



Chaffey Community College District

**Equal Employment Opportunity Plan**


**2022 – 2025**

## Plan Component 1: Introduction

The Chaffey Community College District's Equal Employment Opportunity Plan (Plan) was adopted by the Governing Board on May 23, 2024. The Plan reflects the District's commitment to equal employment opportunity and its recognition that a diverse and inclusive workforce serves the educational mission of the District, which is to improve lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent career, transfer, and workforce education programs that advance economic and social mobility for all.

The Chaffey Community College District continues to affirm equal employment opportunity and diversity as part of the District's core values.

The Plan provides the process that the District will use to promote equal employment opportunity in its recruitment and hiring policies and practices in conformance with the applicable Title 5 regulations (section 53000 et seq.). The Plan is intended to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities. To properly serve a growing diverse population, the Plan also reflects the District's commitment to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing and diverse student body and community it serves.



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*Dr. Henry D. Shannon,*

*Superintendent/President*

## Plan Component 2: Definitions

CCR, Title 5, § 53001

- (a) **Adverse Impact** means a disproportionately negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”).
- (b) **Chancellor’s Office** refers to the California Community College’s Chancellor’s Office.
- (c) **Cultural Proficiency** encompasses successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students are being taught and treated and translates that understanding to the removal of barriers to student success. “Culture” refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. “Cultural” therefore, refers to more than simply race and ethnicity.
- (d) **Diversity** means a condition of broad inclusion in an employment environment that offers equal employment opportunities for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability, and socio-economic backgrounds in all aspects of the workplace.
- (e) **Equal Employment Opportunity “EEO”** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Equal employment opportunity also involves:
  - (1) identifying and eliminating barriers to employment that are not job-related such as reliance on preferred job qualifications that do not reasonably predict job performance;

- (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills, and abilities of the position, including a commitment to equity; and
  - (3) creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.
- (f) **Equal Employment Opportunity Plan** is a written document that describes a district's EEO program. A district's EEO plan shall include: 1) an analysis of the district's workforce; and 2) descriptions of the district's program and strategies, informed by the district's workforce analysis, that it is implementing or will implement to promote equal employment opportunity.
- (g) **Equal Employment Opportunity Programs** refer to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.
- (h) **Equal Pay Act of 1963 (EPA)** is a law that makes it illegal to pay different wages to men and women if they perform equal work in the same workplace.
- (i) **Ethnic Group Identification** means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5 section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- (j) **In-house or Promotional Only Hiring** means that only existing District employees are allowed to apply for a position.
- (k) **Job Categories** include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
- (l) **Monitored Group** means those groups identified in Title 5 section 53004(b) for which monitoring and reporting is required pursuant to Title 5 section 53004(a).

- (m) **Non-binary.** Denoting, having or relating to a gender identity that does not conform to traditional binary, male or female, gender identities
- (n) **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.
- (o) **Race/Ethnic Categories**
- Hispanic or Latino – a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- White – a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Black or African American – a person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander – a person having origins in Hawaii, Guam, Samoa, or other Pacific Islands.
- Asian – a person having origins in the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- American Indian or Alaska Native – A person having origins in North and South America (including Central America) and who maintains a tribal affiliation or community attachment.
- (p) **Reasonable Accommodation** means the efforts made by the district in compliance with Government Code section 12926.
- (q) **Screening or Selection Procedure** refer to any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.

- (r) **Underrepresented Group** refer to any monitored group for which the percentage of persons from that group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category.

## Plan Component 3: Policy Statement

### Chaffey Community College District Nondiscrimination Policy Board Policy 3410: Non-Discrimination

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

The Governing Board adopted a policy that outlines its commitment to diversity. This policy (BP 7100) sets forth the District's commitment to fostering an inclusive, anti-racist campus culture that recognizes that diversity, equity, and inclusion in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students and employees. As such, the Governing Board is steadfast in its commitment to hiring and staff development processes that support the goals of equal opportunity and diversity, equity, and inclusion, and provide equal consideration for all qualified candidates to create a more inclusive, respectful work environment. Link to Board Policy 7100 is below.

<https://www.chaffey.edu/policiesandprocedures/docs/bps/7100-bp-771.pdf>

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with if the District acting on its behalf, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy.

In addition, no District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with the District acting on its behalf, to any private organization whose membership practices are discriminatory because an individual is perceived to have one or more of the foregoing characteristics, or because of an individual's association with a person or group with one or more of these actual or perceived characteristics.

References: Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.; Government Code Sections 12926.1 and 12940 et seq.; Penal Code Section 422.55; Title 5 Sections 53000 et seq. and 59300 et seq.

#### Policy Category: Executive Expectations

The Chaffey Community College District is committed to the principles of equal employment opportunity and by adoption of this Equal Employment Opportunity Plan, implements a comprehensive program to put those principles into practice.

It is the District's policy to provide all qualified applicants for employment and employees with full and equal access to employment opportunities. Chaffey Community College District is committed to providing affirmatively, equal educational opportunity and equal employment opportunity. This commitment extends to educational policies, personnel policies and practices, and to the opportunities made available to employees, students and the general public.

The District and each individual who represents the District shall provide equal access to employment and educational opportunities without regard to race, religion, color, sex (including gender, gender identity, gender expression, transgender, pregnancy, and breastfeeding) sexual orientation (including heterosexuality, homosexuality, and bisexuality), national origin, ancestry, citizenship status, marital status, age (over 40), medical condition, genetic characteristics or information, military and veteran status, physical or mental disability, socio-economic background or the perception that a person has one or more of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

Chaffey College's mission is to improve lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent career, transfer, and workforce education programs that advance economic and social mobility for all.

An inclusive educational and employment environment fosters cooperation, acceptance, democracy, and the free expression of ideas essential to a robust academic community and the preparation of students for success in a global society.

The District understands, and reflects in this Plan, that the maintenance of a diverse and inclusive work and educational environment is an on-going process that requires sustained effort.



## **Plan Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan**

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

### *1. Governing Board*

The Governing Board of the Chaffey Community College District is ultimately responsible for proper implementation of the District's Plan at all levels of District and College operation, ensuring equal employment opportunity as described in the Plan, and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO Plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisory Committee;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; not part of the consent agenda;
- c. Cover a period of three years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received received from the Chancellor's Office on the proposed plan must be presented to the Governing Board prior to adoption.

### *2. 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 evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. *Equal Employment Opportunity Officer*

The District has designated the Chief Human Resources Officer as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirement 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 Committees*

The President's Equity Council (PEC) serves as the equal employment opportunity advisory committee to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The President's Equity Council shall assist in developing, revising, and implementing District EEO programs and plans.

The College Planning Council (CPC) also serves as the equal employment opportunity advisory committee to the Equal Employment Opportunity Officer, providing guidance and suggestions to support the Plan. The CPC shall also monitor equal employment opportunities 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 Governing Board 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*

A good faith effort is one that is honest and taken with sincere intent. The District shall make a continuous good faith effort to comply with all the requirements of its Plan.

## Plan Component 5: EEO Advisory Committee

The District's EEO Advisory Committee that is responsible for reviewing the College's EEO Plan is the President's Equity Council (PEC or Council).

The PEC is an umbrella committee that advances institutional equity at the College. The purpose of the Council is to assist with developing, revising, and implementing District EEO programs and plans. The Council supports the advancement of institutional equity. The PEC works closely with programs, services, and committees concerned with equity and multi-cultural issues. The committee meets monthly, during the academic year.

The committee has a diverse composition with a total of 22 members for various employee groups, to include:

- Faculty (8 members)
- Classified staff (5 members)
- Confidential staff (1 member)
- Student (2 members)
- Management (6 members)

The committee's demographic make-up consists of 40% Latinx, 27% White, 13% Black/African-American, 13% Asian, with the remaining 7% either classified as "other" or "decline to state".

The members of the committee, as well as members of the Governing Board, shall receive training in all of the following:

- a) The requirements of this subchapter and of state and federal nondiscrimination laws;
- b) Identification and elimination of bias in hiring;
- c) The educational benefits of workplace diversity; and
- d) The role of the advisory committee in drafting and implementing a District EEO Plan.

## **Plan Component 6: The Procedure for Filing Complaints Pursuant to Section 53026**

CCR, Title 5, §§ 53003(c)(2), 53026 and 59300 et seq.

Complaints Alleging Violation of the Equal Employment Opportunity Regulations  
(CCR, Title 5, § 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:

Any person who believes that the equal employment opportunity regulations have been violated may file a written or verbal complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.

Under section 59300, complainants do not have to file a written complaint and any complaint returned for failure to state a clear violation of the regulations may have to follow the same process under the discrimination complaint procedures for Title 5, sections 59300et seq.

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. When a person files an EEO complaint, the officer must:

- Undertake efforts to resolve the charge informally;
- Advise the complainant that he/she need not participate in an informal resolution of the complaint;
- Notify the complainant of the procedures for filing a formal complaint; and
- Notify the complainant that he/she may file a complaint with the Office for Civil Rights of the U.S. Department of Education.

If the complainant, a student or an employee, files a formal complaint, the responsible District officer must also forward a copy of the complaint to the Chancellor's Office.

Complaints alleging violations of the EEO 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. 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.

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 Equal Employment Opportunity Officer, Chief Human Resources Officer. If the complaint involves the Equal Employment Opportunity 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 Equal Employment Opportunity Officer will forward copies of all written complaints to the Chancellor's Office upon receipt. A complainant may not appeal the District's determination pursuant to Title 5 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.

### **Complaints Alleging Unlawful Discrimination or Harassment**

CCR, Title 5, § 59300 et seq.

The District has adopted separate procedures for processing complaints alleging unlawful discrimination or harassment. These procedures (AP 3435) can be found on the District's website. The Chief Human Resources Officer is responsible for receiving such complaints and coordinating the investigations. The discrimination and harassment complaint procedures are available on the District's website. The link to this Administrative Procedure is below:

<https://www.chaffey.edu/policiesandprocedures/docs/aps/3435-ap.pdf>

### **Student Complaint Procedure**

A student who feels he/she has been or is being subjected to discriminatory treatment, including harassment, or who has learned of such unlawful discrimination, should immediately contact the Office of the Associate Superintendent, Student Services and Legislative Engagement or the District's Title IX Coordinator. The student complaint process is set forth in AP 3435, which is accessible on the District's website.

## **Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement**

CCR, Title 5, § 53003(c)(5)

The Governing Board and the Superintendent/President emphasize their commitment to equal employment opportunity through the broad dissemination of the Equal Employment Opportunity Policy Statement and EEO Plan. The Equal Employment Opportunity Policy Statement will be printed in the 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 leadership, union representatives and members of the President's Equity Council.

The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the Office of Human Resources will provide all employees with a copy of the Governing Board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. All employees will receive the following:

- (1) Information regarding the importance of the employee's participation and responsibility in ensuring the Plan's implementation; and
- (2) Where complete copies of the Plan are available, including in the District's public folders on the District's website, and in the Offices of the Superintendent/President and Human Resources via a Human Resources quarterly newsletter.

## **Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Hiring Committees Receive Training**

CCR, Title 5, § 53003(c)(4)

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the following:

- Requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.);
- Requirements of federal and state nondiscrimination laws;
- Requirements of the District's Equal Employment Opportunity Plan;
- District policies on nondiscrimination, recruitment, and hiring; principles of diversity, implicit bias, and cultural proficiency;
- The value of a diverse workforce; recognizing and eliminating bias in hiring decisions; and
- Best practices in serving on a selection committee.

Prior to serving on a hiring committee, all individuals are required to participate in an implicit bias/cultural competency training, facilitated by the Office of Human Resources, which also contains an Equal Employment Opportunity (EEO) best practices training. Participants' knowledge is assessed via poll questions and by providing feedback to specific scenarios presented throughout the training. This training is offered twice a month, and is required at least within two years from date of service on the committee, if not sooner.

The Office of Human Resources or designee is responsible for providing the required training, which is described above. Any individual, whether or not an employee of the District, who acts on behalf of the District with regard to recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

To further assist administrators, faculty, and staff in creating a welcoming, inclusive environment, significant professional development training occurs through regularly scheduled flex activities, through the Faculty Success Center, and through the Classified Success Network. Cumulatively, these processes promote and create a climate of inclusion, sensitivity, and diversity.

Section 53024.1(I)

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The College's hiring procedures charge each committee member with the responsibility of considering for employment applicants from all groups and to forward finalists who demonstrate clear evidence and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Sample diversity questions are provided to all selection committee members for all recruitments. These questions are designed to provide committee members with a variety of samples to elicit responses from applicants that will reflect their experiences with and dedication to equity and inclusion.

In addition, a Human Resources Generalist, who also serves as EEO representative on hiring committees, helps guide committee members on how to evaluate applicant diversity statements to determine thoroughness. This is done by reviewing suggested guidelines with each committee prior to the applicant screening process. This year, the College also redacted identifying information from applications of those who applied for faculty positions. This was done in an effort to promote greater impartiality and to decrease bias throughout the screening process. The College is continuing this redacting practice for its spring 2023 faculty recruitment as well.

Diversifying hiring committees to include representatives from various backgrounds is also a standard practice in promoting greater diversity and equity in the hiring process.

#### Section 53024.1(p)

Every permanent job offer is made by a Human Resources representative. The Human Resources representative is trained in providing the appropriate job information, including salary and benefits information, and starting date. Whenever an applicant declines a job offer, the Human Resources representative inquires as to the reason and whether there are any factors that may assist the applicant in reconsidering his/her decision. The information is brought to the Executive Director of Human Resources for further review. As appropriate, the Executive Director and/or the appropriate supervisor may contact the applicant to ensure that no artificial barriers exist. Once the matter is fully reviewed, the decision and reason for declining are recorded in the recruitment database. This review has resulted in changes to the job announcement and/or considerations for alternate working conditions to meet the needs of the job market.

Furthermore, a Faculty Hiring Work group was established to address issues of equity in the faculty hiring process. The group meets regularly to discuss issues related the hiring process. The goal of the work group is to improve diversity, equity, and inclusion among part-time and full-time faculty candidates and hires and remove artificial barriers during selection process.



## **Plan Component 9: The Process for Providing Annual Written Notice to Community-based and Professional Organizations**

CCR, Title 5, § 53003(c)(5)

The Equal Employment Opportunity Officer or designee will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the EEO Plan, and shall solicit their assistance in identifying candidates from diverse backgrounds. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its vacancies and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources.

## **Plan Component 10: Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants**

CCR, Title 5, § 53003(c)(6)

The Office of Human Resources will collect the District's employee demographic data annually and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan. The Office of Human Resources will also provide data needed for the reports required by this Plan. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders (to include Cambodian, Chinese, Filipino, Indian, Japanese, Korean, Vietnamese, and Hawaiian), Black/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

A process for gathering information and periodic, longitudinal analysis of the District's employees and applicants, broken down by number of persons from monitored group, in each job category to determine whether additional diversification measures are required to implement and evaluate the effectiveness of those measures. The District shall a data review as part of its plan renewal, and may conduct periodic data reviews more frequently as needed.

For purposes of the data collection and reporting, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. This year, the College has updated its job applications to reflect additional gender selection options to include, non-binary and transgender options, in addition to female, male and, decline to state. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). All applicants and employees will be placed in one of the following job categories:

- 1) Administrator
- 2) Academic (Tenured/tenure track)
- 3) Academic (Part-time)
- 4) Classified
- 5) Classified Managers

The Office of Human Resources shall monitor initial and qualified applicant pools for employment on an ongoing basis. The Chief Human Resources Officer shall use this data to evaluate the District's progress in implementing the Plan, and to provide data needed for reports required by the Plan. Data shall be maintained year-to-year and a longitudinal analysis will be conducted where there is at least three years of data to review, or sooner if the Chief Human Resources Officer concludes there is sufficient data for the analysis to be meaningful.

In addition, relevant information collected from exit surveys for all voluntary resignations was included in data analysis reports. This process has continued to be a standard practice in the collection of information for employees and applicants.

The District also continues to conduct a demographic analysis of employees and applicants (classified and academic) and includes this data in an annual recruitment analysis report. This annual report is presented to the Governing Board each year.

**Longitudinal Data: Workforce Demographics**

**Workforce Analysis**

**Fall 2020**

Employee Category	Total	Gender			Race/Ethnicity							
		Male	Female	Non-Binary	African-American	American-Indian	Asian	Hispanic/Latino	Multi-race	Pacific Islander	Unknown	White
Administrative	22	7	15	0	3	0	0	7	0	0	1	11
Academic (Tenure)	227	89	138	0	14	1	24	46	3	0	4	135
Academic (Part-time)	804	339	465	0	59	2	111	209	10	2	8	403
Classified	332	129	203	0	31	5	24	163	9	2	2	96
Classified Managers	20	5	15	0	0	0	1	3	5	1	0	10
<b>Total</b>	<b>1405</b>	<b>569</b>	<b>836</b>	<b>0</b>	<b>107</b>	<b>8</b>	<b>160</b>	<b>428</b>	<b>27</b>	<b>5</b>	<b>15</b>	<b>655</b>

Figure 1: 2020 Chaffey College Employee Demographics. Source: California Community College Management Information System (MIS) Employee Demographic Data Record

## Workforce Analysis

**Fall 2021**

Employee Category	Total	Gender			Race/Ethnicity							
		Male	Female	Non-Binary	African-American	American-Indian	Asian	Hispanic/Latino	Multi-race	Pacific Islander	Unknown	White
Administrative	23	10	13	0	3	0	0	8	0	0	1	11
Academic (Tenure)	231	90	141	0	14	1	26	45	3	0	4	138
Academic (Part-time)	835	349	486	0	63	2	113	211	14	2	11	419
Classified	337	142	195	0	33	5	25	162	9	2	4	97
Classified Managers	18	13	5	0	0	0	1	3	6	1	0	7
<b>Total</b>	<b>1444</b>	<b>604</b>	<b>840</b>	<b>0</b>	<b>113</b>	<b>8</b>	<b>165</b>	<b>429</b>	<b>32</b>	<b>5</b>	<b>20</b>	<b>672</b>

Figure 2: 2021 Chaffey College Employee Demographics. Source: California Community College Management Information System (MIS) Employee Demographic Data Record

## Workforce Analysis

**Fall 2022**

Employee Category	Total	Gender			Race/Ethnicity							
		Male	Female	Non-Binary	African-American	American-Indian	Asian	Hispanic/Latino	Multi-race	Pacific Islander	Unknown	White
Administrative	23	11	12	0	3	0	1	5	0	0	1	13
Academic (Tenure)	244	98	146	0	17	1	28	53	3	0	4	138
Academic (Part-time)	823	330	490	3	66	2	115	216	13	1	10	397
Classified	328	136	192	0	34	5	23	162	7	3	1	93
Classified Managers	20	8	12	0	2	0	1	4	6	1	0	6
<b>Total</b>	<b>1438</b>	<b>583</b>	<b>852</b>	<b>3</b>	<b>122</b>	<b>8</b>	<b>168</b>	<b>440</b>	<b>29</b>	<b>5</b>	<b>16</b>	<b>647</b>

Figure 3: 2022 Chaffey College Employee Demographic. Source: California Community College Management Information System (MIS) Employee Demographic Data Record

### Overall Workforce

In reviewing the overall workforce for the District between 2020 – 2022, there was a consistent increase of African-American/Black, Asian, and Hispanic/Latino employees. For example,

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African-American/Black employees comprised 7.61% (107 employees) of the District's workforce in fall 2020, but in 2022 comprised 8.48% (122 employees) of the District's total workforce in 2022. The same is true for Asian employees, who represented 11.38% (160 employees) of the total District workforce in 2020, and 11.68% (168 employees) in 2022. In addition, Hispanic/Latino employees increased from 30.46% (428 employees) in 2020 to 30.59% (440 employees) in 2022. The District has seen a decrease in its White/Caucasian employees going from 46.6% (655 employees) in 2020 to 44.9% (647 employees) in 2022. The percentage of Native American employees continues to be below 1%.

### **Administrative Employees**

The District continues to work on the diversity of its administrative employees. While diversity of the group is improving, the White/Caucasian demographic continues to remain at approximately 50%. African-American/Black administrators make up 13% and Hispanic/Latino administrators make up 21% of the total administrators. In addition, there continues to be a significant percentage of women represented in this category.

### **Academic Employees**

The District has seen a consistent increase of its African-American/Black, Asian, and Hispanic/Latino tenured/tenure track academic employees. In 2020, African-American/Black academic employees made up 6.1% of all tenured/tenure track employees, with an increase to 6.9% in 2022. This is also true for Asian academic employees, who comprised 10.5% of tenured/tenure track employees in 2020, with an increase to 11.4% in 2022. In addition, Hispanic/Latino tenure track academic employees saw an increase from 20.2% in 2020 to 21.7% in 2022.

### **Classified Employees**

The District has also seen an increase in its African-American/Black classified employees. In 2020, African-American/Black classified employees comprised 9.3% of all classified employees, while that percentage rose to 10.3% in 2022. The District continues to remain steady with its Asian (approximately 7%), Hispanic/Latino (approximately 49%) and American Indian (approximately 1.5%) classified employees from 2020 to 2022.

### **Classified Managers**

The diversity of the District's classified managers has increased from 2020 to 2022. African-American/Black managers went from 0% in 2020 to 15% in 2022. This increase

was also witnessed for other groups. Hispanic/Latino classified managers rose from 15% in 2020 to 20% in 2022. In addition to Multi-race classified managers going from 25% in 2020 to 30% in 2022. The White/Caucasian classified managers decreased from 50% in 2020 to 30% in 2022.

The District shall conduct longitudinal data analyses of District employment trends. The District shall assess the information gathered pursuant to components 10 and 11 of the EEO Plan to identify and determine the cause of any underrepresentation, of monitored groups across all phases of the employment process, including recruitment to hiring pools, hiring, retention, and promotion. Where the District determines that underrepresentation or adverse impact of one of the monitored groups in recruitment may be the result of non-job related factors, it shall implement additional strategies in its EEO Plan designed to mitigate promptly the underrepresentation or adverse impact. This shall not be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity.

### **Analysis of District Workforce via the 80% Rule**

Representation has been cited as one of the contributing factors in student success. In being responsive to the needs of the substantial number of college students that come from diverse backgrounds, representation is crucial. Representation has been highlighted as one of the factors that determine students' motivation to persist in certain fields of study, in addition to contributing to overall student success. The College's student population is diverse (see Figure 6) comes from various areas that surround and encompass the District. Given that, it is important to note that significant underrepresentation will occur whenever an employee group falls below the student demographic percentages (80% below projected representation) of the District.

Demographic Group	Chaffey Student Demographics	Chaffey's Employee Totals	80% Rule
African American/Black	7.70%	8.48%	6.61%
American Indian/Alaskan Native	0.17%	0.55%	0.14%
Asian	8.42%	11.68%	6.73%
Hispanic/Latinx	61.10%	30.59%	48.85%
Pacific Islander	0.25%	0.34%	0.02%
White	16.75%	44.90%	13.4%
Two or More Races	3.16%	2.01%	2.52%
Unknown	2.49%	1.11%	2.00%

Figure 4: Comparison of 2021-2022 Chaffey College Student Demographics & Total Workforce (80% Rule)

Title 5 defines an underrepresented group as any monitored group for which the percentage of persons from that group employed by the district is below 80 percent of the projected representation for that group. An analysis of Figure 4 reveals that the Hispanic/Latinx and Multi-race groups are underrepresented in the total workforce of the District. While the existence of an underrepresented group is not proof that discrimination has occurred, being aware of this information provides an opportunity for the District to review existing employment practices to identify any non-job-related barriers to employment and amend employment policies and practices as appropriate. Additionally, garnering how many qualified Hispanic/Latinx are available in the labor force is difficult. In this case, when these positions become vacant, the district would first discuss strategies for outreach in communities, educational institutions, other districts, etc., to attract Hispanic/Latinx applicants.

## Longitudinal Data: Recruitment

### Overall (Faculty, Classified and Management) Recruitment

<b>Overall Recruitment (Faculty, Classified, Management)</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>	<b>80% Rule</b>
Total Positions Filled	34	N/A	60
Total Number of Applicants	2192	N/A	3170
Total Number of African American, American Indian, Hispanic/Latinx, or Asian Applicants	1581	N/A	2210
Percentage of African American, American Indian, Hispanic/Latinx, or Asian Applicants Hired	67.6%	N/A	66.7%

Figure 5: Chaffey College Longitudinal Recruitment Data; 2019 – 2022.

### Overall 2019 – 2020 Recruitment

In 2019 – 2020, the District recruited for and filled 34 positions: 1 faculty/CDC position, 32 classified positions, and 1 management position. The total applicant pool consisted of 2,192 applicants, of which 1581 were from an underrepresented group. Of the new employees hired, 67.6% (23 out of 34) were from an underrepresented group. (See Appendix A).

In reviewing the total applicant and selection results from the 2019 – 2020 recruitment, out of the 34 positions the District recruited for, 23 (67.6%) of the selected applicants were from an underrepresented group. 44% of the new hires were Hispanic/Latino, 8.8% were African-American/Black, 5.9% Japanese, 2.9% American-Indian/Alaskan Native, and 2.9 Pacific Islander.



### **Overall 2020 – 2021 Recruitment**

Due to the Covid-19 pandemic, the District did not have significant recruitment for this academic year.

### **Overall 2021 – 2022 Recruitment**

In 2021 – 2022, the District recruited for and filled 60 positions: 23 faculty positions, 34 classified/confidential positions, and 3 management positions. The total applicant pool consisted of 3,170 applicants. Of the new employees hired, 66.7% (40 out of 60) were from an underrepresented group (See Appendix B).

In reviewing the total applicant and selection results from the 2021 – 2022 recruitment, out of the 60 positions that the District recruited for, 40 (66.7%) of the selected applicants were from an underrepresented group. There was a total of 3,170 applicants, of which 2,210 were from an underrepresented group. Of the new hires, 11 (18.3%) identified as Black/African-American, 23 identified as Hispanic (38.3%), 3 identified as Chinese (3.35), another 2 identified as Filipino (3.3%), 1 identified as Asian Indian (1.7%) and another as Other Asian (1.7%).

The recruitment trend also reveals that there was an overall decrease in the percentage of Hispanic/Latinx applicants, going from 46.8% in 2019 – 2020, to 44.5% in 2021 – 2022. The District will monitor this and continue evaluate strategies to attract more Hispanic/Latinx applicants.

## Plan Component 11: Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

Section 53003(c)(10) requires that District EEO Plans describe how they will utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within district job categories.

The Office of Human Resources shall be responsible for developing procedures to implement this requirement of analyzing reliable data to assess underrepresentation in employment in the District. The District will utilize the “80 Percent Rule” analysis to determine the degree in which monitored groups are underrepresented.

In analysis of the District’s 2021 - 2022 workforce, we sought to determine if any particular group is underrepresented. In conducting this analysis, the District utilized the 2021 – 2022 Chaffey College Student Demographics provided via MIS data. This information (captured in Figure 4) identified the racial composition of Chaffey College’s workforce as 49.9% White, 9.6% Black, 1.1% American Indian/Alaskan Native, 14.8% Asian, 0.2% Pacific Islander, 12.7% Multi-racial, and 38.1% Hispanic/Latino.

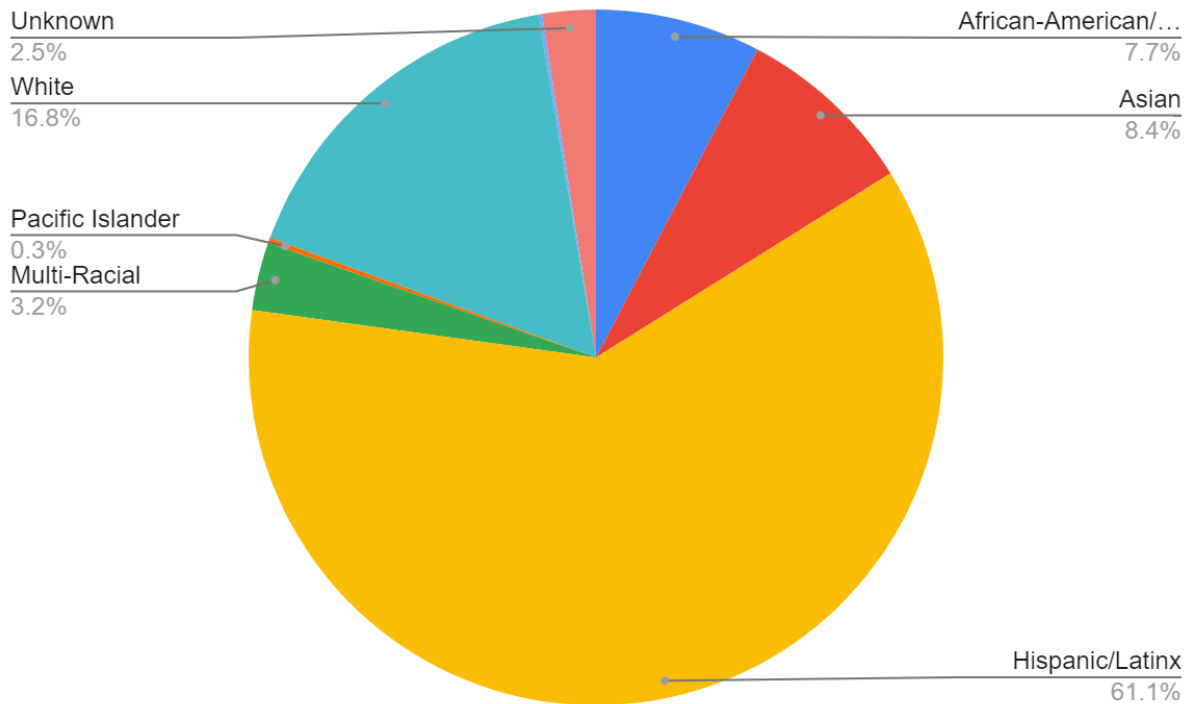


Figure 6: 2021 – 2022 Chaffey College Student Demographics

The data in Figure 6 illustrates the College’s 2021 – 2022 student demographics. In comparing these demographics to the District’s employee demographics for 2022, it shows that while the College’s African-American/Black, Asian, Pacific Islander, and American-Indian populations for both students and employees are congruent, it reveals that the Hispanic/Latinx population is underrepresented. With the District’s Hispanic/Latinx student population is at 61%, the employee demographic for this same racial group is just over 30%.

The District found that African Americans, Asian Americans, and American Indians were not underrepresented groups when analyzing the District's 2022 workforce as a whole. It will continue to seek partnerships and develop strategies that promote the recruitment of employees from underrepresented groups.

The District will continue to perform an annual survey of its workforce composition to evaluate the District’s progress in implementing its EEO Plan. The District will also sustain its practice of providing annual recruitment analysis reports to its Governing Board, employees, and community.

<b>Demographic Group</b>	<b>Chaffey Student Demographics</b>	<b>Chaffey's Classified Employees &amp; Classified Managers</b>	<b>80% Rule</b>
African American/Black	7.70%	10.34%	6.61%
American Indian/Alaskan Native	0.17%	1.43%	0.14%
Asian	8.42%	6.89%	6.73%
Hispanic/Latinx	61.10%	47.70%	48.85%
Pacific Islander	0.25%	1.15%	0.02%
White	16.75%	25.44%	13.40%
Two or More Races	3.16%	3.73%	2.52%
Unknown	2.49%	0.80%	2.00%

Figure 7: Comparison of 2021-2022 Chaffey College Student Demographics & Classified Staff and Management (80% Rule)

Demographic Group	Chaffey Student Demographics	Chaffey's Tenured Faculty	80% Rule
African American/Black	7.70%	5.32%	6.61%
American Indian/Alaskan Native	0.17%	0.40%	0.14%
Asian	8.42%	11.47%	6.73%
Hispanic/Latinx	61.10%	21.72%	48.85%
Pacific Islander	0.25%	0.00%	0.02%
White	16.75%	56.55%	13.40%
Two or More Races	3.16%	1.22%	2.52%
Unknown	2.49%	1.63%	2.00%

Figure 8: Comparison of 2021-2022 Chaffey College Student Demographics & Tenured Faculty (80% Rule)

Demographic Group	Chaffey Student Demographics	Chaffey's Part-Time Faculty	80% Rule
African American/Black	7.70%	8.00%	6.61%
American Indian/Alaskan Native	0.17%	0.24%	0.14%
Asian	8.42%	13.97%	6.73%
Hispanic/Latinx	61.10%	26.24%	48.85%
Pacific Islander	0.25%	0.12%	0.02%
White	16.75%	48.23%	13.40%
Two or More Races	3.16%	1.57%	2.52%
Unknown	2.49%	1.21%	2.00%

Figure 9: Comparison of 2021-2022 Chaffey College Student Demographics & Part-time Faculty (80% Rule)

<b>Demographic Group</b>	<b>Chaffey Student Demographics</b>	<b>Chaffey's Administration/ Management</b>	<b>80% Rule</b>
African American/Black	7.70%	13.04%	6.61%
American Indian/Alaskan Native	0.17%	0.00%	0.14%
Asian	8.42%	4.34%	6.73%
Hispanic/Latinx	61.10%	21.73%	48.85%
Pacific Islander	0.25%	0.00%	0.02%
White	16.75%	56.52%	13.40%
Two or More Races	3.16%	0.00%	2.52%
Unknown	2.49%	4.34%	2.00%

Figure 10: Comparison of 2021-2022 Chaffey College Student Demographics & Administration/Management (80% Rule)

## **Plan Component 12: Methods for Addressing Underrepresentation**

Section 530039(c)(10) requires that districts identify methods they will employ to address any underrepresentation identified pursuant to Section 53003(c)(9).

For all positions, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, shall be considered a core system competency and job requirement. All job specifications that the District uses, including any “required”, “desired”, or “preferred” qualification shall be reviewed by the Chief Human Resources Officer or appropriately trained designee before the position is announced to ensure that this is included.

The District has developed and continuously reviews its Recruitment and Hiring Guidelines. The guidelines follow Board Policy 7120.

### **1. Underrepresentation based on availability data.**

Section 53003(c)(8) of Title 5 requires EEO Plans to identify steps to be taken if the analysis pursuant to Section 53003(c)(7) and Component 11, reveals underrepresentation of a monitored group. Should the State Chancellor provide the availability data necessary to conduct this analysis, the District EEO Officer will be responsible for developing appropriate measures for addressing findings of underrepresentation and significant underrepresentation.

### **2. Underrepresentation within the District’s workforce and/or applicant pools.**

The District will analyze information gathered pursuant to Plan Component 10 to determine significant underrepresentation of a monitored group may be the result of non-related factors in the employment process. For the purposes of Plan Component 12, the phases of the employment process include, but are not limited to, recruitment, hiring, retention, and promotion. The information to be reviewed shall include, but not be limited to:

1. Longitudinal analysis of data regarding job applicants, gathered pursuant to Plan Component 10, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and

3. Analysis pursuant to section 53003(c)(9) to determine whether a group is significantly underrepresented.

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

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

For the purposes of this Plan Component, "a reasonable period of time" means three years, or such longer period as the California Community Colleges Chancellor's Office may approve, upon the request of the President's Equity Council and the District President, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

Nothing in this Plan Component shall be construed to prohibit the District from taking any other steps it concludes are necessary to promote equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law. These steps may include:

1. Having the President's Equity Council, in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
2. Increasing the advertising and recruitment budget for a three-year period so that recruitment is broad and inclusive.
3. Requiring that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity 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) Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
4. Focusing 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. Actively monitoring 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) 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) Analyze the feasibility of significantly increasing the recruitment budget for another three years.
  - d) Develop a recruitment committee composed of the Superintendent/President, the equal employment opportunity officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the President's Equity Council to review the effectiveness of the recruitment and hiring program described in section 3 above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The Superintendent/President will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

## **Plan Component 13: Selection of Specific Pre-hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration)**

The District is responsible for developing and implementing strategies designed to promote the diversity of its workforce at all levels and demonstrate the District's institutional commitment to diversity.

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an inclusive, equitable and fair working and learning environment. 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.

The District shall take concrete steps to promote, on an on-going basis, equal opportunity, workplace diversity and an inclusive work environment. The District shall also take concrete steps to monitor its progress in these areas.

The Chief Human Resources Officer shall be responsible for the review and update of the specific steps that will be utilized by the District on a regular basis. These concrete steps may include any of the examples listed below, or other measures as identified and developed by the President's Equity Council in close consultation with the Chief Human Resources Officer. In identifying and implementing particular strategies, the Chief Human Resources Officer will:

1. Work closely with the President's Equity Council, as noted above.
2. On an annual basis identify steps that shall be taken.
3. Select strategies that, over time, will produce comparative longitudinal information.
4. Operate collaboratively and transparently with all stakeholders.

## **Board Policies & Adopted Resolutions**

Board Policy 7100, which outlines the College's commitment to diversity has been revised and submitted for Governing Board approval. The Chaffey Governing Board continues to be steadfast in its commitment to diversity.

The Governing Board of the Chaffey Community College District, through its policies and practices, supports the College's diverse personnel and ensures equal employment opportunity. The Board receives regular training on a variety of subjects relative to hiring and employment. In January 2023, the members of the Governing Board completed trainings on sexual harassment prevention, non-discrimination, retaliation, and implicit bias. The Governing Board completes this training once every two years.

## **Pre-Hiring Strategies**

When: Years 1 – 3

How: The Human Resources Department

- 1) The Human Resources Department will provide cultural competency and implicit bias training to all persons prior to serving on a hiring committee. This training is to be completed within two years of serving on a hiring committee.
- 2) The District will offer additional Vision Resource Center online module training as part of Flex Week and other professional development opportunities workshops/events.
- 3) The Human resources Department will continue to seek recruitment strategies that attract candidates from underrepresented groups, specifically Hispanic/Latin X faculty.
- 4) The District will gather information from the campus community about what EEO workshops they would like to see and/or attend.
- 5) The District will continue to receive feedback from the campus community and provide ongoing training. Metrics and Review.
- 6) Once every semester, the Chief Human Resources Officer will provide data and information to the EEO Advisory Committee on the number of employees who have completed the training/modules. The EEO Advisory Committee will assist in promoting and encouraging employees within the constituency groups to complete the training.

## **Focused Outreach and Publications**

Chaffey College, EEO Plan 2022-2025

#### Section 53024.1(k)

The College widely shares its mission with students, faculty, staff, administration, and the community it serves. The mission statement focuses on the College's commitment to improve the lives of our diverse student population. In doing so, the College places a priority on the recruitment, hiring, and retention of diverse, well-qualified administrators, classified staff, and faculty who can provide quality services and programs to support the College's mission. The College's mission statement reads as follows: Chaffey College improves lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent career, transfer, and workforce education programs that advance economic and social mobility for all.

The College continues to partner with the Professional Diversity Network (PDN), a company whose platform provides outreach to diverse groups in the job search market via various partners who specialize in diverse recruitment of talent. The goal of this partnership is to cast a wider net in recruiting candidates from all backgrounds, with a focused effort on placing job announcements on platforms that serve underrepresented groups. PDN provides the College with monthly reports that reflect the number of applicants that access Chaffey College job listings from the various sites in which they have partnerships with, in addition to the number of applicants that actually apply for said jobs via the connections made from their partnership websites. This partnership is still in place.

Additionally, the College has established a committee dedicated to improving the faculty diversity of potential applicants and hiring as it relates to both adjunct and full-time faculty. Stakeholders among the committee membership includes administration, Faculty Senate, and the Faculty Association. This group has identified and recommended to human resources the following: redacting personal, identifying information on candidate applications, re-evaluating announcements with an equity lens, and more comprehensive engagement during the hiring process. These changes were implemented during the spring 2021 hiring season. While the practice that the College piloted in an attempt to garner more engagement was discontinued based on feedback from the committee, the College continued the practice of redacting identifying applicant information throughout the faculty hiring process for spring 2022 and spring 2023 hiring, and plans to continue this practice in the future.

#### Section 53024.1(o)

The College's board policy includes a core value of fostering a climate of inclusion and respect. The College also regularly addresses issues of inclusion/exclusion through its shared governance process, primarily through the President's Equity Council (PEC). The mission of PEC is to review and recommend equity initiatives throughout the College, including those with students, faculty, staff, and in curriculum, admissions and matriculation, and hiring. Through this process, the College facilitates public conversations regarding current topics in inclusion surrounding

issues important to the community. In addition, the College, under the direction of Institutional Research, has an established schedule to ensure there is a regular, collaborative review and update of College policies and procedures.

## **Hiring Strategies**

When: Years 1 – 3

Who: The Human Resources Department

Section 53024.1(c)

The College provides training on elimination of bias in hiring and employment to every individual who participates in the hiring process. This training is mandatory for hiring committee members and is led by the Director of Diversity, Equity and, Inclusion.

The College has robust recruitment and selection procedures, and all selection committee participants are required to read and affirm that they will follow the hiring procedures as a condition of participating in the hiring process.

- 1) Committee members are reminded of their specific responsibility to consider carefully the qualifications for the position which includes the requirement to demonstrate sensitivity to and understanding of diverse populations.
- 2) Committees are guided through the process by a Human Resources EEO representative at each stage of the screening and interview process. Only Human Resources representatives may monitor the selection processes.
- 3) College's hiring procedures charge each committee member with the responsibility of considering for employment applicants from all groups and to forward finalists who demonstrate clear evidence and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.
- 4) Sample diversity questions are provided to all selection committee members for all recruitments. These questions are designed to provide committee members with a variety of samples to elicit responses from applicants that will reflect their experiences with and dedication to equity and inclusion.

- 5) The College also redacted identifying information from applications of those who applied for faculty positions. This was done in an effort to promote greater impartiality and to decrease bias throughout the screening process.
- 6) Diversifying hiring committees to include representatives from various backgrounds is also a standard practice in promoting greater diversity and equity in the hiring process.
- 7) Every permanent job offer is made by a Human Resources representative. The Human Resources representative is trained in providing the appropriate job information, including salary and benefits information, and starting date. Whenever an applicant declines a job offer, the Human Resources representative inquires as to the reason and whether there are any factors that may assist the applicant in reconsidering his/her decision. The information is brought to the Executive Director of Human Resources for further review. As appropriate, the Executive Director and/or the appropriate supervisor may contact the applicant to ensure that no artificial barriers exist. Once the matter is fully reviewed, the decision and reason for declining are recorded in the recruitment database. This review has resulted in changes to the job announcement and/or considerations for alternate working conditions to meet the needs of the job market.
- 8) Furthermore, a Faculty Hiring Work group was established to address issues of equity in the faculty hiring process. The group meets regularly to discuss issues related the hiring process. The goal of the work group is to improve diversity, equity, and inclusion among part-time and full-time faculty candidates and hires and remove artificial barriers during selection process.

#### Section 53024.1(i)

The College complies with the requirements of Government Code Section 12950.1 (Stats. 2004, ch. 933 (AB 1825)), and includes all forms of harassment and discrimination in selection committee training. Committee participants are advised of and required to follow all federal and state anti-discrimination laws as well as best practices to ensure equal employment opportunity.

In addition, all supervisory employees are required to complete interactive sexual harassment and nondiscrimination training every two years. In November 2021, the management AB-1825 training was conducted by a representative from the Liebert, Cassidy, and Whitmore, a labor, education, and employment law firm for all management employees.

Also, Title IX training is required annually for all employee groups. Employees are notified of anti-discrimination and prohibition of harassment laws upon hire and through postings outside of the Office of Human Resources, Payroll and in various locations throughout the College

campuses/locations. The District contracted with Traliant Compliance Training to secure an asynchronous Title IX training for all faculty, staff, and students.

Lastly, all employees can sign up to participate in Bringing Light to Ourselves and Others through Multiculturalism (BLOOM) trainings. To date, there have been more than 900 BLOOM trainings completed by employees. The BLOOM training modules sets the foundational concepts for multicultural change both personally and institutionally, provides for discussions on the differences and importance of equity, diversity, and multiculturalism.

## **Post-Hiring Strategies**

When: Years 1 – 3

Who: The Human Resources Department and College Community

The College offers regular trainings on diversity, inclusion and implicit bias through its self-designed BLOOM trainings. Trainings are conducted throughout the year as well as during professional development days such as Flex and Faculty Lecture Day, as shown in previous evidence. In addition, faculty and staff are encouraged to participate in professional development activities that focus on diversity.

1. The College complies with the requirements of Government Code Section 12950.1 (Stats. 2004, ch. 933 (AB 1825), and includes all forms of harassment and discrimination in selection committee training. Committee participants are advised of and required to follow all federal and state anti-discrimination laws as well as best practices to ensure equal employment opportunity.
2. All supervisory employees are required to complete interactive sexual harassment and nondiscrimination training every two years. Biannually, the management AB-1825 training is conducted by a representative from the Liebert, Cassidy, and Whitmore, a labor, education, and employment law firm for all management employees.
3. Title IX training is required annually for all employee groups. Employees are notified of anti-discrimination and prohibition of harassment laws, policies, and procedures upon hire and through postings outside of the Office of Human Resources, Payroll and in various locations throughout the College campuses/locations.
4. Sensitivity to and an understanding of the diverse population the College serves a priority in the tenure process and it is an expectation throughout employees' tenure as evidenced in the employee evaluation materials. The College regularly evaluates all permanent full-time and part-time employees and adjunct faculty in accordance with the collective

bargaining agreements and/or applicable personnel plans. Included in the evaluation components for observation of faculty, tenure-track, regular and part-time, are references to demonstrating sensitivity to the needs of our diverse student population. The management evaluation process includes a behavioral rating system whereby the evaluatee is rated by coworkers on his/her ability to work constructively, creatively, and productively with diverse groups and individuals. The classified staff evaluation guide specifically identifies that a satisfactory rating for interpersonal behaviors includes sensitivity to the culturally diverse community the College serves. Should performance in this area result in a needs improvement or unsatisfactory rating, the employee will engage in remediation and re-evaluation. Prior to re-evaluation, the employee will be provided with training in the form of workshops, seminars, webinars, and/or one-to-one guidance sessions with third-party vendors that focuses on serving and working with diverse populations.

5. The College has commenced a longitudinal study of monitored groups in promotion, retention, resignation, termination and discipline.
6. The College will continue to actively advance the goals of the Ten Point Plan to improve campus climate as it relates to issues of diversity, equity, and inclusion. The Ten Point Plan includes the following:
  - Annual Town Hall Meetings to discuss issues of race
  - Diversity, Equity, and Inclusion expert hired
  - Amplify AB 705 efforts
  - Curriculum Committee to diversify curriculum
  - Conduct Campus Climate Survey & Men of Color Support Model
  - Criminal Justice/Policing modification
  - CCSJ Anti-racism learning opportunities
  - President's Equity Council
  - Convene Black and Brown Minds and Mattering Conference
  - Incorporate the Ten Point Plan into the Strategic Equity Plan
7. The College has also implemented several different programs to provide new employees with professional development, orientation, mentoring, and leadership opportunities. All new full-time tenure track faculty participate in weekly sessions during the fall semester that focus on instructional strategies, best practices, College culture and processes, shared governance, inclusive instruction, and student engagement strategies. Each new full-time faculty member is also paired with a mentor for their first year. Part-time faculty are invited and encouraged to participate in professional development workshops and activities (including online training) provided by the Faculty Success Center, the Professional Development Committee, and their schools/departments. An online



orientation is also provided for professional development for all new part-time faculty members.

8. Classified professionals are also required to attend new employee orientation wherein they are provided with information on opportunities for professional development. The College has a robust classified success training program that offers a variety of workshops throughout the year aimed to enhance employees' skill sets. Classified staff are also recognized for continuing education with a monthly stipend.
9. The College regularly offers internal growth opportunities to employees by way of temporary appointments to vacant positions. In addition, temporary work above classification opportunities offering professional growth are consistently made available to employees.

## Appendix A

### Overall 2019 – 2020 Recruitment

<b>Total Pool</b>	<b>2192</b>	<b>100%</b>
<b>Underrepresented Total Pool</b>	<b>1581</b>	<b>72.1%</b>
American Indian/Alaskan Native	8	0.4%
Asian Indian	27	1.2%
Black/African American	320	14.6%
Cambodian	4	0.2%
Chinese	36	1.6%
Filipino	73	3.3%
Guamanian	1	0.0%
Hawaiian	2	0.1%
Hispanic	1026	46.8%
Japanese	9	0.4%
Korean	12	0.5%
Laotian	1	0.0%
Other Asian	5	0.2%
Other Pacific Islander	5	0.2%
Samoan	1	0.0%
Vietnamese	29	1.3%

<b>Total Selected</b>	<b>34</b>	<b>100%</b>
<b>Underrepresented Total Selected</b>	<b>23</b>	<b>67.6%</b>
American Indian/Alaskan Native	1	2.9%
Asian Indian	0	0.0%
Black/African American	3	8.8%
Cambodian	0	0.0%
Chinese	1	2.9%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	15	44.1%
Japanese	2	5.9%
Korean	0	0.0%
Laotian	0	0.0%
Other Asian	0	0.0%
Other Pacific Islander	1	2.9%
Samoan	0	0.0%
Vietnamese	0	0.0%

## Appendix B

### Overall 2021 – 2022 Recruitment

<b>Total Pool</b>	<b>3170</b>	<b>100%</b>
<b>Underrepresented Total Pool</b>	<b>2210</b>	<b>69.7%</b>
American Indian/Alaskan Native	17	0.5%
Asian Indian	43	1.4%
Black/African American	415	13.1%
Cambodian	8	0.3%
Chinese	62	2.0%
Filipino	64	2.0%
Guamanian	1	0.0%
Hawaiian	3	0.1%
Hispanic	1411	44.5%
Japanese	17	0.5%
Korean	33	1.0%
Laotian	1	0.0%
Other Asian	96	3.0%
Other Pacific Islander	3	0.1%
Samoan	2	0.1%
Vietnamese	34	1.1%

<b>Total Selected</b>	<b>60</b>	<b>100%</b>
<b>Underrepresented Total Selected</b>	<b>40</b>	<b>66.7%</b>
American Indian/Alaskan Native	0	0.0%
Asian Indian	1	1.7%
Black/African American	11	18.3%
Cambodian	0	0.0%
Chinese	2	3.3%
Filipino	2	3.3%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	23	38.3%
Japanese	0	0.0%
Korean	0	0.0%
Laotian	0	0.0%
Other Asian	1	1.7%
Other Pacific Islander	0	0.0%
Samoan	0	0.0%
Vietnamese	0	0.0%