District, whether purposeful or inadvertent. The Governing Board, administration, faculty and staff must recognize that equal employment opportunity is a shared responsibility. Each employee must be held accountable for application and enforcement of the EEO Plan within his or her area of authority. It is only through combined efforts that the District will successfully develop and maintain a workforce that is welcoming to all persons. The District will ensure that the recruitment, screening, selection, hiring and promotional processes are in accordance with principles of equal employment opportunity (District Policy & Procedure No. 7120: Recruitment & Hiring). The District will comply with Title III of the Americans with Disabilities Act of 1990 and conform to the principles of Universal Design, thereby promoting the values of diversity and inclusion, benefiting all members of the Southwestern Community College District, including individuals from all ethnic and other groups protected from discrimination by Title 5, section 53000, et seq.

The Governing Board supports the intent set forth by the California Legislature to ensure continuing good faith efforts are made to build a community in which opportunity is equalized. Its goal is to foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, harmony and respect, increased student success and better enables students to flourish as citizens of the world. The Governing Board therefore commits itself to promoting the total realization of equal employment through a continuing equal employment opportunity program, described fully in the District's EEO Plan.

See also, Policy & Procedure No. 3430 "Prohibition of Harassment & Discrimination"

EXHIBIT B

Organization

Contact

Address

San Ysidro Park and Recreation Council	(619) 424-0459	San Ysidro Activity Center 179 Diza Road, San Diego 92154
San Ysidro Planning Group	(619) 424-0459	San Ysidro Activity Center 179 Diza Road, San Diego 92154
National City Rotary	halsteadwestern@live.com	140 E 12th St. National City, CA 91950
Port of San Diego		
Imperial Beach Optimist Club		659 Silver Strand Blvd Imperial Beach, CA 91932
Sunset Rotary of Chula Vista	(619) 656-5278	2314 Proctor Valley Rd Chula Vista CA, 91914
Bonita Highlands Homeowner's Association	bhighlander@cox.net	4900 Bonita Road Bonita CA, 91902
Neighborhood Partnernship Program San Ysidro	(619) 428-1115 David Flores	
Chula Vista Police Officers Association	(619) 882-3007 Ken Hicks	POA Building, 49 Third Avenue Chula Vista 91910
Chula Vista Community Collaborative	(619) 427-2119 Chris Ross	345 5th Ave Chula Vista, CA 91910
Border Transportation Council	(619) 890-7292 Francisco Bates	663 E. San Ysidro Blvd, San Ysidro CA 92173
Imperial Beach Woman's Club		imperialbeachwomansclub@yahoo.com
Kiwanis Club of Chula Vista		570 Marina Pkwy Chula Vista, CA 91910
San Ysidro BID	(619) 428-5200	663 E. San Ysidro Blvd., San Ysidro 92154
San Ysidro Chamber of Commerce	(619) 428-1281	663 E. San Ysidro Blvd., San Ysidro 92154
Kiwanis Club of Chula Vista		570 Marina Pkwy Chula Vista, CA 91910
Bonita Organic Garden Club	(619) 384-9882 Stephanie Reed	4375 Bonita Rd, Bonita, CA 91902
Third Ave Village Association	(619) 422-1982	info@thirdavenuevillage.com
Ocean View Hills Recreation Council Committee	(619) 424-0445 Mary Jo	455 Sycamore Rd, San Ysidro, CA 92173
Sweetwater Valley Civic Association	svca@sweetwatervalleyca.org	4375 Bonita Rd, Bonita, CA 91902
Kiwanis of National City	(619) 474-3030 Charlotte Webster	517 Mile of Cars Way, National City CA, 91910
Imperial Beach Chamber of Commerce	(619)424-3151	800 Seacoast Drive Imperial Beach CA, 91932
Smart Border Coalition	(619) 428-1281 Jason Wells	
Sweetwater Authority	(619) 420-1413	505 Garret Ave Chula Vista CA, 91910
Otay Mesa/Nestor Community Planning Committe	(619) 778-3626 Albert Velasquez	3003 Coronado Ave, San Diego CA, 92154
Otay Mesa Planning Group	(619) 696-8350 Rob Hixson	3003 Coronado Ave, San Diego CA, 92154
Altrusa Club of Chula Vista	sstokes55@mac.com	248 Third Avenue Chula Vista, CA 91910
Southbay Recreation Council Meeting	(619) 424-0470 Rosalia Castruita	1885 Coronado Ave San Diego CA, 92154
Sweetwater Authority	(619) 420-1413	505 Garret Ave Chula Vista CA, 91910
Chula Vista Sunrise Rotary	(619)207-8802 Carol Eklund	San Diego Country Club 88 L Street Chula Vista, CA 91911
Kiwanis Club of Sweetwater	(619) 216-7666	Bonita Library Community Room - 4375 Bonita Rd

EXHIBIT B

Bonita Optimist Club	(619) 482-1673	4548 Sweetwater Rd, Bonita, CA 91902
National City Host Lion's Club	pierdoc@sbcglobal.net	1430 D Ave National City CA, 91910
San Diego Rotary	halsteadwestern@live.com	
National City Chamber of Commerce	(619) 477-9339 Martha Bolanos	901 National City Boulevard 91950
Bonita Optimist Club	(619) 482-1673	4548 Sweetwater Rd., Bonita CA, 91902
National City Chamber of Commerce	(619) 477-9339 Martha Bolanos	901 National City Boulevard 91950
Sweetwater Woman's Club		
Otay Recreation Council Meeting		
National City Chamber of Commerce	(619) 477-9339 Martha Bolanos	901 National City Boulevard 91950
Hispanic Association of Professional Services	(619)300-1249 Elvira Reyes	
Chula Vista Rotary		4475 Bonita Road Bonita CA, 91902
Hearts and Hands Working Together	(619)662-7592	2242 Enchanted Place San Diego CA 92173

ELECTED OFFICIALS

Coronado Unified School District

Jeff Felix

Dawn Ovrom

Kristina Wagner Cook

Lee Ponters

Lou Smith

City of Coronado

Bill Sandke

Carrie Anne Downey

Casey Tanaka

Linda Hascup

Mike Woiwode

Richard Bailey

City of Chula Vista

Mary Casillas Salas

Patricia Aguilar

Pamela Bensoussan

Steve Meisen

John McCann

Gary Halbert

City of National City

Ron Morrison

Jerry Cano

Albert Mendivil

Mona Rios

Alejandra Sotelo-Solis

Leslie Deese

City of Imperial Beach

Sergio Dedina

Edward J. Spriggs

Lorie Bragg

Robert Patton

Brian P. Bilbray

Andy Hall

National School District

Dr. Chris Oram

Barbara Avalos

Maria Betancourt

Brian Clapper

Maria Dalia

Alma Sarmiento

Chula Vista Elementary School District

Dr. Francisco Escobedo

Dr. Eduardo Reyes

Marissa Bejarano

Glendora Tremper

Francisco Tamayo

Leslie Bunker

Celi Vargas

South Bay Union District

Dr. Katie McNamara

Barbara Elliot-Sanders

Elvia Aguilar

Thomas Schaaf

Chris Brown

Melanie Ellsworth

San Ysidro School District

Dr. Julio Fonseca

Marcos Diaz

Rodolfo Linares

Steven Kinney

Antonio Martinez

Rosaleah Pallasigue

National University

Anna Tanguma

SDSU

Wendy Aleman

Dr. Joseph Johnson

Sweetwater Union H.S. District

Dr. Karen Janney

Frank Tarantino

Kevin Pike

Paula Hall

Nicholas Segura

Arturo Solis

UCSD

Dr. Pradeep K. Khosla

Irma Velasco

Southwestern College

Nora Vargas

Tim Nader

Norma Hernandez

Humberto Peraza

Griselda Delgado

Southwestern Community College District
Workforce Profile

2012-2013

Employee Categories	Number of Employees
Academic Administrators	29
Full-Time Faculty	217
Part-Time Faculty	735
Classified Administrators	33
Full- and Part-Time Classified Employees	341
Total	1355

Gender	Academic Employees	Classified Employees
Male	46.5%	42.8%
Female	53.5%	57.2%

Ethnicity	Percent
Black/African-American	4.1%
American Indian/Alaskan Native	1.6%
Asian/Pacific Islander	10.6%
Hispanic	25.0%
Caucasian	54.2%
Undisclosed	4.5%

2013-2014

Employee Categories	Number of Employees
Academic Administrators	30
Full-Time Faculty	212
Part-Time Faculty	752
Classified Administrators	41
Full- and Part-Time Classified Employees	351
Total	1386

Gender	Academic Employees	Classified Employees
Male	45.6%	42.9%
Female	54.4%	57.1%

Ethnicity	Percent
Black/African-American	4.5%
American Indian/Alaskan Native	1.4%
Asian/Pacific Islander	10.3%
Hispanic	26.0%
Caucasian	53.5%
Undisclosed	4.3%

2014-2015

Employee Categories	Number of Employees
Academic Administrators	27
Full-Time Faculty	221
Part-Time Faculty	742
Classified Administrators	37
Full- and Part-Time Classified Employees	336
Total	1363

Gender	Academic Employees	Classified Employees
Male	44.6%	39.9%
Female	55.4%	60.1%

Ethnicity	Percent
Black/African-American	4.6%
American Indian/Alaskan Native	1.2%
Asian/Pacific Islander	10.6%
Hispanic	26.4%
Caucasian	52.9%
Undisclosed	4.3%

Southwestern Community College District
 Applicant Pool
 FY 2014-2015

Job Category	Total	Male	Female	Gender & Race Unknown	Race Unknown		American Indian/Alaskan Native		Black/African American		Asian/Pacific Islander		Hispanic/Latino		Caucasian		Persons with Disabilities
					Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Executive/Administrator/Managerial	218	149	69	9	15	11	3		15	11	14	5	33	22	69	20	6
Faculty and Other Instructional Staff	650	306	344	36	29	41	2	1	9	27	44	59	82	83	140	133	19
Professional/Non-Faculty	48	3	45	1		2				3	1	3	2	18		19	
Secretarial/Clerical	1249	360	889	32	23	85	1	6	42	84	49	95	139	425	106	194	31
Technical and Paraprofessional	93	38	55	6	3	3	1		2	4	3	8	8	26	21	14	2
Skilled Crafts	0	0	0														
Service and Maintenance	277	227	50	7	15	4	3		30	2	19	5	122	33	38	6	9
Sub-Totals		1083	1452	91	85	146	10	7	98	131	130	175	386	607	374	386	67
TOTAL			2535	91		231		17		229		305		993		760	67
GRAND TOTAL		2626															

Persons with Disabilities have been counted under Race/Gender

Southwestern Community College District
 Applicant Pool
 FY 2013-2014

Job Category	Total	Male	Female	Gender & Race Unknown	Race Unknown		American Indian/Alaskan Native		Black/African American		Asian/Pacific Islander		Hispanic/Latino		Caucasian		Persons with Disabilities
					Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Executive/Administrator/Managerial	260	136	124	12	15	11	1	2	14	17	9	9	31	33	66	52	2
Faculty and Other Instructional Staff	1132	491	641	45	37	80	6	2	46	58	59	100	90	155	253	246	38
Professional/Non-Faculty	22	9	13	1		2				1			2	5	7	5	
Secretarial/Clerical	784	192	592	23	18	53	2	5	25	43	19	67	73	290	55	134	18
Technical and Paraprofessional	67	26	41	5	6	2	1	1	2	8	2	4	8	14	7	12	
Skilled Crafts	0	0	0														
Service and Maintenance	365	298	67	6	17	3	3	1	40	40	20	2	176	20	42	1	8
Sub-Totals	2630	1152	1478	92	93	151	13	11	127	167	109	182	380	517	430	450	66
TOTAL			2630	92		244		24		294		291		897		880	66
GRAND TOTAL	<u>2722</u>																

Persons with Disabilities have been counted under Race/Gender

Southwestern Community College District
 Applicant Pool
 FY 2012-2013

Job Category	Total	Male	Female	Gender & Race Unknown	Race Unknown		American Indian/Alaskan Native		Black/African American		Asian/Pacific Islander		Hispanic/Latino		Caucasian		Persons with Disabilities
					Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Executive/Administrator/Managerial	59	41	18	6	4				3	3	6		11	4	17	11	
Faculty and Other Instructional Staff	120	63	57	6	10	9			1	3	7	5	11	5	34	35	1
Professional/Non-Faculty	0	0	0														
Secretarial/Clerical	86	20	66	3	2	4			3	1		1	11	52	4	8	1
Technical and Paraprofessional	0	0	0														
Skilled Crafts	0	0	0														
Service and Maintenance	0	0	0														
Sub-Totals	265	124	141	15	16	13	0	0	7	7	13	6	33	61	55	54	2
TOTAL																	
GRAND TOTAL	<u>280</u>																

Persons with Disabilities have been counted under Race/Gender