

EQUAL EMPLOYMENT OPPORTUNITY PLAN
2020-2023 – FINAL – APPROVED BY THE BOARD OF TRUSTEES 8.12.20

OHLONE COMMUNITY COLLEGE DISTRICT

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Plan Component 1: Introduction

The Ohlone Community College District (hereinafter referred to as OCCD or District) is proud to present its 2020-2023 Equal Employment Opportunity Plan (hereinafter referred to as the Plan). The Plan reflects the District's commitment to Equal Employment Opportunity (EEO) and promotes practices that are nondiscriminatory. Given that educational experiences in inclusive environments best prepare students to thrive in our global society, the District's goal is to build, nurture, and sustain a working environment that is welcoming to all, fosters and celebrates diversity, promotes excellence, and is respectful to all. It is the District's sincerely held belief that an exemplary academic community requires an inclusive environment that best prepares our faculty, staff and students to live, work and contribute to a global society.

The Plan's immediate focus is equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to Title 5 regulations (Section 53000 *et seq.*) In addition, the Plan notes our commitment to advancing diversity and cultural proficiency within the District. The Plan includes:

- requirements to comply with Title 5 regulations and provisions relating to equal employment opportunity programs;
- establishment of an equal employment opportunity and diversity committee;
- methods to support equal employment opportunity;
- analysis of the demographic makeup of the District's workforce population; and
- procedures for dissemination of the Plan.

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

This Plan is intended to continue our important conversation of broadening our focus on inclusion and equity, and on building campus community. We welcome all thoughts, comments and participation on how best to achieve these goals. We established an email address where comments can be sent: diversity@ohlone.edu

Plan Component 2: Definitions (as used in Title 5)

Reference Title 5 § 53001

Adverse impact means a statistical measure (such as those outlined in the EEO Commission's "*Uniform Guidelines on Employee Selection Procedures*") that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code Section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

Chancellor's Office in this document refers to the California Community College's Chancellor's Office.

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.

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

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, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation, or veteran status.

Equal Employment Opportunity refers to the existence of a situation in which 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:

PLAN COMPONENT 2: DEFINITIONS (AS USED IN TITLE 5)

- (1) Executive/administrative/managerial;
- (2) Faculty and other instructional staff;
- (3) Professional non-faculty;
- (4) Secretarial/clerical;
- (5) Technical and paraprofessional,
- (6) Skilled crafts; and
- (7) Service and maintenance.

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 that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code Section 12940 or Title 5 § 5300 *et seq.*

Equal Employment Opportunity Plan refers to a written document in which the District's workforce is analyzed and specific plans and procedures are set forth for promoting equal employment opportunity.

Equal Employment Opportunity Programs are all the various methods by which equal employment opportunity is promoted. 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 § 53006.

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.

Ethnic group identification means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5 § 53004. These groups shall be more specifically defined by the Chancellor consistent with State and Federal law.

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

Monitored group refers to those groups identified in Title 5 § 53004(b) 5 for which monitoring and reporting is required pursuant.

PLAN COMPONENT 2: DEFINITIONS (AS USED IN TITLE 5)

Person with a disability refers to 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.

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 American (including Central America), and who maintain a tribal affiliation or community attachment.

Reasonable accommodation means the efforts made on the part of the District to afford disabled applicants access to the job application process and allow disabled employees to perform the essential functions of their positions, consistent with the District's legal obligations under the Americans with Disabilities Act and the Fair Employment and Housing Act.

Screening or selection procedures refer to any measure, combination of measures, or processes used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to: traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Significantly, underrepresented groups refer to any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5 § 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Plan Component 3: Policy Statement

Reference Title 5 § 53002

The Ohlone Community College 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 of the District on the basis of age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, parental status, pregnancy, physical or mental disability, race, religion, sexual orientation, or veteran status, military 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, socioeconomic status, learning disabilities and ethnic group identification even though students or employees could not make a legal claim of discrimination based on these factors.

The District strives to achieve a workforce that is welcoming to all individuals, including 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.

The Plan is maintained to ensure the implementation of equal employment opportunity principles, which conform to Federal and State laws.

Update: June 2, 2020

Since revising and updating this EEO plan (as required), the State Chancellor's office has moved up the timeline to implement the recommendations of the Vision for Success Diversity, Equity and Inclusion Task Force. The Task Force engaged in an intensive 6-month process to identify strategies to increase the racial and ethnic diversity of the California community college workforce. A report was produced and provided to colleges in February 2020 with a "Call to Action" plan to be implemented over 5 years.

On June 5th the Chancellor and system leaders called for our system to actively strategize and act against structural racism. Further, the Chancellor in his letter dated June 5, 2020, called colleges to act with urgency to move up the timeline for implementation of the "Call to Action" across six key areas that will require their own

PLAN COMPONENT 3: POLICY

work plan to implement. The “Call To Action” plan asks for our system to mobilize around: (1) A System wide review of law enforcement officers and first responder training and curriculum; (2) Campus leaders must host open dialogue and address campus climate; (3) Campuses must audit classroom climate and create an action plan in order to create inclusive classrooms and anti-racism curriculum; (4) District Boards review and update its Equity plans with urgency; (5) Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan by mobilizing to implement all tier 1 recommendations in the next 6 to 12 months and to act with urgency to implement tier 2 recommendations; and (6) Join and engage in the Vision Resource Center “Community Colleges for Change.”

At Ohlone, we believe that this is a time when we must take a stronger stand and commit to doing more. Ohlone is an amazing place, making a real impact in the world through education. We need to take advantage of Ohlone’s position in the community and translate our commitment to respect, equity, diversity and inclusion into actions that make a clear, meaningful difference.

The tragedies and hate against African Americans/Blacks that continue to engulf our country runs counter to all that we stand for as individuals and as a college. Generations of pain have shown that racism is a problem that our society has failed to address, with devastating consequences.

We have seen the difference we have made over time by the increased diversity of our administrators, staff and faculty. This has come with focused training and a deep commitment from the State Chancellor’s office by committing resources to “move the needle”. But as a college we must do better – for example by directing time, effort and resources to continue to diversify our staff and leadership, and by nurturing our internal talent in creative new ways.

Each of us play a role in this. By listening to one another and taking the time to understand the perspectives of those around us and by facing head-on, the issues we know persist. By getting actively involved in finding solutions – whether it be working with our underrepresented employee groups, or by challenging old conventions and practices. By speaking up and addressing racism, inequity, and disrespect in all their forms. By holding ourselves and others accountable. And by commitment to push for action.

The district’s current EEO Plan expired June 30, 2020 and there is little time to fully integrate the “Call to Action” within this document, beyond its current goals. Although many of the identified “tier 1” activities and some of “tier 2” have been accomplished at Ohlone, we need to relook at *everything* we do and how we do it, with fresh eyes. The difference now is that this work will take all of us – the whole college – not just the ODIAC committee or the Equity Committee or our minority leaders – but engagement

PLAN COMPONENT 3: POLICY

across the college – within all aspects of instruction, student services, administration, students and ultimately led by the Board of Trustees. It is certain that this Plan will be revised during the academic year 2020-21.

Plan Component 4: Delegation of Responsibility, Authority, and Compliance

Reference Title 5 § 53003(c)(1) and §53020

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

BOARD OF TRUSTEES

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of the District operations, and for ensuring equal employment opportunity as described in the Plan.

SUPERINTENDENT/PRESIDENT

The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges. 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.

EQUAL EMPLOYMENT OPPORTUNITY OFFICER

The District has designated the Chief Human Resources Officer as its Equal Employment Opportunity Officer (EEOO) who is responsible for the day-to-day implementation of the Plan. If the designation of the EEOO changes before the Plan is next revised, the District will notify employees and applicants for employment of the new designee. The EEOO is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5 § 53000 et seq. The EEOO is also responsible for receiving complaints described in plan component 6 of the Plan and for ensuring that applicant pools and selection procedures are properly monitored.

PLAN COMPONENT 4: DELEGATION OF RESPONSIBILITY, AUTHORITY,

OHLONE'S DIVERSITY AND INCLUSION ADVISORY COMMITTEE (ODIAC)

The District established an Equal Employment Opportunity and Campus Diversity Committee as a joint committee, to act as an advisory body to the EEOO and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. This joint committee develops ways for the College to advance diversity and cultural proficiency via campus events, training/workshops, special events and speakers, as well as track the District's activity and development in the areas of diversity and cultural proficiency. ODIAC assists in the development and implementation of the Plan in compliance with State and Federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for Plan revisions as appropriate.

AGENTS OF THE DISTRICT

Any organization or individual, whether or not an employee of the District, who acts on behalf of the Superintendent/President 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 and will be given a copy of it.

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

Plan Component 5: Advisory Committee

Reference Title 5 § 53005

The District has established a President's advisory committee known as ODIAC to assist the District in implementing its Plan. The committee has two main components: (1) develop ways for the College to advance diversity and cultural proficiency via campus events, training/workshops, special events, speakers, campus signage, and develop strategies to promote diversity on campus, and (2) plan, evaluate, and monitor the Plan and serves in an advisory role in staff equity issues.

The committee will assist in the implementation of the Plan in conformance with state and federal regulation and guidelines, and provide recommendations for EEO Plan improvements and revisions as appropriate.

Since its inception, ODIAC has had the same core members that is representative of the college's constituent groups. Effective fall 2020, the current ODIAC chair is stepping down from his role as faculty co-chair. As such, the committee is reevaluating its membership and structure of the committee. Membership must be representative as well as diverse. The following positions/constituent groups will be represented on the committee:

- Co-chair: District Administrator and/or the District's EEO Officer (1 or 2)
- Co-Chair: Faculty or Classified (1)
- Members: CSEA (4); Faculty (4); Management (4); Student (4)

Members may be appointed by the respective leadership: Faculty Senate, CSEA President, SEIU President, Superintendent/President and ASOC President. A substantial good faith effort to maintain a diverse membership is expected. If the District becomes unable to meet this objective, it will document what efforts were made to recruit new members. The committee will receive training in all of the following:

PLAN COMPONENT 5: AD

- a. the requirements of Title 5, California Code of Regulations and state and federal nondiscrimination laws;
- b. identification and elimination of bias in hiring;
- c. the role of the advisory committee in carrying out the District's EEO Plan and any and all preparation deemed necessary for the committee to effectuate change.

"Call To Action"

As noted, this Plan was revised in early spring and does not fully incorporate the strategies from the Chancellor's Office "Call To Action" which will require more involvement from ODIAC that could include additional and intentional professional development as well as integration of goals and objectives.

Plan Component 6: Complaints

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

The District has established the following process permitting any person to file a complaint alleging that the requirements of the Equal Employment Opportunity regulations¹ have been violated. Any person who believes that the EEO regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the EEO regulations 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. As directed by the Chancellor's Office, the decision of the District in complaints pursuant to Section 53026 is final. See *California Community Colleges Chancellor's Office Complaint Process* at: [California Community College Chancellors Office Complaint form](#)

In addition, complaints can be filed using Ohlone's complaint procedures at: [Complaint Form](#). 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 noting the reason(s) for returning the complaint without action.

The complaint shall be filed with the EEOO. If the complaint involves the EEOO, the

¹ The equal employment opportunity regulations are found in California Code of Regulations, Title 5, Section 53000 et seq.

PLAN COMPONENT 6: COMPLAINTS

complaint may be filed with the Superintendent/President. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reason(s) for the extension and estimated date of completion. The EEOO will forward copies of all written complaints to the Chancellor's Office upon receipt. In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et seq.

Plan Component 7: Notification to District Employees

Reference Title 5 § 53003; (c)(5)

The District's commitment to Equal Employment Opportunity is emphasized through the broad dissemination of its EEO policy statement and the Plan. The Plan will be posted on the District's website or copies could be requested by contacting the Human Resources Office.

The District's commitment to diversity and inclusiveness shall be included in all employment announcements and recruitment materials.

Plan Component 8: Screening Committee Training Composition

Reference 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:

- Requirement 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 Plan;
- District's policies on nondiscrimination, recruitment and hiring; principles of diversity and cultural proficiency ²;
- The value of a diverse workforce; recognizing and eliminating bias in hiring decisions; and
- Best practices in serving on a selection committee.

Persons serving in the above capacities will be required to receive training no more than 24 months prior to beginning of service on a committee. This training is mandatory; individuals who have not received this training are not permitted to serve on screening committees. Refresher training is provided at the initial meeting of the screening committee, but will not take the place of the individual receiving EEO training, which is generally provided once per year in spring.

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.

² "Cultural proficiency" involves 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 have been 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. "Culture," therefore, refers to more than simply race and ethnicity.

Plan Component 9: Annual Written Notice to Community Organizations

Reference Title 5 § 53003; (c)(5)

The EEOO or designee will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying candidates from diverse backgrounds. This 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 number 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. The District will maintain a list of organizations which will receive this notice. Written notice may include mailings and electronic communications.

Plan Component 10: Analysis of District Workforce and Applicant Pool

Reference Title 5 § 53003; (c)(6);

The Human Resources department annually surveys the District's workforce composition and monitors applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by this Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee has been afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, his or her disability. Applicants do not identify the nature of their disability. This information is kept confidential and is separated from the applications that are forwarded to the screening committee(s) and hiring administrator(s).

At least every three years, the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing employees and of those who have applied for employment in each of the following identified categories:

- Administrators
- Classified Management
- Supervisory/Confidential
- Classified Staff
- Full Time Faculty

Plan Component 10(a): Analysis of District Workforce

Reference Title 5 § 53003; (c)(6);

Districts are required to identify any “significantly underrepresented groups,” where actual representation is below 80% of projected representation. Title 5, section 53001(1) defines “significantly underrepresented group” as “any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation of that group in the job category in question.” Title 5 does not define “projected representation” for purposes of the 80 percent rule – it is a local decision. Local districts have the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or district, community demographics in the district’s service area, labor market availability for the job category, or previous demographics of job applicants.

The College’s applicant yield comes from outside the District and live primarily in the counties used to compute the Bay Area workforce numbers, therefore the greater Bay Area will serve as the metric against which significant under-representation will be determined. Given that, significant under-representation will occur whenever an employee group falls below the following employment percentages (80% below projected representation).

| Demographic Group | Labor Force | Ohlone’s Actual representation | 80% Rule |
|------------------------|-------------|--------------------------------|----------|
| White | 34.8% | 43.5% | 27.8% |
| African American/Black | 5.1% | 5.7% | 4.1% |
| Native American | 0.4% | 0.6% | 0.3% |
| Asian | 26.4% | 25.8% | 21.1% |
| Hispanic/Latinx | 20.0% | 17.3% | 16.0% |
| Pacific Islander | 0.6% | 0.6% | 0.5% |

PLAN COMPONENT 10(A): ANALYSIS OF DISTRICT WORKFORCE

Table 1 indicates that no monitored group (as a total workforce) has fallen below the percentages of those available in the Bay Area's labor force. Table 1a is presented to show how Ohlone's workforce compares to student population

| BAY AREA POPULATION IN LABOR FORCE FALL 2019 | | |
|--|------------------|---------------|
| White | 1,336,222 | 34.8% |
| African American | 197,282 | 5.1% |
| Native American | 15,839 | 0.4% |
| Asian | 1,013,210 | 26.4% |
| Hispanic/Latinx | 765,716 | 20.0% |
| Pacific Islander | 22,663 | 0.6% |
| Two or more races | 148,699 | 3.9% |
| Other | 337,180 | 8.8% |
| Total labor force | 3,836,811 | 100.0% |

| OHLONE COLLEGE WORKFORCE AS OF FALL 2019 | | |
|--|------------|---------------|
| White | 276 | 43.5% |
| African American | 36 | 5.7% |
| Native American | 4 | 0.6% |
| Asian | 164 | 25.8% |
| Hispanic/Latinx | 110 | 17.3% |
| Pacific Islander | 4 | 0.6% |
| Two or more races | 5 | 0.8% |
| Other | 36 | 5.7% |
| Total Ohlone workforce | 635 | 100.0% |

Table 1a is presented to show how Ohlone's workforce compares to student population

| OHLONE COLLEGE STUDENT BODY AS OF FALL 2019 | | | OHLONE COLLEGE WORKFORCE AS OF FALL 2019 | | |
|---|-------------|---------------|--|------------|-------------|
| White | 1355 | 16.0% | White | 276 | 43.5% |
| African American | 261 | 3.0% | African American | 36 | 5.7% |
| Native American | 17 | 0.2% | Native American | 4 | 0.6% |
| Asian | 3250 | 37.9% | Asian | 164 | 25.8% |
| Hispanic/Latinx | 2135 | 24.9% | Hispanic/Latinx | 110 | 17.3% |
| Pacific Islander | 54 | 0.6% | Pacific Islander | 4 | 0.6% |
| Two or more races | 479 | 5.6% | Two or more races | 5 | 0.8% |
| Other | 142 | 1.7% | Other | 36 | 5.7% |
| Total Ohlone Students | 8566 | 100.0% | Total Ohlone workforce | 635 | 100% |

Table 1a

PLAN COMPONENT 10(A): ANALYSIS OF DISTRICT WORKFORCE

Table 2 below provides a comparison of Ohlone's faculty and staff demographic change from **Fall 2015 to Fall 2019** – over 5 years. The district has made continued progress towards the attraction and hiring of a more diverse workforce.

| Faculty & Staff Demographics Report | | | | | | |
|-------------------------------------|--------------------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| | | Fall 2015 Employee | Fall 2015 Employee | Fall 2019 Employee | Fall 2019 Employee | 5-YEAR CHANGE |
| | | Employee Count | Emp Count (%) | Emp Count | Emp Count (%) | |
| Ohlone Total Employees | | 729 | | 635 | | |
| Educational Administrator | | 13 | | 17 | | |
| | African-American | 0 | 0.0 % | 1 | 5.9 % | 5.9% |
| | Asian | 2 | 15.4 % | 6 | 35.3 % | 19.9% |
| | Hispanic | 1 | 7.7 % | 1 | 5.9 % | -1.8% |
| | Unknown | 1 | 7.7 % | 2 | 11.8 % | 4.1% |
| | White Non-Hispanic | 9 | 69.2 % | 7 | 41.2 % | -28.0% |
| Academic, Ten/Ten Track | | 110 | | 119 | | |
| | African-American | 4 | 3.6 % | 5 | 4.2 % | 0.6% |
| | American Indian/Alaskan Native | 2 | 1.8 % | 1 | 0.8 % | -1.0% |
| | Asian | 20 | 18.2 % | 23 | 19.3 % | 1.1% |
| | Hispanic | 11 | 10.0 % | 15 | 12.6 % | 2.6% |
| | Unknown | 1 | 0.9 % | 10 | 8.4 % | 7.5% |
| | White Non-Hispanic | 72 | 65.5 % | 65 | 54.6 % | -10.9% |
| Academic, Temporary | | 398 | | 316 | | |
| | African-American | 9 | 2.3 % | 13 | 4.1 % | 1.8% |
| | American Indian/Alaskan Native | 3 | 0.8 % | 2 | 0.6 % | -0.2% |
| | Asian | 92 | 23.1 % | 86 | 27.2 % | 4.1% |
| | Hispanic | 37 | 9.3 % | 36 | 11.4 % | 2.1% |
| | Multi-Ethnicity | 3 | 0.8 % | 5 | 1.6 % | 0.8% |
| | Pacific Islander | 2 | 0.5 % | 0 | 0.0 % | -0.5% |
| | Unknown | 20 | 5.0 % | 21 | 6.7 % | 1.7% |
| | White Non-Hispanic | 232 | 58.3 % | 153 | 48.4 % | -9.9% |
| Classified | | 208 | | 183 | | |
| | African-American | 18 | 8.7 % | 17 | 9.3 % | 0.6% |
| | American Indian/Alaskan Native | 1 | 0.5 % | 1 | 0.6 % | 0.1% |
| | Asian | 56 | 26.9 % | 49 | 26.8 % | -0.1% |
| | Hispanic | 38 | 18.3 % | 46 | 25.1 % | 6.8% |
| | Multi-Ethnicity | 2 | 1.0 % | 3 | 1.6 % | 0.6% |
| | Pacific Islander | 1 | 0.5 % | 1 | 0.6 % | 0.1% |
| | Unknown | 12 | 5.8 % | 13 | 7.1 % | 1.3% |
| | White Non-Hispanic | 80 | 38.5 % | 53 | 29.0 % | -9.5% |

Table 2

PLAN COMPONENT 10(A): ANALYSIS OF DISTRICT WORKFORCE

Overall workforce

In viewing the total workforce for the District between fall 2015 and fall 2019, there was an increase in the percentages of Black (+1.4%), Asian (+2.6%), and Hispanic/Latinx (+3.6%) employees employed at the district. There has been a decrease of White employees during this same period. For example, White employees represented 54% (393 employees) in fall 2015 as compared to 44% of the workforce (278 employees) in fall 2019.

It is interesting to point out that the gender balance of the workforce remained stable when comparing fall 2015 to fall 2019. For example, female employees represented 59% (430 out of 729 employees) in fall 2015, as compared to 56% of the workforce (356 out of 635 employees) in fall 2019. This is a similar breakdown within the various employee categories.

Academic Management Positions

Positions designated at academic are held by Presidents, deans that oversee academic programs, vice presidents of student services and academic affairs. Vice-president positions overseeing human resources and overseeing administrative and technology services are designated as classified management and are not included in this group for tracking purposes. In comparing fall 2015 to fall 2019, there is an increase in African American (+5.9%), Asian (+19.9%) employees; and a significant decrease of white employees by 28.0%.

Full-time tenure and tenure -track positions

Research shows the correlation between student success and a diverse instructor. As such it is important to show the gains in diversity for this group by numbers. Turnover in full-time faculty is slow as an average faculty serves for 20+ years. Many retire between 25 – 32 years of service.

| | Fall 2015 | | - | Fall 2019 | | GAIN/LOSS |
|------------------|-----------|-------|---|-----------|--------|-----------|
| | n | % | | n | % | % |
| African American | 4 | 3.6% | | 5 | 4.20% | +0.6% |
| Hispanic/Latinx | 11 | 10.0% | | 15 | 12.60% | +2.6% |
| Asian | 20 | 18.2% | | 23 | 19.30% | +1.1% |
| White | 72 | 65.5% | | 65 | 54.60% | -10.9% |

PLAN COMPONENT 10(A): ANALYSIS OF DISTRICT WORKFORCE

In comparing by percentage between fall 2015 and fall 2019, there was an increase in the percentages of Black (+0.6%), Asian (+1.1%), and Hispanic (+2.6%) employees employed at the district. There has been a decrease of White employees (-10.9%) during this same period.

Classified Management Positions

These positions are no longer tracked separately as a group by the State Chancellor's office, however, in reviewing the actual data from Ohlone's system, this group has become increasingly diverse. In comparing fall 2015 and fall 2019, there is an increase in Hispanic employees (+8.2%); African Americans (+7.5%) and Asian (+1.9%) employees. As with all groups, there is a decrease of white employees by 17.7%.

| | Fall 2015 | | - | Fall 2019 | | GAIN/LOSS |
|------------------|-----------|-------|---|-----------|-------|-----------|
| | n | % | | n | % | % |
| African American | 2 | 6.3% | | 4 | 13.8% | +7.5% |
| Hispanic/Latinx | 4 | 12.5% | | 6 | 20.7% | +8.2% |
| Asian | 6 | 18.8% | | 6 | 20.7% | +1.9% |
| White | 20 | 62.5% | | 13 | 44.8% | -17.7% |

Classified Positions

Classified employee groups saw 9.5% decrease in white employee, and slight gains in Black (0.6%) and Hispanic (6.80%) employees between Fall 2015 and Fall 2019. Here again there is the gender balance is similar to the other categories of employees. In Fall 2019 out of 183 classified employees, 98 are female and 85 are male.

Tables 3-4 below look at gains in diversity over fiscal years.

| Fall 2017 | | | |
|-----------|--------------------|---------------|---------------------|
| | # of EEs per class | Non-White EEs | % percent Non-White |
| Admin | 17 | 10 | 58.8% |
| Class | 190 | 129 | 67.9% |
| FTF | 118 | 48 | 40.7% |
| PTF | 369 | 177 | 48.0% |
| All EES | 694 | 364 | 52.5% |

| Fall 2019 | | | |
|-----------|--------------------|---------------|---------------------|
| | # of EEs per class | Non-White EEs | % percent Non-White |
| Admin | 17 | 10 | 58.8% |
| Class | 183 | 130 | 71.0% |
| FTF | 119 | 54 | 45.4% |
| PTF | 316 | 163 | 51.6% |
| All EES | 635 | 357 | 56.2% |

PLAN COMPONENT 10(B): ANALYSIS OF DISTRICT APPLICANT POOLS

Plan Component 10(b): Analysis of District Applicant Pools

The District conducted 130 recruitments between January 2017 to current or an average of 40+ per year. The 130 recruitments yielded the following hires over the same period:

Classified employees: 43
 Management: 18
 Faculty: 18
 Classified and Management promotions: 43

| FULL TIME FACULTY | | |
|-------------------------|-------------|---------------|
| Black/African American | 102 | 6.9% |
| American Indian | 3 | 0.2% |
| Asian | 325 | 22.0% |
| Hispanic | 395 | 26.7% |
| Multi-Ethnicity | 82 | 5.5% |
| Pacific Islander | 32 | 2.2% |
| Unknown | 15 | 1.0% |
| White | 525 | 35.5% |
| TOTAL APPLICANTS | 1479 | 100.0% |

| MANAGEMENT | | |
|-------------------------|-------------|---------------|
| Black/African American | 201 | 9.4% |
| American Indian | 3 | 0.1% |
| Asian | 432 | 20.2% |
| Hispanic | 532 | 24.8% |
| Multi-Ethnicity | 89 | 4.2% |
| Pacific Islander | 22 | 1.0% |
| Unknown | 41 | 1.9% |
| White | 823 | 38.4% |
| TOTAL APPLICANTS | 2143 | 100.0% |

| CLASSIFIED | | |
|-------------------------|-------------|---------------|
| Black/African American | 220 | 7.1% |
| American Indian | 0 | 0.0% |
| Asian | 465 | 15.1% |
| Hispanic | 582 | 18.9% |
| Multi-Ethnicity | 215 | 7.0% |
| Pacific Islander | 45 | 1.5% |
| Unknown | 106 | 3.4% |
| White | 1452 | 47.1% |
| TOTAL APPLICANTS | 3085 | 100.0% |

As the District is continuing to drill deeper into applicant and hire data, all employee groups will be further analyzed. The current applicant tracking system has improved metrics to assist with data mining that will be used to inform recruitment outreach and retention methodology. Below is an example of the data that can be gathered:

Full-Time Faculty Hires for 2017-18:

In 2017-18, the district received and processed 184 applications for 3 full-time faculty positions. The gender and ethnic make-up of the hires were as follows: 1 Asian male; 1 Asian female and 1 White female. Table 6 below shows the ethnic breakdown from our applicant tracking system. This type of data will be examined closer to test for adverse impact.

PLAN COMPONENT 10(B): ANALYSIS OF DISTRICT APPLICANT POOLS

| FULL TIME FACULTY 2017-2018 Applicants | | |
|---|----|--------|
| American Indian | 0 | 0.00% |
| Asian | 20 | 10.87% |
| Asian Chinese | 1 | 0.54% |
| Asian Filipino | 3 | 1.63% |
| Asian Indian | 17 | 9.24% |
| Asian Japanese | 1 | 0.54% |
| Asian Korean | 4 | 2.17% |
| Asian Other | 1 | 0.54% |
| Asian Vietnamese | 7 | 3.80% |
| Black/African American | 5 | 2.72% |
| Hispanic/Latino | 16 | 8.70% |
| Multi-Ethnicity | 4 | 2.17% |
| Pacific Islander | 0 | 0.00% |
| White | 44 | 23.91% |
| Non-disclosed | 61 | 33.15% |

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

Reference Title 5 § 53003; (c)(7);

The college uses the data gathered to further analyze if significant underrepresentation exists in a particular job category. Below is an example of how the information is used.

Academic Administration:

| Demographic Group | Labor Force | Ohlone's Actual representation in the Academic Admin category | 80% Rule |
|------------------------|-------------|---|----------|
| White | 34.8% | 41.2% | 27.8% |
| African American/Black | 5.1% | 5.9% | 4.1% |
| Native American | 0.4% | 0.0% | 0.3% |
| Asian | 26.4% | 35.3% | 21.1% |
| Hispanic/Latinx | 20.0% | 5.9% | 16.0% |
| Pacific Islander | 0.6% | 0.0% | 0.5% |

Of the residents in the greater Bay Area, 20.0% identify as Hispanic/Latinx while as of fall 2019 Ohlone employed 5.9% academic administrators who identify as Hispanic/Latinx. Title 5 defines “significantly 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 in the job category in question. Obviously Hispanic/Latinx group is significantly underrepresented since 80% of projected representation is 16.0%.

The existence of a “significantly underrepresented group” is not proof that discrimination has occurred. Instead, 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, it is difficult to garner how many qualified Hispanic/Latinx are available in the labor force used. 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.

Although in aggregate, the district has made significant progress towards a more diverse workforce and showed gains in almost all job categories, Hispanic/Latinx are

PLAN COMPONENT 11: ANALYSIS OF DEGREE OF

underrepresented or significantly underrepresented in academic management, Full-time Faculty and Part-Time faculty.

Full-time Faculty

| Demographic Group | Labor Force | Ohlone's Actual representation in the Part-Time Faculty category | 80% Rule |
|------------------------|--------------|--|--------------|
| White | 34.8% | 54.6% | 27.8% |
| African American/Black | 5.1% | 4.2% | 4.1% |
| Native American | 0.4% | 0.8% | 0.3% |
| Asian | 26.4% | 19.3% | 21.1% |
| Hispanic/Latinx | 20.0% | 12.61% | 16.0% |
| Pacific Islander | 0.6% | 0.0% | 0.5% |

Part-Time Faculty

| Demographic Group | Labor Force | Ohlone's Actual representation in the Part-Time Faculty category | 80% Rule |
|------------------------|--------------|--|--------------|
| White | 34.8% | 58.3% | 27.8% |
| African American/Black | 5.1% | 4.2% | 4.1% |
| Native American | 0.4% | 0.8% | 0.3% |
| Asian | 26.4% | 23.1% | 21.1% |
| Hispanic/Latinx | 20.0% | 9.3% | 16.0% |
| Pacific Islander | 0.6% | 0.5% | 0.5% |

Classified (includes classified managers)

| Demographic Group | Labor Force | Ohlone's Actual representation in the Classified category (includes classified managers) | 80% Rule |
|------------------------|--------------|--|--------------|
| White | 34.8% | 29.0% | 27.8% |
| African American/Black | 5.1% | 9.3% | 4.1% |
| Native American | 0.4% | 0.6% | 0.3% |
| Asian | 26.4% | 26.8% | 21.1% |
| Hispanic/Latinx | 20.0% | 25.2% | 16.0% |
| Pacific Islander | 0.6% | 0.5% | 0.5% |

Plan Component 12: Recruitment and Hiring Procedures: Methods to Address Underrepresentation

Reference Title 5 § 53003; (c)(8);

The District has developed and continuously reviews its Recruitment and Hiring Guidelines. The guidelines follow Board Policy 7120. The current Recruitment and Hiring Guidelines are located on the District's website at [Recruitment and Hiring Guidelines](#) and was updated and adopted in fall 2019.

The District ensures equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and one that is welcoming to men and women, LGBTQ+, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on broad recruitment of potential applicants in order to create a very diverse pool of qualified individuals from which to hire.

With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and strive in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring.

The provisions outlined below are in place whether or not underrepresentation exists.

RECRUITMENT

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

Efforts are taken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools include, but are not limited to: men, women, LGBTQ+, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. ODIAC, the committee that oversees EEO and matters related to diversity and inclusion, is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. The District considers the following factors in its deliberative processes for recruitment and hiring:

PLAN COMPONENT 12: RECRUITMENT AND HIRING PROCEDURES:

- For any job category where continuing underrepresentation exists, the District will apply the recruitment procedures set forth in Title 5 §53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments or the exception under Title §53021(c)(7) (**Appendix C**) for engaging an administrator through a professional services contract unless authorized by the Superintendent/President or his/her designee. The Superintendent/President should consult with the Chief Human Resources Officer prior to making the decision. The consultation should include the compelling reason to limit the persons who may be considered for a vacancy in a job category if underrepresentation persists.
- Recruitment for all open positions shall include but not limited to placement of job announcements in the following media:
 - General circulation newspapers, general circulation periodicals, including electronic media.
 - Local and community publications.
 - Newspaper and other publications that provide information in languages other than English and to low-income communities.
 - District's website and other district social media.
 - Recruitment booths as job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.
- At least every two years, or when employment data indicate a need, the District shall host an open house for persons interested in employment with the District. The open house will allow potential candidates to meet deans, directors, faculty and classified employees of the District. Attendees will be provided information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal

PLAN COMPONENT 12: RECRUITMENT AND HIRING PROCEDURES:

employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house. This type of open house event has taken place at the college in the past and will continue should the need arise.

- Job openings may be sent internally asking other District employees for assistance in spreading the word in their communities.

JOB ANNOUNCEMENTS

The District follows the guidelines below regarding its job announcements ([Recruitment and Hiring Guidelines](#))

- Job announcements state clearly job specification setting forth the knowledge, skills and abilities necessary to job performance. For all positions, job requirements include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. Job specifications, including any “required,” “desired,” or “preferred” qualification beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the EEOO before the position is announced, to ensure conformity with equal employment regulations and State and Federal nondiscrimination laws.³
- All job announcements shall state that the District is an “Equal Opportunity Employer.”

REVIEW OF INITIAL AND QUALIFIED APPLICANT POOLS

Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee. The District considers the following factors regarding the screening of applications:

³ See generally Title 5 Section 53022

PLAN COMPONENT 12: RECRUITMENT AND HIRING PROCEDURES:

- The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability.
- Initial Applicant Pool: The initial applicant pool is composed of all applications received by the application deadline. The following steps will be taken when reviewing the initial applicant pool.

- Step 1: The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.
- Step 2: If projected representation has not been met, the application deadline may be extended so that additional recruitment can be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential qualified applicants.
- Step 3: When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy the minimum qualifications set forth in the job description.

The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. Before the qualified applicant pool is forwarded to the screening/selection committee, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

- Step 1: Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted

PLAN COMPONENT 12: RECRUITMENT AND HIRING PROCEDURES:

- group have equal opportunity to seek employment with the District.
- Step 2: Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.
- Step 3: If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.
- Step 4: If adverse impact persists after taking Steps 1 and 2 above, the selection process may proceed only if:
- The job announcement does not require qualifications beyond the statewide minimum qualifications, or
 - Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of Federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.
- Step 5: Once the qualified applicant pool is approved, the pool will be open to the screening/selection committee to proceed with the rest of the process: screening, interviews, and final recommendations for hiring consideration.

SCREENING/SELECTION COMMITTEE PROCEDURES

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all

PLAN COMPONENT 12: RECRUITMENT AND HIRING PROCEDURES:

candidates a fair, impartial examination of qualifications based on job-related criteria. The District uses the following parameters in giving instructions to the screening committees:

- All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - designed to ensure that for all positions meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
 - designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, and training in cultural proficiency;
 - based solely on job-related criteria; and
 - designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group

When possible, every effort will be made, within the limits allowed by federal and State law, to ensure that those responsible for recommending members for selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.

- The EEOO shall approve the makeup of selection/screening committees. If the EEOO does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.

PLAN COMPONENT 12: RECRUITMENT AND HIRING PROCEDURES:

- Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training. The in-depth training must be taken every 2 years.
- Interviews must include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency.
- All screening materials must be approved by the EEOO for compliance with equal employment opportunity principles.
- Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
 - After the selection/screening committee has conducted the screening and **prior** to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
 - After the applicants have been interviewed and **prior** to forwarding finalists to the hiring administrators. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.

If monitoring for adverse impact reveals that any selection technique or procedure (other than a bona fide occupational qualification that has been approved by Human Resources) has adversely impacted any monitored group, the Superintendent/President or his/her designee will do the following:

1. Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
2. When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.

PLAN COMPONENT 12: RECRUITMENT AND HIRING PROCEDURES:

3. Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of by age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, national origin, parental status, physical or mental disability, race, religion, sexual orientation, or veteran status or engage in any other practice which would result in discriminatory or preferential treatment prohibited by State or Federal law. The district will not apply the Plan in a rigid manner that has the purpose or effect of so discriminating.

The Superintendent/President or designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee.

The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the Plan, the District will request the ODIAC to recommend new methods to meet the Plan objectives, or if necessary, to modify the Plan itself to ensure equal employment opportunity.

Plan Component 13: Additional Steps to Remedy Significant Underrepresentation

Reference Title 5 § 53003; (c)(9);

In the event the District identifies particular monitored groups that are significantly underrepresented with respect to one or more job categories, steps will be taken to remedy the underrepresentation. In order to address these instances of significant underrepresentation, the District will take the following steps:

- The District will request that ODIAC, in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- The District will review the advertising and recruitment budget regularly to ensure that adequate funds are available to ensure that recruitment is broad and inclusive.
- The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop in conjunction with the EEOO, a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:
 - identification of additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - recommend additional training for current faculty and staff on the value of a diverse workforce;
 - recommend changes to job announcements which may reasonably be expected to attract qualified candidates from the significantly underrepresented group(s);
 - recommend changes to screening criteria, including interview questions.

PLAN COMPONENT 13: ADDITIONAL STEPS TO REMEDY SIGNIFICANT

- The District will actively monitor the representation rate of each group previously 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:
 - Review each locally established “required,” “desired,” or “preferred” qualification being used to screen applicants for positions in the job category to determine if they are job-related and consistent with any requirements of Federal law;
 - Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.

Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity and Foster Diversity

Reference Title 5 § 53003; (c)(10);

The District recognizes that multiple approaches are appropriate to fulfill its continuing mission of ensuring equal employment opportunity to maintain a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity involves creating an environment that welcomes men, women, LGBTQ+, persons with disabilities, and individuals from all ethnic and other groups. This environment fosters cooperation, civil discourse, cooperation, acceptance, democracy and free expression of ideas.

The District feels that the combination of efforts will offer strong coordination between attracting a diverse applicant pool as well as retaining a workforce that thrives in a multi-cultural environment and sends a unified message from the District to its employees, students and the community that diversity and inclusion are subjects we take seriously.

Having campuses that have accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well-funded, and supported by the leadership of the District is of great value. The District, through ODIAC and otherwise, has and will continue to sponsor cultural events and speakers on issues dealing with diversity and inclusion. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the District can be responsive to its diverse employee and student populations.

Over the past 3 years of this Plan, the district has made major strides towards creating a safe, multicultural and supportive environment. There is much more diligent work to be done in the next 3 years. Our commitment is renewed and we are even more

PLAN COMPONENT 14: OTHER MEASURES NECESSARY TO FURTHER

committed to inclusion and that means creating the conditions where every single person feels welcomed and heard. Our Plan must be deliberate and indicate that we unequivocally condemn intolerance – that means racism, bigotry, discrimination and any other forms of named or unnamed hatred. Our Plan must stand against injustice and that means taking the risk of expressing an unpopular or polarizing point of view, because complacency and complicity sit in the shadow of silence.

The 2020-25 Strategic Plan moves us in this direction. There are several goals, objectives and measurable outcomes with major themes of improving how we communicate and respect each other, how we are deliberate about training and promoting diversity, inclusion and awareness of implicit bias for all college employees. The complete Plan is on the district's website:

<https://www.ohlone.edu/sites/default/files/documents/imported/20152020strategicplan.pdf> : (note this link needs to be changes once the new strategic plan is posted)

Other initiatives in the Plan are: improve student diversity and success; retention of underrepresented students; the creation of inclusive college climate; regularly providing opportunities and venues to engage and build community; increase employee retention; increase communication, openness, and transparency regarding staffing and hiring practices; increase transparency of decision making and building a culture of participation and improve communication.

ODIAC will continue hosting the following events/activities:

- Arrange and host a variety of social justice and cultural awareness events, conferences and speakers who inspire students and employees;
- Conduct diversity forums, cross-cultural events and promote cultural celebrations on campus;
- Maintain a variety of programs to support newly-hired employees such as mentoring, professional development and leadership opportunities;
- Conduct exit interviews with employees who voluntarily leave the District; analyze the data for patterns impacting particular monitored groups, and implement measures that utilize that information;

PLAN COMPONENT 14: OTHER MEASURES NECESSARY TO FURTHER

- Encourage the faculty and student services program to integrate diversity and multiculturalism into their instruction and programs;
- Ensure that all District's publications and other marketing tools reflect diversity in pictures, graphics and text to project an inclusive image;
- Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles;
- Host the annual "Going from Part-Time to Full-Time" workshop and open it up to the community;

Plan Component 15: Reasonable Accommodations for Persons with Disabilities

Reference Title 5 § 53003; (d) and Title 5 §53025

Applicants and employees with disabilities⁴ shall receive reasonable accommodations consistent with the requirements of Government Code Sections 11135 et seq. and 12940(m), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Such accommodations may include, but are not limited to: job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The Vice President of Human Resources is the District's ADA Coordinator and is responsible for handling requests for accommodations from current employees as well as from applicants seeking such accommodations during the application process. Requests can be made directly to the Human Resources office. The Human Resources web page provides more information about the confidential process to request accommodations: [Notice of Reasonable Accommodation](#)

⁴ See the definition of "person with a disability" in the definitions section of the Plan. A more detailed definition of physical and mental disability is found in Government Code Section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under Federal law.

Plan Component 16: Programs to Encourage Students to Complete Their Graduate Studies

Reference Title 5 § 53003; (d) and Title 5 §53025

As a general goal, the District will encourage community college students to become qualified for, and seek employment as community college academic employees. The District shall investigate ways to inform students about available programs that could assist them (through special funding and loan programs)⁵ in completing their graduate studies and becoming community college academic employees.

A challenge in these efforts is the fact that students are often years away from undergraduate degree completion and even farther away from graduate degree completion. Unsure of their fields of study, possible career pathways are sometimes even further on the horizon for our student population. Nevertheless, the District is committed to examine ways we can foster a culture of “seed planting” to help us nurture our students and possibly lead them back to contribute to the important work of community colleges.

In the area of future faculty development, the District should consider a program similar to the Faculty Diversity Internship Program offered by Peralta Community College District: [Faculty Diversity Internship Program](#)

This is a program that pairs a graduate student (who does not yet meet Minimum Qualifications) with an experienced instructor to “co-teach” a course to give the graduate student experience, offer insight in a supportive environment and establish a relationship which would possibly lead to that student deciding to pursue employment in the community college system, though not specifically to the District. The current faculty co-chair of the District’s diversity committee is a product of this program.

⁵ The Education Code requires the District’s Plan to take reasonably calculated steps to inform students about the opportunity to participate in the Graduate Assumption Programs of Loans for Education (GAPLE) as authorized by Education Code Section 6918 et seq. Currently GAPLE is unfunded and has not been funded for many years. Even so, Districts are encouraged to explore other ways to encourage students to complete their graduate studies so that they can compete for academic positions in the community colleges.

PLAN COMPONENT 16: PROGRAMS TO ENCOURAGE STUDENTS TO

Implementing such a program would require significant resources, both financial and human. For example, the Peralta program utilizes a faculty member with .5 reassigned time to coordinate the program. Given that Peralta's is a large district, the resources needed may be fewer for Ohlone. Other services, in addition to faculty coordinator, includes a recruitment and application system and way to screen and place applicants would be needed.

The decisions about where to place interns would also require consultations and deliberations with individual departments and programs, since the desirable educational levels of interns might vary from department to department. For example, one department might wish to recruit interns pursuing Ph.Ds. while other departments may prefer interns pursuing MA or MS degrees.

Additionally, the initial work to establish individual and enduring relationships with administrators of graduate programs in multiple fields at different institutions would be considerable. Further, determining which disciplines should or could accommodate one or more interns would depend not only on an analysis of the demographics in various disciplines, of both adjunct and full-time faculty, but also a particular department's willingness to participate in such a program. More deliberation about beginning this type of program is needed.

As the college continues to build and track alumni and former students, it may be well-served to engage with them as they move into careers in the private sector. Alumni and/or former students may be interested in returning to teach at Ohlone. Ohlone has good examples of former students returning to teach after successful careers in the private sector. It is especially true for career education where experience in a certain field is useful for students who are career oriented and not interested in transferring.

Other than a formal program, which would take time to develop, the District has made significant efforts to use our own existing resources to illustrate to students the movement from student to community college faculty member. We had a very compelling presentation by a current full time Ohlone instructor in Sociology, Dr. Jennifer Jovel, who spoke about her start as a community college student at Ohlone. Titled simply "My Story," the narrative focused on how she went from a struggling high school student to finding her passion. Current students took an important lesson from this talk.

PLAN COMPONENT 16: PROGRAMS TO ENCOURAGE STUDENTS TO

Ohlone also hosted a panel of former community college students (who are not necessarily pursuing work in the community college system), that was also well received. These alums shared their journeys and spoke about navigating the road to completing their undergraduate degrees, emphasizing how their community college experience shaped them and set them on their pathways.

A final item worth mentioning in this area is a talk given during Black History Month over the past several years by an Ohlone professor, Dr. Janice Jones, who spoke of her experience as an African American woman pursuing her career in Early Childhood Studies. Feedback from this talk was very positive, with students noting how they were able to see in the speaker an accomplished woman of color and role model who was not distant but “right here at Ohlone.”

Several administrators also address student groups sharing their own experiences as community college students.

ODIAC plans to continue to seek opportunities to plan and sponsor events with the idea of inspiring students.

Appendix A: Best Practices for Maintaining Institutional Commitment to Diversity

53024.1. Developing and Maintaining Institutional Commitment to Diversity.

Establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort. Districts shall locally develop, and implement on a continuing basis, indicators of institutional commitment to diversity. Such indicators may include, but are not limited to the examples listed in this section. Appropriate steps will depend on the unique circumstances of each institution, and not every example listed in this section is appropriate for every institution. Nothing in this list is mandatory, unless a district is directed to adopt specific measures by the Chancellor pursuant to section 53024.2(b)(2)

1. The district conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.
2. The district conducts exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information
3. The district provides training on elimination of bias in hiring and employment.
4. The district provides cultural awareness training to members of the campus community
5. The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
6. The district has audited and/or maintains updated job descriptions and/or job announcements.
7. The district's board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.
8. The district timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division, and takes appropriate corrective action in all instances where a violation is found.
9. The district timely complies with the requirements of Government Code section 12950.1 Stats. 2004, ch. 933 [AB1825]), and includes all forms of harassment and discrimination in the training.
10. The district's publications and website convey its diversity and commitment

APPENDIX A: BEST PRACTICES FOR MAINTAINING INSTITUTIONAL

- to equal employment opportunity.
11. The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
 12. The district's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.
 13. District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.
 14. The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
 15. The district addresses issues of inclusion/exclusion in a transparent and collaborative fashion.
 16. The district attempts to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.
 17. The district conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

Appendix B: Equal Employment Opportunity Plan: Compliance Checklist – Use to Audit the EEO Plan (mid-term 2022)

The following compliance checklist is designed to assist the District in the review the EEO Plan. The checklist ensures that each district's *Plan* includes provisions and components that are required under state law. California Code of Regulations, Title 5, section 53003 and Education Code, sections 87102 and 87106 list the specific components that must be included in the District's Plan. All references to "sections" refer to the Title 5, California Code of Regulations unless otherwise indicated.

Does the Plan indicate when the District's governing board adopted this Plan? **(Yes)**

Does the District describe the governing board's responsibility for proper implementation of the Plan and for making measurable progress? **(Yes)**

Does the District designate an Equal Employment Opportunity officer to oversee the day-to-day implementation of the equal employment opportunity requirements of Title 5? **(Yes)**

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

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

Does the Plan clearly state that anyone who is an agent of the district, with regard to recruitment and screening, is also subject to all the Title 5 equal employment opportunity requirements? **(Yes)**

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

APPENDIX B: EQUAL EMPLOYMENT OPPORTUNITY PLAN: COMPLIANCE

Does the District include or references the procedures for filing complaints that allege unlawful discrimination and/or harassment and designate the person with whom such complaints are to be filed? **(Yes)**

Does the District describe the District's process for notifying all district employees of the provisions of this Plan, and the policy statement required by section 53002? **(Yes)**

Does the District the district's process for ensuring that District employees participating on screening or selection committees receive appropriate training on Title 5 requirements relating to equal employment opportunity and state and federal nondiscrimination laws? **(Yes)**

Does the District describe the District's process for providing annual written notice to appropriate community-based and professional organizations regarding the district's Plan and the need for assistance from the community and such organizations in identifying qualified applicants? **(Yes)**

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

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

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

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

Does the District indicate whether the underrepresentation for each group is "significant"? **(Yes)**

Does the District describe the methods it will use to address any underrepresentation? **(Yes)**

Does the District describe additional steps consistent with section 53006 to remedy any significant underrepresentation? **(Yes)**

APPENDIX B: EQUAL EMPLOYMENT OPPORTUNITY PLAN: COMPLIANCE

Does the District describe the steps to be taken, consistent with section 53006, if significant underrepresentation persists after a reasonable period of time has passed? **(Yes)**

Does the District consider anything else you might do, that is permissible, to remedy any significant underrepresentation? **(Yes)**

Does the District describe any other measures that the District undertakes to further equal employment opportunity? **(Yes)**

Does the District describe the available accommodations for applicants and employees and identifies the ADA coordinator? **(Yes)**

Appendix C: Recruitment Title 5

53021. Recruitment

(a) Except as otherwise provided in this section, community college districts shall actively recruit from both within and outside the district work force to attract qualified applicants for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the district. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions. Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry. Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.

(b)(1) "In-house or promotional only" recruitment shall not be used to fill any vacancy for any position described in subdivision (a) except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or series of interim appointments exceeds two years in duration.

(2) Where in-house or promotional only recruitment is utilized to fill a position on an interim basis pursuant to subdivision (b)(1), all district employees shall be afforded the opportunity to apply and demonstrate that they are qualified.

(3) The job announcement for the interim position shall comply with section 53022 and the selection process shall be consistent with the requirements of this subchapter.

(c) For purposes of this section, a vacancy is not created, and the requirements of subdivisions (a) and (b) do not apply, when:

(1) there is a reorganization that does not result in a net increase in the number of employees;

APPENDIX C: RECRUITMENT TITLE

(2) one or more lateral transfers are made and there is no net increase in the number of employees;

(3) a position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;

(4) the faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term;

(5) the position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code sections 87422, 87480, 87482.5(b), 88003, 88106 or 88109;

(6) a part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. For purposes of this section, "a substantial break in service" means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or

(7) an individual not currently employed by the district, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointments pursuant to this provision may exceed a period of two years.

2020 – 2023 EEO Plan Timeline

| Equal Employment Opportunity Plan Approval Timeline | | | | | | |
|--|----------------|---------------|----------------|-----------------|-----------------|---------------|
| | 27 -Apr | 8 June | 11- May | 15 - Jul | 12 - Aug | 15 Aug |
| EEO Plan First Reading | | | | | | |
| College Council | Done | | | | | |
| Board of Trustees | | | | | | |
| EEO Plan Second Reading/Approval | | | | | | |
| College Council | | Done | | | | |
| Board of Trustees | | | | | | |
| Submittal to CCCC | | | | | | |