

SANTA BARBARA CITY COLLEGE



EQUAL EMPLOYMENT OPPORTUNITY PLAN 2020-2023

I. Introduction

The original version of Santa Barbara City College Equal Employment Opportunity (EEO) Plan was adopted by the Board of Trustees on April 27, 2017 and the revised version was adopted by the Board of Trustees on June 24, 2021.

The Plan reflects the District's commitment to Equal Employment Opportunity and promotes practices that are nondiscriminatory. We believe educational experiences provided in an inclusive environment best prepare students to succeed in a global society. This Plan is reflective of the College's [mission](#) which affirms:

As a public community college dedicated to the success of each student . . .

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student.

Santa Barbara City College's core principles reinforce our mission and guides all aspects of instruction, organization, and innovation by promoting:

- Student-centered equitable policies, practices, and programs;
- Participatory governance;
- A psychologically and physically supportive environment;
- Free exchange of ideas across a diversity of learners; and
- The pursuit of excellence in all college endeavors.

This Plan confirms the commitment of the institution to equal employment opportunity and outlines active measures that ensure equitable nondiscriminatory practices, including:

- equal employment opportunity in recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Section 53000 et seq.);
- the steps the institution will take in the event of underrepresentation of monitored groups;
- an analysis of the demographic makeup of the institution's workforce population;
- creation of a complaint procedure for noncompliance with the Title 5 provisions, relating to equal employment opportunity programs;
- establishment of an Equal Employment Opportunity Advisory Committee;
- methods to support equal employment opportunity and a welcoming campus climate; and

- procedures for dissemination of the Plan.

The institution endeavors to attract, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves. This Plan is intended to strengthen this important conversation of broadening our focus on inclusion and equity, and on building campus community. We welcome your thoughts and comments on how best to achieve these goals.

Dr. Utpal K. Goswami
Superintendent/President

II. Definitions

- 1) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's "*Uniform Guidelines on Employee Selection Procedures*") that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group 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.
- 2) *Diversity*: means a condition of broad inclusion in an employment environment that affords 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.
- 3) *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 institution. Equal employment opportunities should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service maintenance. Equal employment opportunity also involves identifying and eliminating barriers to employment that are not job-related; and creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- 4) *Equal Employment Opportunity Plan*: a written document in

which an institution's workforce is analyzed and specific plans and procedures are set forth for ensuring equal and equitable employment opportunity.

- 5) *Equal Employment Opportunity Programs*: all the various methods by which equal employment opportunity is *ensured*. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, Section 53006.
- 6) *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.
- 7) *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.
- 8) *Monitored Group*: means those groups identified in Title 5, Section 53004(b) for which monitoring and reporting are required pursuant to Title 5, Section 53004(a).
- 9) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- 10) *Reasonable Accommodation*: the efforts made on the part of the institution to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities in compliance with California Government Code 12926.
- 11) *Screening or Interview Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- 12) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

III. Policy Statement

Santa Barbara City College Board Policy 3420 Equal Employment Opportunity states:

The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which employment opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. The Board supports diversity in the academic environment as a means of fostering cultural awareness, developing mutual understanding and respect, and providing suitable role models for all students. The Board therefore commits itself to promote equal employment through a continuing equal employment opportunity program.

The Superintendent/President shall develop, for review and adoption by the Board, an Equal Employment Opportunity Plan that complies with the Education Code and Title 5 requirements as from time to time are modified or clarified by judicial interpretation. Due to the highly dynamic nature of the law, the Superintendent/President shall consult with legal counsel in implementing this policy and the Plan.

This Policy was adopted by the Board of Trustees in October 2014 and was updated to reflect current legal language in April 2015.

IV. Delegation of Responsibility, Authority and Compliance

It is the goal of Santa Barbara City College that all employees promote and support equal employment opportunities because such a goal requires a commitment and a contribution from every segment of the institution. The general responsibilities for the effective implementation of this *Plan* are set forth below.

- 1) *Board of Trustees* The Board of Trustees is ultimately responsible for oversight of the college's Plan at all levels of operation, and for ensuring equal employment opportunity as described in the Plan.
- 2) *Superintendent/President* The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the college'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.
- 3) *Equal Employment Opportunity Officer* The college has designated the Vice President, Human Resources 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 college 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 requirements of Title 5, Sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in section VI of the Plan and for ensuring that applicant pools and selection procedures are properly monitored.

- 4) *Equal Employment Opportunity Advisory Committee* SBCC has established an Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the equal employment opportunity officer and the institution as a whole to promote understanding and support of equal and equitable employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee 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.
- 5) *Agents of the District* Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan and will be expected to uphold it.
- 6) *Good Faith Effort* The college shall make a continuous good faith effort to comply with all the requirements of its Plan.

V. Advisory Committee

The institution has established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the college in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee will work in coordination with other groups on campus to sponsor events, training, or other activities that promote equal and equitable employment opportunity, nondiscrimination, retention, and diversity.

The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the Plan itself. The training shall include the following components:

- 1) The requirements of Title 5, California Code of Regulations 53005 and state and federal
- 2) nondiscrimination laws;
- 3) Identification and elimination of bias in hiring;
- 4) The educational benefits of workforce diversity; and
- 5) The role of the advisory committee in carrying out the District's Equal Employment Opportunity Plan.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the college has been unable to meet this objective, it will document efforts made to recruit advisory committee members who represent diversity. The committee will be composed of:

- two members of the faculty appointed by the Academic Senate President;
- two members of the classified staff appointed by the Classified Consultation Group;

- two management/supervisory representatives appointed by the Advancing Leadership AssociationALA;
- one student recommended by the student government association; and
- one cabinet-level administrator appointed by the Superintendent/President, and
- one representative from the Office of Equity.

The committee will be convened initially each year and chaired by the Equal Employment Opportunity Officer. Terms of office for the voting members shall be for two years (with the exception of the student, who may serve a one-year term). The Equal Employment Opportunity Advisory Committee shall review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the Board of Trustees, the Superintendent/President, the equal employment opportunity officer, and the Executive Director, Diversity, Equity, and Inclusion.

VI. Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, Section 53026). SBCC has established the following procedure permitting persons to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated (the equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 et seq.).

Complaint Procedure

(Excerpted from Administrative Procedure 3420 Equal Employment Opportunity)

Any person may file a complaint alleging the District violated this policy and procedures. An individual should file a written complaint with the Chief Human Resources Officer. The District shall immediately forward a copy of the complaint to the California Community Colleges Chancellor's Office, which may require that the District provide a written investigative report within ninety (90) days. The District shall also process complaints that allege unlawful discrimination according to the procedures set forth in AP 3430 Prohibition of on Harassment and AP 3435 Discrimination and Harassment Complaints and Investigations.

Complaints Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.) The District has adopted procedures for complaints alleging unlawful discrimination or harassment (AP 3435 Discrimination and Harassment Complaints and Investigations). The Vice President-Human Resources is responsible for receiving such complaints and for coordinating their investigation. Excerpted from Administrative Procedure 3435 Discrimination and Harassment Complaints and Investigations:

For sexual harassment under Title IX, Complainants must proceed under BP 3433 Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Sexual Harassment under Title IX, and AP 3434 Responding to Harassment Based on

Sex under Title IX. For other forms of harassment and discrimination, including sexual harassment or gender-based harassment, Complainants should use this procedure.

Employment-Related Complaints:

Complainants filing employment-related complaints shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH). Any District employee who unofficially receives a harassment or discrimination complaint shall notify the Chief Human Resources Officer or another District administrator immediately. If the complaint involves sexual harassment or discrimination, the report should be made to the Title IX officer.

Communicating that the Conduct is Unwelcome:

Employees are not obligated to confront the offending person before filing a complaint. However, when safe, the District encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste, or inappropriate.

Intake and Processing of the Complaint:

Upon receiving notification of a harassment or discrimination complaint, the Chief Human Resources Officer or Title IX Officer shall:

- Consider whether the District can undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing informal counseling, training, etc.
- Advise the Complainant that they need not participate in an informal resolution of the complaint, as described above, and have the right to end the informal resolution process at any time. The District should exercise care in using mediation in cases of sexual violence, and may only do so with the approval of the Chief Human Resources Officer and when all parties agree.
- Advise a student Complainant that they may file a complaint with the Office of Civil Rights of the U.S. Department of Education and advise that employee Complainants may file a complaint with the Department of Fair Employment and Housing. All Complainants should be advised that they have a right to file a complaint with local law enforcement, if the act complained of is also a criminal act. The District must investigate even if the Complainant files a complaint with local law enforcement. In addition, the District should ensure that Complainants are aware of any available resources, such as counseling, health, and mental health services. Take appropriate interim steps to protect a Complainant from coming into contact with an accused individual, especially if the complainant is a victim of sexual violence. The Chief Human Resources Officer should notify the Complainant of their options to avoid contact with the accused individual and allow students to change academic situations as appropriate. For instance, the District may prohibit the accused individual from having any contact with the Complainant pending the results of the investigation.

When taking steps to separate the Complainant and accused individual, the District shall minimize the burden on the complainant. For example, it is not appropriate to remove Complainants from work situations while allowing accused individuals to remain. Every effort should be made to treat both the Complainant and the Respondent with procedural consistency pending the outcome of the investigation.

Investigation:

The Chief Human Resources Officer shall:

- Authorize the investigation of the complaint, and supervise or conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. Where the Parties opt for informal resolution, the designated officer will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. In the case of a formal complaint, the investigation will include interviews with the Complainant, the accused, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.
- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

Investigation of the Complaint:

The District shall promptly investigate every complaint of harassment or discrimination.

No

claim of workplace or academic harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, on a District bus, or at a class or training program sponsored by the District at another location. The District shall promptly investigate complaints of harassment or discrimination that occur off campus if the alleged conduct creates a hostile environment on campus. The District shall notify the Complainant that the District will commence an impartial fact-finding investigation of the allegations contained in the complaint.

As set forth above, where the Parties opt for an informal resolution, the Chief Human Resources Officer may limit the scope of the investigation, as appropriate.

Confidentiality of the Process:

Investigations are best conducted within a confidential climate. Therefore, the District will not reveal information about ongoing investigations except as necessary to fulfill its legal obligations. The District will keep the investigation confidential to the extent possible to protect the rights of accused students and employees during the investigation process and any ensuing discipline, but cannot guarantee absolute confidentiality because release of some information on a

“need-to-know-basis” is essential to a thorough investigation.

When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors:

- whether a particular fact must be disclosed to allow appropriate investigation;
- the seriousness of the alleged harassment;
- the complainant’s age;
- whether there have been other harassment complaints about the same individual; and
- the offending party’s rights to receive information about the allegations if the information is maintained by the District as an “education record” under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15.
- The District will inform the complainant if it cannot maintain confidentiality.

Investigation Steps:

The District will fairly and objectively investigate harassment and discrimination complaints. Employees designated to serve as investigators under this policy shall have adequate training on what constitutes sexual harassment, including sexual violence, and on how the District’s grievance procedures operate. The investigator shall not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially. Investigators will use the following steps: interviewing the complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District’s no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties; reaching a conclusion as to the allegations. The District will determine any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion.

When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

Timeline for Completion:

The District will undertake its investigation as promptly and swiftly as possible. To that end, the investigator shall complete the above steps and prepare a written report within 90 days of the District receiving the complaint.

Cooperation Expected:

All employees are expected to cooperate with a District investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed. No employee will be retaliated against as a result of lodging a complaint or

participating in any workplace investigation.

Written Report:

The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the formal complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony provided by each witness, including the Complainant and any available witnesses identified by the Complainant in the complaint;
- An analysis of relevant data or other evidence collected during the course of the investigation, including a list of relevant documents;
- A specific finding as to whether each allegation in the complaint occurred based on the preponderance of the evidence;
- A table of contents if the report exceeds ten pages; and
- Any other information deemed appropriate by the District.

Administrative Determination:

In any case not involving employment discrimination, within 90 days of receiving a complaint, a copy or summary of the report to the Complainant setting forth all of the following:

- The Chief Human Resources Officer's determination as to whether unlawful discrimination occurred with respect to each allegation in the complaint based on a preponderance of the evidence standard;
- In the event a discrimination allegation is substantiated, a description of actions taken, if any, to prevent similar acts of unlawful discrimination from occurring in the future;
- The proposed resolution of the complaint;
- The Complainant's right to appeal to the Board of Trustees and the Chancellor;
- In matters involving student sexual misconduct, the Respondent's right to appeal to the District's Board of Trustees any disciplinary sanction imposed upon the Respondent.

In any case involving employment discrimination, within 90 days of receiving a complaint, the District shall complete its investigation and forward a copy or summary of the report to the Complainant, and written notice setting forth all the following to the complainant:

- The determination of the Chief Human Resources Officer as to whether the discrimination occurred with respect to each allegation in the complaint based on the preponderance of the evidence standard;
- If a discrimination allegation is substantiated, a description of actions taken, if any, to prevent similar acts of unlawful discrimination from occurring in the future;
- The proposed resolution of the complaint; and
- The Complainant's right to appeal to the Board of Trustees and to file a complaint with the Department of Fair Employment and Housing.

VII. Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and the *Plan*. The policy statement will be included in the college catalog.

The *Plan* and subsequent revisions will be distributed to the Board of Trustees, the Superintendent/President, and members of the Equal Employment Opportunity Advisory Committee. The Human Resources department will provide all new employees with a copy of the policy statement when they commence their employment with the District. Human Resources will also send annual reminder notices of the EEO Plan and location to all employees.

The *Plan* will be available to all employees on the college website. Each year, the District will send an electronic reminder to all employees regarding the *Plan*'s availability on the college website. The annual reminder will emphasize the importance of the employee's participation and responsibility in ensuring the implementation of the *Plan*.

VIII. Training for Screening/Interview Committees

Any individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive training on the requirements of the Title 5 regulations on equal employment opportunity (Section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the college's Equal Employment Opportunity Plan; college policies on nondiscrimination, recruitment, and hiring; principles of diversity, recognizing personal bias; and the value of a diverse workforce. Persons serving in the above capacities will be required to undergo training within the 12 months prior to beginning service on a committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/interview committees. The Equal Employment Opportunity Officer is responsible for ensuring the required training is provided.

IX. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will include a summary of the *Plan*, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the internet address where the District advertises its job openings and the Human Resources Department phone number to call in order to obtain employment information.

SBCC will actively seek to reach those institutions, organizations, and agencies

that may be recruitment sources, especially for underrepresented populations. A list of organizations, which will receive this notice, is attached as Appendix A of this *Plan*. This list may be revised from time to time as necessary.

X. Institutional Commitment to Diversity

The District acknowledges that various approaches are required to fulfill its mission of ensuring EEO and the creation of a diverse workforce. EEO means all qualified individuals have a fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. EEO should exist at all levels and in all job categories. This also requires creating an environment that fosters cooperation, democracy, and free expression of ideas welcoming to all people.

The District will promote learning opportunities and personal growth in the area of diversity and establish and maintain the desired academic and working environment. *Reference: Title 5, sections 53003(c)(9) and 53024.1*

In January 2015, the Board of Trustees adopted Board Policy 7100 Diversity in Employment, which states:

The District is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. Furthermore, the District is committed to employing qualified administrators, faculty, and staff members who are dedicated to diversity, equity, and student success.

X. Analysis of District Workforce and Applicant Pools

On an annual basis, the Human Resources Department will survey the District's workforce composition. On an ongoing basis, the Human Resources Department shall monitor applicant pools for employment 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 annual survey, each applicant or employee is afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s). At least every three years the *Plan* is 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 job categories:

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

2016 - WORKFORCE ANALYSIS

Fall 2016

EEO Job Categories	Total	Female		Male	
Clerical and secretarial	49	45	91.8%	4	8.2%
Executive/Admin and Managerial	41	15	36.6%	26	63.4%
Faculty	259	143	55.2%	116	44.8%
First/Mid-Level Offls & Mngrs	14	10	71.4%	4	28.6%
Other professionals	31	25	80.6%	6	19.4%
Service/Maintenance	53	5	9.4%	48	90.6%
Skilled crafts	5			5	100.0%
Technical and paraprofessional	190	110	57.9%	80	42.1%
SUB TOTAL	642	353	55.0%	289	45.0%
PT Faculty (Credit)	506	308	60.9%	198	39.1%
PT Faculty (Noncredit)	81	62	76.5%	19	23.5%
DISTRICT TOTALS	1229	723	58.8%	506	41.2%

Fall 2016

EEO Job Categories	Total	Indigenous		Asian		Black/African American		Hispanic/Latino		Other		Two or More Races		Unknown		White	
Clerical and secretarial	49	1	2.0%	2	4.1%	2	4.1%	11	22.4%			3	6.1%	1	2.0%	29	59.2%
Executive/Admin and Managerial	41			3	7.3%	1	2.4%	9	22.0%							28	68.3%
Faculty	259	5	1.9%	8	3.1%	9	3.5%	49	18.9%	2	0.8%	3	1.2%	1	0.4%	182	70.3%
First/Mid-Level Offls & Mngrs	14							3	21.4%							11	78.6%
Other professionals	31	1	3.2%	1	3.2%			5	16.1%	1	3.2%	2	6.5%			21	67.7%
Service/Maintenance	53			3	5.7%	2	3.8%	36	67.9%	1	1.9%	1	1.9%			10	18.9%
Skilled crafts	5							2	40.0%							3	60.0%
Technical and paraprofessional	190			11	5.8%	6	3.2%	50	26.3%	2	1.1%	10	5.3%			111	58.4%
SUB TOTAL	642	7	1.1%	28	4.4%	20	3.1%	165	25.7%	6	0.9%	19	3.0%	2	0.3%	395	61.5%
PT Faculty (Credit)	506	4	0.8%	25	4.9%	10	2.0%	68	13.4%	3	0.6%	17	3.4%	1	0.2%	378	74.7%
PT Faculty (Noncredit)	81			3	3.7%			14	17.3%	2	2.5%	3	3.7%	9	11.1%	50	61.7%
DISTRICT TOTALS	1229	11	0.9%	56	4.6%	30	2.4%	247	20.1%	11	0.9%	39	3.2%	12	1.0%	823	67.0%

The workforce analysis for 2016 (table above) shows a population that was predominately female representing 55% of all permanent positions. The largest population of female employees are in Clerical and secretarial positions which traditionally has a high representation of female staff. Another classification that has typical representation within a specific gender is that of Service/Maintenance within the district 90% of the employees identify as male.

During 2016 there was significant increase in employees that listed their race/ethnicity as Hispanic/Latino, most of these increases impacted the full time Faculty and Executive/Admin and Managerial classifications; this group represented 20.1% of the districts total workforce including part time Faculty. During this review period full time Faculty made up 40% of the districts workforce which was only 1% higher than 2015; 70% of these faculty members identified White as their race/ethnicity within this group the 2nd largest race/ethnicity is that of Hispanic/Latino faculty members. There was not any notable increase in employees that listed their race/ethnicity as White remaining unchanged at 67% of the overall workforce for the 2nd year.

It is worth noting that during this time there was a significant drop in employees reporting their race/ethnicity as being Other/Unknown, in 2015 this group was recorded at 19% (permanent employees) and in 2016 the district had an average of .3% of permanent employees within the Unknown or Other categories. Other non-diverse categories had very little change from 2015 to 2017; the 2nd largest race/ethnicity representation in the district is that of Asian group at 4% of the districts total population.

2017 - WORKFORCE ANALYSIS

Fall 2017

EEO Job Categories	Total	Female		Male	
Clerical and secretarial	43	38	88.4%	5	11.6%
Executive/Admin and Managerial	36	14	38.9%	22	61.1%
Faculty	241	134	55.6%	107	44.4%
First/Mid-Level Offls & Mngrs	14	8	57.1%	6	42.9%
Other professionals	28	24	85.7%	4	14.3%
Service/Maintenance	54	4	7.4%	50	92.6%
Skilled crafts	5			5	100.0%
Technical and paraprofessional	173	97	56.1%	76	43.9%
SUB TOTAL	594	319	53.7%	275	46.3%
PT Faculty (Credit)	499	302	60.5%	197	39.5%
PT Faculty (Noncredit)	98	71	72.4%	27	27.6%
DISTRICT TOTALS	1191	692	58.1%	499	41.9%

Fall 2017

EEO Job Categories	Total	Indigenous		Asian		Black/African American		Hispanic/Latino		Other		Two or More Races		Unknown		White	
Clerical and secretarial	43	1	2.3%	2	4.7%	2	4.7%	10	23.3%			3	7.0%			25	58.1%
Executive/Admin and Managerial	36			3	8.3%	1	2.8%	9	25.0%							23	63.9%
FT Faculty	241	5	2.1%	7	2.9%	9	3.7%	46	19.1%	1	0.4%	3	1.2%	1	0.4%	169	70.1%
First/Mid-Level Offls & Mngrs	14							5	35.7%							9	64.3%
Other professionals	28	1	3.6%	1	3.6%	1	3.6%	5	17.9%	1	3.6%	2	7.1%			17	60.7%
Service/Maintenance	54			2	3.7%	2	3.7%	38	70.4%	1	1.9%	2	3.7%			9	16.7%
Skilled crafts	5							2	40.0%							3	60.0%
Technical and paraprofessional	173			9	5.2%	5	2.9%	49	28.3%	3	1.7%	11	6.4%			96	55.5%
SUB TOTAL	594	7	1.2%	24	4.0%	20	3.4%	164	27.6%	6	1.0%	21	3.5%	1	0.2%	351	59.1%
PT Faculty (Credit)	30	4	0.8%	26	5.2%	9	1.8%	59	11.8%	4	0.8%	22	4.4%	2	0.4%	373	74.7%
PT Faculty (Noncredit)	4			4	4.1%	1	1.0%	14	14.3%	2	2.0%	3	3.1%	7	7.1%	67	68.4%
DISTRICT TOTALS	628	11	0.9%	54	4.5%	30	2.5%	237	19.9%	12	1.0%	46	3.9%	10	0.8%	791	66.4%

The Workforce Analysis for 2017 (table above) shows that female employees (permanent and part time faculty) represent 58% of the districts overall workforce; additionally contract employees that identified their gender as female were the dominant group in all classifications except in the categories of Executive/Admin and Managerial, Service/Maintenance and Skilled crafts. Full time faculty represents 40.5% of the district population and the largest category of employees in 2017; the second largest classification is Technical and paraprofessional occupying 29% of the permanent positions within the district with at least 55% of their population listed as female.

Contract (faculty) employees primarily identified as White (70.1%), with 19.1% identifying as Hispanic/Latino; 2.6% identifying as Asian and 2.1% identifying as Indigenous. The district part time faculty population had similar representation to that of full time faculty with 74% of credit faculty and 68.4% of non credit faculty identifying as White; 7% of these part time faculty did not disclose their race/ethnicity.

Overall only .8 % of employees indicated their ethnic group as “unknown”; which equals 10 employees out of over 600. The district has continued to make efforts to provide opportunities for employees to self identify their race/ethnicity to assist with ongoing review and analysis of the districts efforts related to diversity and EEO goals listed within this plan.

Technical and paraprofessional is the second largest permanent employee group in the district and includes a larger representation of non diverse groups than faculty positions; 28% of the employees within this category identify as Hispanic/Latino, 5.2% identify as Asian and 6.4% identify with Two or More race/ethnicity groups.

In 2017 a new trend that continues to develop since the last EEO plan is the overall increase in employees that identify as Hispanic/Latino, currently this group represents 27.6% of permanent employees and almost 20% of the total workforce that includes part time faculty. Another noteworthy element is the incremental increases in other non diverse groups since the last EEO plan was published, this can be seen on the Applicant and Workforce comparison chart at the end of this section.

2018 - WORKFORCE ANALYSIS

Fall 2018

EEO Job Categories	Total	Female		Male	
Clerical and secretarial	44	40	90.9%	4	9.1%
Executive/Admin and Managerial	39	18	46.2%	21	53.8%
Faculty	232	128	55.2%	104	44.8%
First/Mid-Level Offls & Mngrs	13	7	53.8%	6	46.2%
Other professionals	26	21	80.8%	5	19.2%
Service/Maintenance	53	4	7.5%	49	92.5%
Skilled crafts	4			4	100.0%
Technical and paraprofessional	170	95	55.9%	75	44.1%
SUB TOTAL	581	313	53.9%	268	46.1%
PT Faculty (Credit)	511	312	61.1%	199	38.9%
PT Faculty (Noncredit)	145	100	69.0%	45	31.0%
DISTRICT TOTALS	1237	725	58.6%	512	41.4%

Fall 2018

EEO Job Categories	Total	Indigenous		Asian		Black/African American		Hispanic/Latino		Other		Two or More Races		Unknown		White	
Clerical and secretarial	44	1	2.3%	1	2.3%	2	4.5%	12	27.3%			3	6.8%			25	56.8%
Executive/Admin and Managerial	39			3	7.7%	1	2.6%	10	25.6%							25	64.1%
Faculty	232	5	2.2%	7	3.0%	9	3.9%	45	19.4%	1	0.4%	4	1.7%	1	0.4%	160	69.0%
First/Mid-Level Offls & Mngrs	13							5	38.5%							8	61.5%
Other professionals	26			1	3.8%	1	3.8%	5	19.2%	1	3.8%	2	7.7%			16	61.5%
Service/Maintenance	53			2	3.8%	1	1.9%	39	73.6%	2	3.8%	2	3.8%			7	13.2%
Skilled crafts	4							2	50.0%							2	50.0%
Technical and paraprofessional	170			9	5.3%	4	2.4%	47	27.6%	3	1.8%	13	7.6%			94	55.3%
SUB TOTAL	581	6	1.0%	23	4.0%	18	3.1%	165	28.4%	7	1.2%	24	4.1%	1	0.2%	337	58.0%
PT Faculty (Credit)	511	4	0.8%	25	4.9%	10	2.0%	67	13.1%	4	0.8%	23	4.5%	4	0.8%	374	73.2%
PT Faculty (Noncredit)	145			6	4.1%	1	0.7%	16	11.0%	2	1.4%	4	2.8%	7	4.8%	109	75.2%
DISTRICT TOTALS	1237	10	0.8%	54	4.4%	29	2.3%	248	20.0%	13	1.1%	51	4.1%	12	1.0%	820	66.3%

Considering contract employees only, the Workforce Analysis for 2018 (table above) indicates a population of 46% female, primarily in the job categories of Full Time Faculty, Professional Non-Faculty and Secretarial/Clerical. The male population of 54% was primarily in the job categories of Skilled Crafts and Service/Maintenance. The largest job category in 2018 was full time Faculty, that includes 55.4% female and 44.6% male.

These contract (faculty) employees primarily identified as white (68.8%), with 19.9% identifying as Hispanic and 2.6% identifying as Asian. Only .4 % of contract(faculty) employees indicated their ethnic group as “unknown.”

There were 9 (3.9%) faculty full time who identified as Black/African American; there were 46 (18.3) faculty full time who identified as Hispanic. In addition, 11 faculty part time identified as Black/African American and 73 faculty part time identified as Hispanic. Nearly 24% of faculty part time identified as non-white (not including those that did not disclose)

The Executive/Administrative/Managerial category was 53.5% male and 46.5% female, this category was 65.1% white and 25.6% Hispanic/Latino and 9.3% other ethnicities.

Job categories traditionally male dominated or traditionally female dominated continued to be true for SBCC in 2018. There was an over 90.9% female representation in the category of Secretarial/Clerical; there was 92.5% male representation in the Service/Maintenance category.

2019 - WORKFORCE ANALYSIS

Fall 2019

EEO Job Categories	Total	Female		Male	
Clerical and secretarial	45	40	88.9%	5	11.1%
Executive/Admin and Managerial	40	21	52.5%	19	47.5%
Faculty	233	128	54.9%	105	45.1%
First/Mid-Level Offls & Mngrs	16	9	56.3%	7	43.8%
Other	1	1	100.0%		
Other professionals	27	22	81.5%	5	18.5%
Service/Maintenance	56	4	7.1%	52	92.9%
Skilled crafts	5			5	100.0%
Technical and paraprofessional	172	95	55.2%	77	44.8%
SUB TOTAL	595	320	53.8%	275	46.2%
PT Faculty (Credit)	485	298	61.4%	187	38.6%
PT Faculty (Noncredit)	155	102	65.8%	53	34.2%
DISTRICT TOTALS	1235	720	58.3%	515	41.7%

Fall 2019

EEO Job Categories	Total	Indigenous		Asian		Black/African American		Hispanic/Latino		Other		Two or More Races		Unknown		White	
Clerical and secretarial	45	1	2.2%	1	2.2%	2	4.4%	12	26.7%			3	6.7%			26	57.8%
Executive/Admin and Managerial	40			2	5.0%	3	7.5%	11	27.5%					1	2.5%	23	57.5%
Faculty	233	5	2.1%	8	3.4%	8	3.4%	48	20.6%			2	0.9%	1	0.4%	160	68.7%
First/Mid-Level Offls & Mngrs	16			1	6.3%			5	31.3%			1	6.3%			9	56.3%
Other	1									1	100.0%						
Other professionals	27			2	7.4%	1	3.7%	6	22.2%	1	3.7%	2	7.4%			15	55.6%
Service/Maintenance	56			3	5.4%	3	5.4%	39	69.6%	2	3.6%	2	3.6%			7	12.5%
Skilled crafts	5							2	40.0%							3	60.0%
Technical and paraprofessional	172			9	5.2%	4	2.3%	47	27.3%	3	1.7%	14	8.1%			95	55.2%
SUB TOTAL	595	6	1.0%	26	4.4%	21	3.5%	170	28.6%	8	1.3%	24	4.0%	2	0.3%	338	56.8%
PT Faculty (Credit)	485	4	0.8%	24	4.9%	7	1.4%	62	12.8%	5	1.0%	27	5.6%	3	0.6%	353	72.8%
PT Faculty (Noncredit)	155			5	3.2%	3	1.9%	16	10.3%	5	3.2%	7	4.5%	6	3.9%	113	72.9%
DISTRICT TOTALS	1235	10	0.8%	55	4.5%	31	2.5%	248	20.1%	18	1.5%	58	4.7%	11	0.9%	804	65.1%

Considering contract employees only, the Workforce Analysis for 2019 (table above) indicates a population of 52.7% female, primarily in the job categories of Full Time Faculty, Professional Non-Faculty and Secretarial/Clerical. The male population of 47.27% was primarily in the job categories of Skilled Crafts and Service/Maintenance. Our largest job category in 2019 was Faculty Full-Time, with 55% female and 45% male.

These contract (faculty) employees primarily identified as white (56.6%), with 20% identifying as Hispanic and 3.18% identifying as Black/African American. Only .4 % of our contract(faculty) employees indicated their ethnic group as “unknown.”

The district has not seen any significant changes within with employees who identify as Asian which has continued to represent approximately 4% of the district population in both permanent and part time Faculty positions for the last four years.

During the last few years there has been a steady increase in female employees within the category of Executive/Admin and Managerial in 2020 females held 52.5% of the positions in this category, which is an approximate 15% increase over 2016 in the prior EEO plan.

2020 - WORKFORCE ANALYSIS

Fall 2020

EEO Job Categories	Totals	Unknown	Female		Male		
Clerical and secretarial	43		38	88.4%	5	11.6%	
Executive/Admin and Managerial	39		20	51.3%	19	48.7%	
Faculty	218		117	53.7%	101	46.3%	
First/Mid-Level Offls & Mngrs	14		10	71.4%	4	28.6%	
Other	1		1	100.0%			
Other professionals	27		22	81.5%	5	18.5%	
Service/Maintenance	53		4	7.5%	49	92.5%	
Skilled crafts	6				6	100.0%	
Technical and paraprofessional	159		87	54.7%	72	45.3%	
SUB TOTAL	560		299	53.4%	261	46.6%	
PT Faculty (Credit)	397	2	0.5%	247	62.2%	148	37.3%
PT Faculty (Noncredit)	136		0.0%	90	66.2%	46	33.8%
DISTRICT TOTALS	1093	2	0.2%	636	58.2%	455	41.6%

Fall 2020

EEO Job Categories	Totals	Indigenous		Asian		Black or African American		Hispanic/Latino		Other		Two or More Races		Unknown		White	
Clerical and secretarial	43	1	2.3%	1	2.3%	2	4.7%	12	27.9%			3	7.0%			24	55.8%
Executive/Admin and Managerial	39			3	7.7%	3	7.7%	9	23.1%					3	7.7%	21	53.8%
Faculty	218	5	2.3%	8	3.7%	8	3.7%	43	19.7%	1	0.5%	3	1.4%			150	68.8%
First/Mid-Level Offls & Mngrs	14			1	7.1%			6	42.9%			1	7.1%	1	7.1%	5	35.7%
Other	1									1	100.0%						
Other professionals	27			1	3.7%	1	3.7%	6	22.2%			4	14.8%	1	3.7%	14	51.9%
Service/Maintenance	53			3	5.7%	3	5.7%	37	69.8%	2	3.8%	3	5.7%			5	9.4%
Skilled crafts	6							2	33.3%							4	66.7%
Technical and paraprofessional	159			8	5.0%	5	3.1%	45	28.3%	2	1.3%	16	10.1%			83	52.2%
SUB TOTAL	560	6	1.1%	25	4.5%	22	3.9%	160	28.6%	6	1.1%	30	5.4%	5	0.9%	306	54.6%
PT Faculty (Credit)	397	4	1.0%	22	5.5%	6	1.5%	55	13.9%	4	1.0%	19	4.8%	4	1.0%	283	71.3%
PT Faculty (Noncredit)	136			8	5.9%	3	2.2%	24	17.6%	1	0.7%			4	2.9%	96	70.6%
DISTRICT TOTALS	1093	10	0.9%	55	5.0%	31	2.8%	239	21.9%	11	1.0%	49	4.5%	13	1.2%	685	62.7%

Considering contract employees only, the Workforce Analysis for 2020 (table above) indicates a population of 53.4% female which is similar to the representation listed in 2019. Full time faculty continue to be the largest job in the district, even though staffing decreased by 6% in this category; the gender breakdown remained predominately female at 54% within this classification.

The Executive/Admin Managerial category was 48.7% male and 51.3% female, this category was 53.8% white and 23.1% the individual category of Hispanic/Latino and a the combined categories of other ethnicities. This is the second year where the population of female Executive/Admin Managerial employees exceeded the number of male employees.

Reviewing the race/ethnicity of full time Faculty, the district retained representation by both Indigenous and Black/African American faculty. There were 7 (3.26%) faculty full time who identified as Black/African American; there were 5 (2.1%) faculty full time who identified as Indigenous. Nearly 27% of part time Faculty identified as non-white.

The district continues to identify opportunities to build a diverse and inclusive workforce; there has been a drastic decrease in open recruitments for the 2019/2020 as a result each hire is a critical opportunity to meet the EEO goals listed in the current and prior plan years.

EEO APPLICANT ANALYSIS - 2016/2017

EEO Job Categories (# of recruitments)	TOTAL APPLICATIONS	Female		Male		Undisclosed or Non-binary*	
Clerical and secretarial (6)	561	329	58.6%	57	10.2%	175	
Executive/Admin and Managerial (6)	185	42	22.7%	103	55.7%	40	21.6%
Faculty (11)	550	123	22.4%	276	50.2%	151	27.5%
First/Mid-Level Offls & Mngrs (6)	288	77	26.7%	140	48.6%	71	24.7%
Other Professionals (4)	153	74	48.4%	28	18.3%	51	33.3%
Service/Maintenance (3)	127	26	20.5%	57	44.9%	44	34.6%
Technical and Paraprofessional (14)	636	258	40.6%	163	25.6%	215	33.8%
TOTALS (50)	2500	929	37.2%	824	33.0%	747	29.9%

EEO Job Categories (# of recruitments)	TOTAL APPLICATIONS	Indigenous		Asian		Black/African American		Hispanic/Latino		White		Two or More Races		Other		Unknown		
Clerical and secretarial (6)	561	22.4%	2	0.4%	8	1.4%	19	3.4%	116	20.7%	166	29.6%	61	10.9%	12	2.1%	177	31.6%
Executive/Admin and Managerial (6)	185	7.4%	1	0.5%	2	1.1%	10	5.4%	14	7.6%	91	49.2%	18	9.7%	2	1.1%	47	25.4%
Faculty (11)	550	22.0%	1	0.2%	35	6.4%	25	4.5%	30	5.5%	270	49.1%	33	6.0%	12	2.2%	144	26.2%
First/Mid-Level Offls & Mngrs (6)	288	11.5%	3	1.0%	6	2.1%	35	12.2%	12	4.2%	123	42.7%	60	20.8%	4	1.4%	45	15.6%
Other Professionals (4)	153	6.1%			5	3.3%	7	4.6%	12	7.8%	59	38.6%	12	7.8%	2	1.3%	56	36.6%
Service/Maintenance (3)	127	5.1%	1	0.8%	3	2.4%	8	6.3%	21	16.5%	28	22.0%	13	10.2%	2	1.6%	51	40.2%
Technical and Paraprofessional (14)	636	25.4%	5	0.8%	3	0.5%	19	3.0%	28	4.4%	249	39.2%	72	11.3%	1	0.2%	259	40.7%
TOTALS (50)	2500	100.0%	13	0.5%	62	2.5%	123	4.9%	233	9.3%	986	39.4%	269	10.8%	35	1.4%	779	31.2%

*The district received 1 application during this academic year where the applicant identified their gender as non-binary; this represents .04% of the applicant pool.

During 2016/2017, there were 50 active recruitments that generated 2,500 applications. The largest candidate pools were for the Technical and Paraprofessional classifications generating 25% of the total applications received; 40% of these candidates did not disclose race or ethnicity information.

The second largest pool of candidates during this time were from the 11 full time faculty recruitments initiated. The district received 550 applications with 55.7% from men, 22.4% from women and 27% from non-binary or undisclosed candidates. Applicants from minority backgrounds represented 25% of the total applications received with Asians representing the largest group at 6.4%.

There were fewer Service/Maintenance positions filled than the prior years with only 3 recruitments started during the year generating 127 applications. The EEO representation of this pool of candidates was similar to the technical and paraprofessional applicants where 40% of the pool did not disclose their information regarding race or ethnicity and while the districts workforce was 90% male during this period, only 45% of the applications received were from male candidates.

EEO APPLICANT ANALYSIS - 2017/2018

EEO Job Categories (# of recruitments)	TOTAL APPLICATIONS	Female		Male		Undisclosed or Nonbinary*	
Clerical and secretarial (3)	167	93	55.7%	26	15.6%	48	28.7%
Executive/Admin and Managerial (7)	206	53	25.7%	97	47.1%	56	27.2%
Faculty (7)	367	138	37.6%	124	33.8%	105	28.6%
First/Mid-Level Offls & Mngrs (1)	89	24	27.0%	36	40.4%	29	32.6%
Other professional (Mgmt) (1)	36	11	30.6%	14	38.9%	11	30.6%
Other Professionals (2)	22	6	27.3%	9	40.9%	7	31.8%
Service/Maintenance (3)	99	7	7.1%	61	61.6%	31	31.3%
Technical and Paraprofessional (10)	253	105	41.5%	72	28.5%	76	30.0%
TOTALS (34)	1239	437	35.3%	439	35.4%	363	29.3%

EEO Job Categories (# of recruitments)	TOTAL APPLICATIONS	Indigenous		Asian		Black/African American		Hispanic/Latino		White		Two or More Races		Other		Unknown		
Clerical and secretarial (3)	167	13.5%	7	4.2%	4	2.4%	1	0.6%	18	10.8%	60	35.9%	29	17.4%	2	1.2%	46	27.5%
Executive/Admin and Managerial (7)	206	16.6%	4	1.9%	2	1.0%	5	2.4%	22	10.7%	100	48.5%	17	8.3%			56	27.2%
Faculty (7)	367	29.6%	3	0.8%	2	0.5%	17	4.6%	7	1.9%	179	48.8%	45	12.3%	4	1.1%	110	30.0%
First/Mid-Level Offls & Mngrs (1)	89	7.2%			2	2.2%	10	11.2%	1	1.1%	40	44.9%	6	6.7%	1	1.1%	29	32.6%
Other professional (Mgmt) (1)	36	2.9%									25	69.4%					11	30.6%
Other Professionals (2)	22	1.8%			3	13.6%	1	4.5%			9	40.9%	1	4.5%			8	36.4%
Service/Maintenance (3)	99	8.0%					7	7.1%	4	4.0%	34	34.3%	10	10.1%			44	44.4%
Technical and Paraprofessional (10)	253	20.4%	1	0.4%	3	1.2%	7	2.8%	17	6.7%	96	37.9%	37	14.6%	3	1.2%	89	35.2%
TOTALS (34)	1239	100.0%	15	1.2%	16	1.3%	48	3.9%	69	5.6%	518	41.8%	170	13.7%	10	0.8%	393	31.7%

**The district received 6 applications during this academic year where the applicant identified their gender as non-binary; this represents .48% of the applicant pool.*

During 2017/2018, the number of open recruitments decreased by 32% compared to the prior year and generated 1,239 applications for the 34 positions posted. There were 206 applications received in response to recruitment efforts for 7 Executive/Administrative/Managerial positions; 47.1% were from men and 25.7% were from women. The ethnicities represented in these recruitments included were predominately White 48.5% with additional diverse applicants from Hispanic/Latino backgrounds at 10.7% and Black/African American at 2.43%.

The greatest number of recruitments took place in the Technical/paraprofessional category with 10 open recruitments for the year generating 253 applications; 35% of the applicants did not disclose any race/ethnicity information and the largest non-diverse population represented at 14.6% were candidates from the Two or More category which was 3% higher than the prior year.

Although there were fewer full-time Faculty recruitments in 2017/2018, these recruitments garnered interest from 367 applicants which was 29% of the total applications received during this period; of those responding 48.8% were White, 1.9% Hispanic, 4.63% Black/African American.

There was limited recruitment activity in the other EEO categories during the 2017/2018 academic year and although fewer open positions were available the Clerical and secretarial and First/Mid-Level Offls & Management positions had the highest percentage of non-diverse applicants received in the district at 17.4% Two or More (Clerical and secretarial) and 11.2% Black/African American (First/Mid-Level Offls & Management).

EEO APPLICANT ANALYSIS - 2018/2019

EEO Job Categories (# of recruitments)	TOTAL APPLICATIONS	Female		Male		Undisclosed or Nonbinary*	
Clerical and secretarial (6)	273	138	50.5%	35	12.8%	100	36.6%
Executive/Admin and Managerial (8)	220	73	33.2%	90	40.9%	57	25.9%
Faculty (14)	588	231	39.3%	190	32.3%	167	28.4%
First/Mid-Level Offls & Mngrs (5)	126	49	38.9%	35	27.8%	42	33.3%
Other Professionals (2)	51	20	39.2%	14	27.5%	17	33.3%
Service/Maintenance (2)	38	1	2.6%	23	60.5%	14	36.8%
Skilled Crafts (2)	31	2	6.5%	22	71.0%	7	22.6%
Technical and Paraprofessional (14)	464	194	41.8%	118	25.4%	152	32.8%
TOTALS (53)	1791	708	39.5%	527	29.4%	556	31.0%

EEO Job Categories (# of recruitments)	TOTAL APPLICATIONS	Indigenous		Asian		Black/African American		Hispanic/Latino		White		Two or More Races		Other		Unknown			
Clerical and secretarial (6)	273	15.24%	3	1.1%	1	0.4%	6	2.2%	10	3.7%	92	33.7%	111	40.7%	3	1.1%	47	17.2%	
Executive/Admin and Managerial (8)	220	12.28%	1	0.5%	1	0.5%	16	7.3%	1	0.5%	96	43.6%	30	13.6%			75	34.1%	
Faculty (14)	588	32.83%	3	0.5%	3	0.5%	22	3.7%	15	2.6%	277	47.1%	72	12.2%	6	1.0%	190	32.3%	
First/Mid-Level Offls & Mngrs (5)	126	7.04%					6	4.8%	4	3.2%	50	39.7%	12	9.5%	1	0.8%	53	42.1%	
Other Professionals (2)	51	2.85%						3	5.9%	12	23.5%	31	60.8%	2	3.9%	3	5.9%		
Service/Maintenance (2)	38	2.12%					3	7.9%	2	5.3%	7	18.4%	6	15.8%			20	52.6%	
Skilled Crafts (2)	31	1.73%						1	3.2%	13	41.9%	4	12.9%					13	41.9%
Technical and Paraprofessional (14)	464	25.91%	2	0.4%	3	0.6%	17	3.7%	36	7.8%	121	26.1%	66	14.2%	3	0.6%	216	46.6%	
TOTALS (53)	1791	100.00%	9	0.5%	8	0.4%	70	3.9%	72	4.0%	668	37.3%	332	18.5%	15	0.8%	617	34.5%	

**The district received 8 applications during this academic year where the applicant identified their gender as non-binary; this represents .45% of the applicant pool.*

During 2018/2019, 50 open recruitments with 220 applications received in response to recruitment efforts for 8 Executive/Administrative and Managerial positions which was 12% of all applications received. Of these, 40.9% were from men, 33.2% were from women. Of those responding, 43.6% were White, .5% Hispanic, and 7.2 % Black/African American. This represents an approximately 5% increase in Black/African American and a 10% increase in Hispanic/Latino applicants in these EEO job categories over prior year.

The district recruited for 14 full time faculty positions, and received 1077 applications; of these applications received 28.4% were applicants listed as Undisclosed or Nonbinary; there was no significant differences in the EEO breakdown with the largest representation of applicants listing their race/ethnicity as White (48%) and the smallest group represented was those from both Indigenous and Asian backgrounds at .5% of the total applications received for full time Faculty positions.

There were 14 recruitments conducted for Technical and Paraprofessional positions during this year that generated 464 applications. 25.4% were male, 41.8% female. 26.1 % of the applicants were White, 7.8% Hispanic, 3.7% Black/African American.

EEO APPLICANT ANALYSIS - 2019/2020

EEO Job Categories (# of recruitments)	TOTAL APPLICATIONS	Female		Male		Undisclosed or Nonbinary*	
Clerical and secretarial (3)	101	56	55.4%	20	19.8%	25	
Executive/Admin and Managerial (6)	126	66	52.4%	22	17.5%	38 30.2%	
Faculty (7)	367	137	37.3%	130	35.4%	100 27.2%	
First/Mid-Level Offls & Mngrs (3)	233	82	35.2%	81	34.8%	70 30.0%	
Other Professionals (3)	324	178	54.9%	53	16.4%	93 28.7%	
Service/Maintenance (0)							
Skilled Crafts (1)	5	1	20.0%	3	60.0%	1 20.0%	
Technical and Paraprofessional (6)	221	92	41.6%	54	24.4%	75 33.9%	
TOTALS (29)	1377	612	44.4%	363	26.4%	402 29.2%	

EEO Job Categories (# of recruitments)	TOTAL APPLICATIONS		Indigenous		Asian		Black/African American		Hispanic/Latino		White		Two or More Races		Other		Unknown	
Clerical and secretarial (3)	101	7.3%	3	3.0%	1	1.0%	2	2.0%	4	4.0%	28	27.7%	14	13.9%	1	1.0%	48	47.5%
Executive/Admin and Managerial (6)	126	9.2%					10	7.9%	1	0.8%	48	38.1%	24	19.0%			43	34.1%
Faculty (7)	367	26.7%	1	0.3%	1	0.3%	16	4.4%	3	0.8%	181	49.3%	51	13.9%			114	31.1%
First/Mid-Level Offls & Mngrs (3)	233	16.9%	1	0.4%	1	0.4%	22	9.4%	8	3.4%	94	40.3%	27	11.6%	1	0.4%	79	33.9%
Other Professionals (3)	324	23.5%	2	0.6%	1	0.3%	7	2.2%	13	4.0%	144	44.4%	47	14.5%			110	34.0%
Service/Maintenance (0)																		
Skilled Crafts (1)	5	0.4%			1	20.0%			1	20.0%	2	40.0%					1	20.0%
Technical and Paraprofessional (6)	221	16.0%			1	0.5%	11	5.0%	10	4.5%	72	32.6%	28	12.7%			99	44.8%
TOTALS (29)	1377	100.0%	7	0.5%	6	0.4%	68	4.9%	40	2.9%	569	41.3%	191	13.9%	2	0.1%	494	35.9%

**The district received 7 applications during this academic year where the applicant identified their gender as non-binary; this represents .51% of the applicant pool.*

During 2019/2020, there were 126 applications received in response to recruitment efforts for 6 Executive/Administrative/Managerial positions. Of these, 17.5% were from men, 52.4% were from women and 30.2% were from Undisclosed or Nonbinary applicants. Of those responding, 38.1% were White, .8% Hispanic, and 7.94% Black/African American.

The district recruited for 7 full time faculty positions, and received 367 applications, 35.4% were from men, 37.3% from women. Faculty recruitments have consistently had approximately 30% of its applicants decline to list race/ethnicity information each year; those that elect to identify their race/ethnic backgrounds includes the following: 49.3% were White, .8 % Hispanic, 4.36% Black/African American.

During this period the district conducted recruitments for 6 Technical and Paraprofessional positions, and received 221 applications, 4.4% were male, 41.6% female. 44% of the applicants declined to list their race/ethnicity. 232.6% of the applicants were White, 4.5% Hispanic, 4.98 % Black/African American. 34%percent were non-binary or undisclosed; 45%percent of undisclosed ethnicity.

The District recognizes the significant and steady decline in applications from specific populations and will review strategies to address that decline.

APPLICANT and WORKFORCE COMPARISON

Applicant Pools	Prior Plan Year	Current EEO Plan			
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
# of Recruitments	75	50	34	53	29
# of Applications	3,618	2,500	1,239	1,791	1,377
Female	40.6%	37.2%	35.3%	39.5%	44.4%
Male	58.9%	33.0%	35.4%	29.4%	26.4%
Non-binary		0.04%	0.5%	0.5%	0.51%
Undisclosed		29.8%	28.8%	30.6%	28.70%
Indigenous	0.5%	0.50%	1.20%	0.50%	0.50%
Asian	6.8%	2.5%	1.3%	0.4%	0.4%
Black/African American	4.2%	4.9%	3.9%	3.9%	4.9%
Hispanic/Latino	16.5%	9.3%	5.6%	4.0%	2.9%
White	36.1%	39.4%	41.8%	37.3%	41.3%
Two or More Races	7.1%	10.8%	13.7%	18.5%	13.9%
Other		1.4%	0.8%	0.8%	0.1%
Unknown	28.7%	31.2%	31.7%	34.5%	35.9%

District Workforce	2015	2016	2017	2018	2019	2020
# Permanent employees	586	642	594	581	595	560
Female	56.0%	55.0%	53.7%	53.9%	53.8%	53.4%
Male	44.0%	45.0%	46.3%	46.1%	46.2%	46.6%
Indigenous	1.0%	1.1%	1.2%	1.0%	1.0%	1.1%
Asian	3.4%	4.4%	4.0%	4.0%	4.4%	4.5%
Black/African American	2.6%	3.1%	3.4%	3.1%	3.5%	3.9%
Hispanic/Latino	6.0%	25.7%	27.6%	28.4%	28.6%	28.6%
Other	18.6%	0.9%	1.0%	1.2%	1.3%	1.1%
Two or More Races	0.9%	3.0%	3.5%	4.1%	4.0%	5.4%
Unknown	<i>See "Other"</i>	0.3%	0.2%	0.2%	0.3%	0.9%
White	67.5%	61.5%	59.1%	58.0%	56.8%	54.6%

As an HSI (Hispanic Servicing Institute) the district committed to focus recruitment and advertising efforts on increasing the number of Hispanic/Latino applicants, this commitment was listed in the 2017-2020 EEO plan.

Comparing the demographics of the district workforce over the last four academic years, the district has seen an increased representation of permanent employees from non-diverse populations; however during the same period of time there has been a decrease in the number of recruitments and an overall decrease in the percentage of applications received from these same groups. In spite of fewer recruitments and number of applications received the district has had made an impact with the hires that were made during this time; permanent employees identifying as Hispanic/Latino has increased from 6% representation in 2015 to 28.6% in 2020, this represents an increase of 22% .

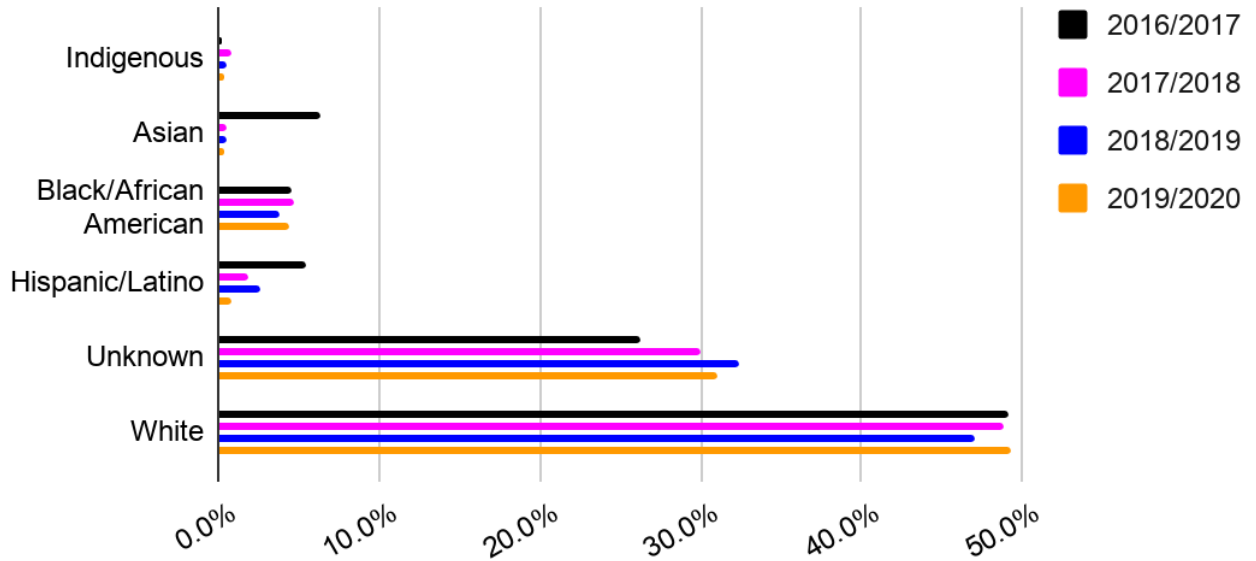
Moving forward the district should continue it's efforts to diversify the overall application pools for all classifications; this continued focus will help increase the representation of other non-diverse employee groups including Indigenous population which is currently of the smallest group represented.

SBCC recognizes the additional gender category of non-binary and ensure its inclusion in future EEO reports; the inclusion of this additional category will provide additional information for the district as the ongoing evaluation of diversity and inclusion efforts continue.

APPLICANT COMPARISON

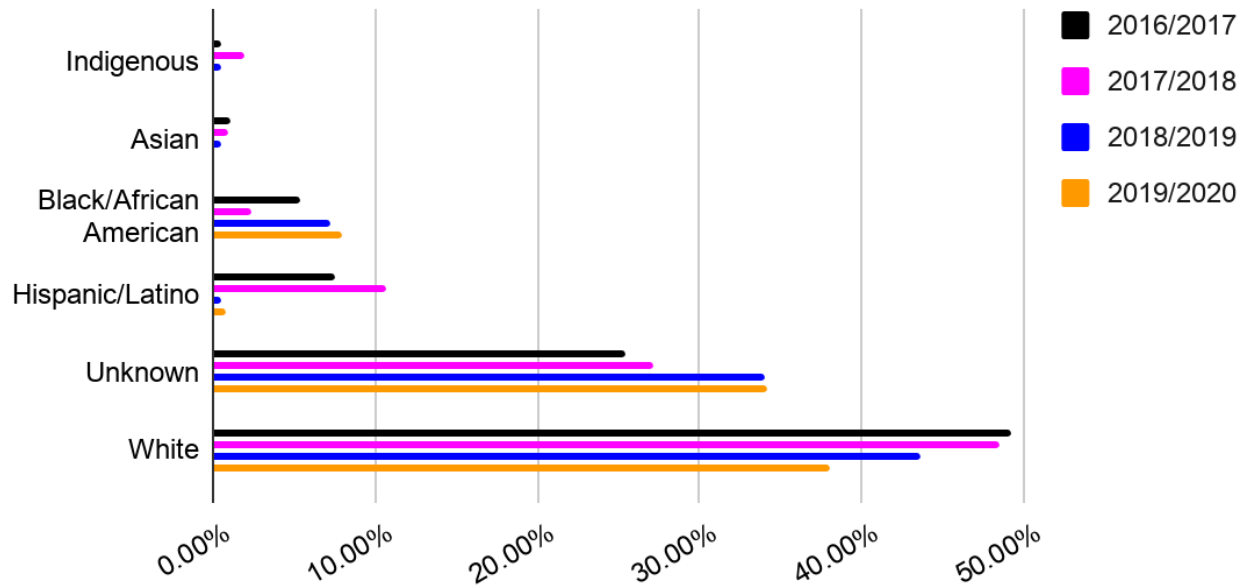
FT Faculty

Applicant EEO Information



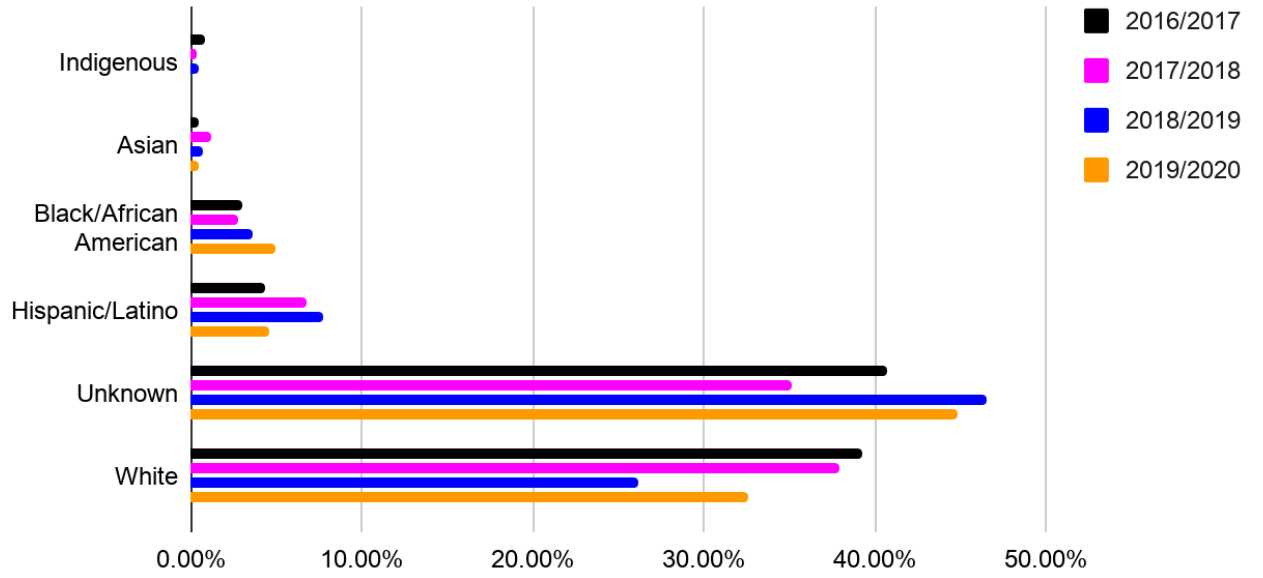
Executive/Admin and Managerial

Applicant EEO Information



Technical/paraprofessional

Applicant EEO Information



XI. Analysis of Degree of Underrepresentation and Significant Underrepresentation

This section is intentionally left blank because no “availability data” has been provided by the state Chancellor’s office to compare to Santa Barbara City College’s workforce and applicant data.

XII. Methods to Address Underrepresentation

SBCC will ensure equal employment opportunity. In so doing, the college places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, SBCC takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can effectively contribute in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code Section 87482.6. *
*Education Code Section 87102 requires each District’s *Plan* to address how the District will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code Section 87482.6, while still ensuring equal employment opportunity.

To address any identified underrepresentation of monitored groups SBCC will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The recruitment and hiring procedures will include the following provisions:

1) Recruitment

It is the policy of the college to aggressively pursue a program of recruitment that is inclusive and open to all individuals. As a college district with a highly diverse student population, we focus our advertising and recruitment efforts to attract a greater number of applicants who reflect our student diversity in support of our student success initiatives.

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that produce diverse pools of candidates. Diverse pools should include, but not be limited to, gender diversity, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify Human Resources of additional recruitment options that may enable the college to obtain a diverse pool of applicants.

The college’s recruitment and hiring procedures will include the following provisions:

- a) For any job category where continuing underrepresentation exists, SBCC will apply the recruitment procedures set forth in Title 5, Section 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 53021(c)(7) for engaging an administrator through a professional services contract unless the Superintendent/ President or their designee first notifies the Board of Trustees and the Equal Employment Opportunity Advisory Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.
- b) Recruitment for open positions may include, but not be limited to, placement of job announcements in the following instruments:
 - 1) Local and regional community publications, including electronic media versions of these instruments.
 - 2) Publications that provide information in languages other than English and to low- income communities.
 - 3) Publications, including electronic media that are distributed to the general market and to newspapers, publications whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
- c) The District shall consider hosting a local job fair for persons interested in employment with the District. The open house allows potential candidates to meet a selection of Deans, department chairs, faculty, and classified employees of the District. Attendees are provided with information regarding current job openings, the demographic makeup of the student body, hiring process and procedures, and information stating the District's commitment to equal employment opportunity. Efforts are made to attract diverse groups of individuals to the job fair and for the event to be hosted by diverse representatives of the District.
- d) Solicit ideas from hiring managers and faculty to identify job announcement placement that specifically diversifies the applicant pool.

2) *Job Postings*

The District's recruitment and hiring procedures will include the following provisions:

- a) Job postings will state clearly job specifications setting forth the knowledge, skills, and abilities necessary for successful job performance, and will describe the working conditions associated with the vacant position. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job announcements for classified staff positions include a modifying statement relative to established education

and experience requirements which states “any combination equivalent to...” Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the college wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.* All job announcements shall state that SBCC is an “Equal Opportunity Employer.”
*See generally Title 5, Section 53022.

3) *Review of Applicant Pools*

Once the recruitment period has concluded, applicant pools will be reviewed for representation of monitored groups. Once the applicant pool is approved, access to the pool will be provided to the members of the selection committee. The selection committee, after studying the applications, will select the candidates to be interviewed who most closely meet the job qualifications listed in the posting and demonstrate support for the College's commitment to equity principles. The District's recruitment and hiring procedures will include the following provisions:

The selection committee, after studying the applications, will select the best qualified candidates to be interviewed. Additional qualified candidates may be selected for interview by the Chief Human Resources Officer/EEO Officer. The EEO Officer and the committee will jointly determine if the District EEO Plan has been followed during the screening process. If there is a reasonable doubt about whether or not equal employment opportunity processes have been followed, the Superintendent/President may direct that the selection process be reinitiated at any prior level. (Excerpted from Administrative Procedure 7120 Recruitment and Selection)

- a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, whether or not they identify as disabled.
- b) *Applicant Pool:* The applicant pool is comprised of all applications received by the application deadline. The following steps will be taken when reviewing the applicant pool:

Step 1: The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain representation for any group is based on job-related factors, and not due to discriminatory recruitment procedures.

Step 2: If appropriate representation has not been met, the application deadline may be extended so that additional inclusive recruitment outreach efforts can be undertaken. This extended deadline is intended to ensure that additional recruitment efforts will provide a full and fair opportunity for participation to a wide diversity of potential applicants, resulting in members of the adversely impacted groups having equal opportunity to seek employment with the district.

Step 3: When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would not be productive, the applicant pool will be released for screening by the committee to determine which candidates satisfy the minimum qualifications set forth in the job description.

Step 4: When the applicant pool screening has concluded, the committee will conduct preliminary interviews and make recommendations for final interviews.

4) *Screening/Interview Committee Procedure*

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 candidates a fair, impartial examination of qualifications based on job-related criteria. The District's recruitment and hiring procedures includes in its section on applicant screening by screening/interview committees the following provisions:

- a) All screening or selection practices, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - 1) 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;
 - 2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate sensitivity to and understanding of multiculturalism and cultural proficiency;
 - 3) Based solely on job-related criteria; and
 - 4) Designed to avoid an adverse impact, and monitored to detect and address adverse impact which does occur for any monitored group.
 - a. Every effort will be made, within the limits allowed by federal and state law, to ensure departments and others responsible for establishing selection committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications.
 - b. The equal employment opportunity officer shall approve the composition of selection committees. If the equal employment opportunity officer does not approve the composition of a selection committee due to inadequate diversity, he or she will

provide assistance to remedy the lack of diversity.

- c. Before a person is given access to any application materials as a member of a selection committee, he or she must receive equal employment opportunity and diversity training.
- d. Initial interviews must include at least one question which assesses the candidate's understanding of and commitment to equal employment opportunity principles and his or her demonstrated ability to work successfully with diverse employee and student populations.
- e. All initial interview questions and screening materials must be approved by the equal employment opportunity officer and the Vice President of Human Resources for compliance with equal employment opportunity principles.
- f. Monitoring for adverse impact will occur at each of the following stages of the screening committee process:
 - (1) After the selection committee has conducted the paper screening and **prior** to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool (those who have been screened in for a preliminary interview) has been approved and cleared for adverse impact.
 - (2) 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 (for final interviews) has been approved and cleared for adverse impact.
- g. If monitoring for adverse impact reveals that any selection practice 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 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.
 - (3) When appropriate, the position may be reopened at any

time and a new selection process initiated in a way designed to avoid adverse impact.

- h. The District will not designate or set aside particular positions to be filled by members of any group defined in terms of 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.
- i. The Board of Trustees shall make all final hiring decisions based upon the recommendation of the Superintendent/President and the Chief Human Resources Officer.
- j. 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 Equal Employment Opportunity Advisory Committee to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.
Additional Steps to Address Significant Underrepresentation
- k. In an earlier section, the District identified particular monitored groups that are underrepresented with respect to one or more job categories. Specifically, we are monitoring the employment of Black/African American and Hispanic individuals. In order to address these instances of significant underrepresentation, the District will take the following steps:
 - (1) The District will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the significant underrepresentation.
 - (2) The District will target the advertising efforts to ensure that recruitment is broad and inclusive.
 - (3) The District will ensure that minimum qualifications for positions are legally compliant and realistically designed to equitably maximize viable applicant pools.
 - (4) The District will require 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 plan to assist in addressing the significant underrepresentation. The action plan will include, but is not

limited to:

- additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
- promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
- additional training for current faculty and staff on the value of a diverse workforce;
- recommended changes to the job posting and screening criteria, including modifying the interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.

The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:

- Review each locally established “desired” or “preferred” qualification being used by committees or supervisors to screen applicants for positions in the job category.
- Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in section 4a (above) or continue using qualification standards meeting the requirements in section 4a only where no alternative qualification standard is reasonably available which would be expected to have a less exclusionary effect.
- Other Measures Necessary to Further Equal Employment Opportunity

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all genders, persons with disabilities, and individuals from all racial and ethnic and other groups protected from discrimination.

In addition to the planned steps intended to address underrepresentation and/or significant underrepresentation in employment, and in support of our Student Equity Plan/Student Success initiatives, in 2020 the District established the new position of Executive Director – Diversity, Equity, and Inclusion reporting directly to the Superintendent/President with a college-wide focus. Also to that end, the District created a Director of Gender Equity and Title IX Coordinator in 2019, and supports an Equal Employment Opportunity Advisory Committee (EEOAC).

The District sponsors regular cultural events and speakers on issues dealing with diversity, equity, inclusion, and anti-racism, and strives to infuse these concepts into the classroom and curriculum. The District promotes the concept of cultural/multi-cultural proficiency, and sponsors professional development activities focusing on diversity, self-awareness of bias, and cultural competency. The District promotes learning opportunities and personal growth in the area of diversity and explores how the physical environment can be responsive to its diverse employee and student populations. In implementing the EEOAC, the District will consider:

- Supporting the development of and participation in employee affinity resources groups.
- Conducting a campus climate survey to identify hidden barriers or perceived obstacles to employment opportunities and/or student success.
- Conducting DEI dialogues, forums, trainings, and cross-cultural workshops.
- Highlighting the District's equal employment opportunity and DEI policies in job postings and in recruitment, marketing, and other publications.
- Reviewing and revising college publications and other marketing tools to reflect DEI in pictures, graphics, and text to project an inclusive image.
- Offering a series of EEO/DEI workshops during faculty flex week and All Campus Kickoff events.
- Promoting sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.
- Offering a partial travel reimbursement to full time faculty and administrator finalists, required to come to campus for interviewing purposes, intending to remove barriers.
- Offering partial relocation reimbursement for strategic recruitments.

XIII. Persons with Disabilities: Reasonable Accommodation

- 1) *Reasonable Accommodations* Applicants and employees with disabilities* shall receive reasonable accommodation consideration 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. 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, and adaptive equipment.

* 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.

Human Resources 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 by contacting Human Resources.

- 2) *Procedures When Underrepresentation is Determined*

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

- 3) *Analysis of workforce and applicant data*

Because an employee’s disability status may change during their service, on an annual basis the college will survey current employees to collect updated information on disability status.

XIV. Graduate Assumption Program of Loans for Education

The District encourages community college students to become qualified for, and seek employment as, community college employees. The District shall inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campus about such programs, and make information available in locations accessible to students, such as the Counseling Center, Transfer Center, and the Career Center. As part of our recruitment process, efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Appendix A - Community Organizations & Contact Information

African American Women in Santa Barbara County

<http://www.aawsbc.com>

All Saints by the Sea

info@asbts.org

American Civil Liberties Union & ACLU Foundation of Southern California

1313 W. 8th Street

Los Angeles, CA 90017

Braille Institute Santa Barbara Center

sb@brailleinstitute.org

California Alliance of African American Educators (CAAAE)

P.O. Box 3134

San Jose, CA 95156 (408) 977-4188

California Community College Registry

registry@yosemite.edu

CarpConnect

805-262-7795

Community Action Commission

941 Walnut Avenue

Carpinteria, CA 93013

info@communifysb.org

Cottage Health

ccarson@sbch.org

Eastside Library

1102 East Montecito Street Santa Barbara, CA 93103

Employment Development Department

130 East Ortega Street Santa Barbara, CA 93101

Franklin Health Care Center

805-568-2099

Friendship Baptist Church

912 East Cota Street Santa Barbara, CA 93103

Future Leaders of America

info@futureleadersnow.org

Islamic Society of Santa Barbara

contact@islamsb.org

Jewish Family Service of Greater Santa Barbara
info@sbjf.org

La Casa de la Raza
marisolo@lacasadelaraza.org
irmar@lacasadelaraza.org

Latina Professional Alliance
lpasantabarbara@gmail.com

Mental Wellness Center
info@mentalwellnesscenter.org

Mexican-American Legal Defense and Education Fund (MALDEF)
634 S. Spring Street, 11th floor Los Angeles, CA 90014
(213) 629-2512

Momentum 4 Work, Inc.
ksmith@momentum4work.org

National Alliance on Mental Illness (NAMI) Santa Barbara
Rwinner@mentalwellnesscenter.org

National Association for the Advancement of Colored People - Santa Barbara Branch
1232 De La Vina Street Santa Barbara, CA 93101

National Association of Chicano Studies (NACS)
408-808-2097

National Council of La Raza
106 West 1st Street
Los Angeles, CA 90014

National Council of Negro Women – Southern California
3720 West 54th Street Los Angeles, CA 90043

Pacific Pride Foundation
hello@pacificpridefoundation.org

Partners in Education
partners@sbceo.org

Pathpoint
jeannie.barbieri-low@pathpoint.org

PFlag
pflagsantabarbara@gmail.com

Santa Barbara Behavioral Health/LifeStance Health

staff@sbbh.net

Santa Barbara County Behavioral Wellness
805-681-5220

Santa Barbara County Probation
sbprobation@co.santa-barbara.ca.us

Santa Barbara County Public Libraries
SBPLWorks@SantaBarbaraCA.gov

Santa Barbara Rescue Mission
rescuemissionnews@sbrm.org
rweber@sbrm.org

Santa Barbara Women in STEM
president@sbwomeninstem.org

Santa Barbara Young Black Professionals
secretary.sbybp@gmail.com

Santa Barbara Young Professionals
info@sbypc.org

Santa Ynez Tribal Health Clinic
805-688-7070

Tri-Counties Regional Center
805-962-7881

Vedanta Temple
santabarbara@vedanta.org

Veteran's Administration Regional Office (MDP #28)
11000 Wilshire Blvd.
Los Angeles, CA 90024