

SANTA BARBARA CITY COLLEGE

**EQUAL EMPLOYMENT
OPPORTUNITY PLAN 2020-2023**

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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

District Workforce Analysis

WORKFORCE ANALYSIS FALL 2011										
	Total	Male	Female	American Indian / Alaska Native	Asian / Pacific Islander	Black / African American	Hispanic	2 or more Races	Other / Unknown	White
Executive, Administrative, Managerial	54	26	28		1		1		10	42
Professional (Non-Faculty)	30	7	23		3				3	24
Secretarial / Clerical	128	13	115	2	10	4	8	1	25	78
Technical / Paraprofessional	93	42	51		1	1	3	2	23	63
Skilled Crafts	6	5	1						1	5
Service / Maintenance	57	55	2		1	1	8		35	12
Faculty Full-Time	245	114	131	3	4	7			37	194
SUBTOTAL OF CONTRACT EMPLOYEES	613	262	351	5	20	13	20	3	134	418
Faculty Part-Time	434	173	261	2	24	12	5	1	56	334
Persons With Disabilities										
GRAND TOTAL	1,047	435	612	7	44	25	25	4	190	752

Considering contract employees only, the *Workforce Analysis for Fall 2011* (table above) indicates a population of 57.3% female, primarily in the job categories of full time faculty and secretarial/clerical. The male population of 42.7% was primarily in the job categories of full time faculty and service/maintenance. Our largest job category in 2011 was Faculty Full-Time, with 53% female and 47% male.

These contract employees primarily identified as white (68%), with 3% identifying as Hispanic and 3% identifying as Asian/Pacific Islander. Twenty-two percent (22%) of our contract employees indicated their ethnic group as “other/unknown.”

There were 7 (2.9%) faculty full time who identified as Black/African American; there were no faculty full time who identified as Hispanic. In addition, 12 faculty part time identified as Black/African American and 5 faculty part time identified as Hispanic. Nearly 10% of faculty part time identified as non-white (not including those choosing “other/unknown.”)

Although the Executive/Administrative/Managerial category was fairly evenly divided between

female and male (52% female, 48% male), this category was 78% white. Ten incumbents in this job category identified as “other/unknown.”

Job categories traditionally male dominated or traditionally female dominated were also true for SBCC in 2011. There was 90% female representation in the category of Secretarial/Clerical; there was 97% male representation in the Service/Maintenance category.

WORKFORCE ANALYSIS FALL 2012										
	Total	Male	Female	American Indian/ Alaska Native	Asian / Pacific Islander	Black / African American	Hispanic	2 or more Races	Other/ Unknown	White
Executive, Administrative, Managerial	49	23	26		1				8	40
Professional (Non-Faculty)	28	7	21		4				3	21
Secretarial / Clerical	122	17	105	2	10	5	9	2	22	72
Technical / Paraprofessional	85	38	47		1	1	2	1	22	58
Skilled Crafts	6	5	1						1	5
Service / Maintenance	47	45	2		1	1	7		28	10
Faculty Full- Time	241	110	131	3	3	7			39	189
SUBTOTAL OF CONTRACT EMPLOYEES	578	245	333	5	20	14	18	3	123	395
Faculty Part- Time	561	169	392	4	17	5	22	1	46	466
Persons With Disabilities										
GRAND TOTAL	1,139	414	725	9	37	19	40	4	169	861

Considering contract employees only, the *Workforce Analysis for Fall 2012* (table above) indicates a population of 57.6% female, primarily in the job categories of full time faculty and secretarial/clerical. The male population of 42.4% was primarily in the job categories of full time faculty and service/maintenance. Our largest job category in 2012 was Faculty Full-Time, with 54% female and 46% male. Very little change between 2011 and 2012 reflected in this data.

These contract employees primarily identified as white (68%), with 3% identifying as Hispanic and 3% identifying as Asian/Pacific Islander. Twenty-two percent (22%) of our contract employees indicated their ethnic group as “other/unknown.” There was negligible change in this data between 2011 and 2012. There was a 1% reduction in contract employees who identified as “other/unknown.”

There were 7 (2.9%) faculty full time who identified as Black/African American; there were no faculty full time who identified as Hispanic. In addition, 5 faculty part time identified as Black/African American and 22 faculty part time identified as Hispanic. This represents a 340% increase in faculty part time identifying as Hispanic between 2011 and 2012.

Although the Executive/Administrative/Managerial category continued fairly evenly divided

between female and male (53% female, 47% male), this category was 81% white, a slight increase over 2011. Eight incumbents in this job category identified as “other/unknown.” The overall category of Executive/Administrative/Managerial was 10% smaller in membership between 2011 and 2012 (from 54 to 49).

Job categories traditionally male dominated or traditionally female dominated were also true for SBCC in 2012. There was 86% female representation in the category of Secretarial/Clerical; there was 96% male representation in the Service/Maintenance category.

WORKFORCE ANALYSIS FALL 2013										
	Total	Male	Female	American Indian/Alaska Native	Asian / Pacific Islander	Black / African American	Hispanic	2 or more Races	Other / Unknown	White
Executive, Administrative, Managerial	45	24	21	1	1	1			7	35
Professional (Non-Faculty)	41	14	27		5			1	3	32
Secretarial / Clerical	134	18	116	3	8	6	11	2	25	79
Technical / Paraprofessional	85	38	47		3	1	3		22	56
Skilled Crafts	6	5	1						1	5
Service / Maintenance	53	50	3		2	1	11		27	12
Faculty Full-Time	236	108	128	3	3	6			38	186
SUBTOTAL OF CONTRACT EMPLOYEES	600	257	343	7	22	15	25	3	123	405
Faculty Part-Time	540	194	346	3	24	10	20	1	63	419
Persons With Disabilities										
GRAND TOTAL	1,140	451	689	10	46	25	45	4	186	824

Considering contract employees only, the *Workforce Analysis for Fall 2013* (table above) indicates a population of 57% female, primarily in the job categories of full time faculty and secretarial/clerical. The male population of 43% was primarily in the job categories of full time faculty and service/maintenance. Our largest job category in 2013 was Faculty Full-Time, with 54% female and 46% male. Very little change between 2011, 2012, and 2013 reflected in this data.

These contract employees primarily identified as white (67.5%), with 4% identifying as Hispanic

and 3.6% identifying as Asian/Pacific Islander. Twenty and one-half percent (20.5%) of our

GRAND TOTAL	1,05 7	441	616	9	44	25	40	7	169	763
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Considering contract employees only, the *Workforce Analysis for Fall 2014* (table above) indicates a population of 56% female, primarily in the job categories of full time faculty and secretarial/clerical. The male population of 44% was primarily in the job categories of full time faculty and service/maintenance. Our largest job category in 2014 was Faculty Full-Time, with 53% female and 47% male. Very little change between 2011, 2012, 2013 and 2014 reflected in this data.

These contract employees primarily identified as white (60%), which is a 7% reduction from prior year. Just over 4.5% identified as Hispanic and 3.2% identifying as Asian/Pacific Islander. Twenty-six percent (26%) of our contract employees indicated their ethnic group as “other/unknown.”

There were 7 (3%) faculty full time who identified as Black/African American, which is a slight increase over prior year. There were no faculty full time who identified as Hispanic. In addition, 10 faculty part time identified as Black/African American and 13 faculty part time identified as Hispanic. This is a reduction of 35% in faculty part time identifying as Hispanic over prior year. Twelve percent of faculty part time identified as non-white (not including those choosing “other/unknown.”)

The Executive/Administrative/Managerial category continued fairly evenly divided between female and male (46% female, 54% male). For 2014, this category was 83% white, with seven incumbents in this job category identified as “other/unknown.”

Job categories traditionally male dominated or traditionally female dominated were also true for SBCC in 2014. There was 86% female representation in the category of Secretarial/Clerical; there was 94% male representation in the Service/Maintenance category.

WORKFORCE ANALYSIS FALL 2015										
	Total	Male	Female	American Indian / Alaska Native	Asian / Pacific Islander	Black / African American	Hispanic	2 or more Races	Other / Unknown	White
Executive, Administrative, Managerial	48	26	22		1				6	41
Professional (Non-Faculty)	31	9	22		4		1	1	2	23
Secretarial / Clerical	130	18	112	3	6	6	15	3	22	75
Technical / Paraprofessional	87	42	45		3	1	8		16	59
Skilled Crafts	6	5	1						1	5
Service / Maintenance	54	51	3		3	1	10	1	25	14
Faculty Full-Time	230	107	123	3	3	7	1		37	179
SUBTOTAL OF CONTRACT EMPLOYEES	586	258	328	6	20	15	35	5	109	396
Faculty Part-Time	473	183	290	4	25	10	13	3	47	371
Persons With Disabilities										
GRAND TOTAL	1,059	441	618	10	45	25	48	8	156	767

Considering contract employees only, the Workforce Analysis for Fall 2015 (table above) indicates a population of 56% female, primarily in the job categories of Full Time Faculty and Secretarial/Clerical. The male population of 44% was primarily in the job categories of Full Time Faculty and Service/Maintenance. During 2015, 39% of our contract employees were Full Time Faculty. There is very little change in this data since 2011.

More than 67% of our contract employees identified as White. Nearly 6% identified as Hispanic, which represents an increase over the prior 4 years. Nearly 19% of our contract employees indicated their ethnic group as “other/unknown.”

There were 7 (3%) faculty full time who identified as Black/African American, which is unchanged from prior year. There was 1 full time faculty who identified as Hispanic, which represents an increase over prior year. Females continue to be dominant in the category of Secretarial/Clerical (86%); men continue to be dominant in the category of Service/Maintenance (94%).

Our diversified advertising efforts in 2015/16 resulted in an increase in applicant diversity. We received 50% more applications from Black/African American applicants to our Executive/Administrative/Managerial recruitments and 180% more applications from Hispanic applicants in this category. The employee workforce in the Executive/Administrative/Managerial category was unchanged over prior year, despite 6 recruitments that took place in this category.

Analysis of Applicant Pools

EEO Applicant Flow Analysis 2013/14										
EEO Job Categories	Total positions	Male	Female	American Indian/Alaska Native	Asian/Pacific Islander	Black/African American	Hispanic	White	2 or more races	Other/Unknown
1) Executive/ Administrative / Managerial	4	110	44	0	8	10	16	61	15	44
2) Full time Faculty	14	700	311	2	64	40	99	377	48	381
3) Professional Non-faculty	4	127	90	0	4	12	42	88	9	62
4) Secretarial/ Clerical	4	170	214	1	22	5	64	148	28	116
5) Technical and Paraprofessional	28	904	541	10	65	42	282	558	102	386
6) Skilled Crafts	0	0	0	0	0	0	0	0	0	0
7) Service and Maintenance	2	84	6	0	4	1	44	17	2	16

During 2013/14, there were 154 applications received in response to recruitment efforts for 4 Executive/Administrative/Managerial positions. Of these, 71% were from men, 29% from women. Of those responding, nearly 40% were White applicants, 10% Hispanic, 6.5% Black/African American.

We recruited for 14 full time faculty positions, and received 1,011 applications; 69% male, 31% female. Of these, 37% were White, 9.8% Hispanic, 4% Black/African American, 6% Asian/Pacific Islander. Thirty-eight percent decline to respond.

We conducted recruitments for 28 Technical and Paraprofessional positions, and received 1,445 applicants. Sixty-three percent were male, 37% female. Thirty-eight percent of these applicants were White, 19.5% Hispanic, 3% Black/African American. Thirty-seven percent declined to respond.

There was limited recruitment activity in the other EEO categories during 2013/14.

EEO Applicant Flow Analysis 2014/15

EEO Job Categories	Total positions	Male	Female	American Indian/Alaska Native	Asian/Pacific Islander	Black/African American	Hispanic	White	2 or more races	Other/Unknown
1) Executive /Administrative /Managerial	3	111	44	0	10	18	11	73	7	36
2) Full time Faculty	25	1443	985	6	126	112	353	893	164	774
3) Professional Non-faculty	3	57	60	1	5	4	10	61	5	31
4) Secretarial/ Clerical	3	113	215	0	7	12	66	135	18	90
5) Technical and Paraprofessional	36	1132	985	5	108	72	449	737	146	600
6) Skilled Crafts	2	50	1	0	2	0	23	15	3	8
7) Service and Maintenance	3	114	1	2	4	3	52	19	7	28

During 2014/15, there were 155 applications received in response to recruitment efforts for 3 Executive/Administrative/Managerial positions. Of these, 72% were from men, 28% were from women. Of those responding, 47% were White, 7% Hispanic, and 12% Black/African American. This represents a 44% increase in Black applicants in this EEO job category over prior year.

We recruited for 25 full time faculty positions, and received 2,428 applications, nearly 60% greater response for 44% more positions. Of these, 59% were from men, 41% from women. Of those responding, 37% were White, 14.5% Hispanic, 4.6% Black/African American. There was an increase over prior year in applications from Hispanic and Black applicants for full time faculty positions. Thirty-two percent declined to respond.

We conducted recruitments for 36 Technical and Paraprofessional positions, and received 2,117 applications. Fifty-three percent were male, 47% female. Thirty-five percent of the applicants were White, 21% Hispanic, 3% Black/African American. Twenty-eight percent declined to respond.

There was limited recruitment activity in the other EEO categories during 2014/15.

EEO Applicant Flow Analysis 2015/16

EEO Job Categories	Total positions	Male	Female	American Indian/ Alaska Native	Asian/ Pacific Islander	Black/ African American	Hispanic	White	2 or more races	Other/ Unknown
1) Executive/ Administrative / Managerial	6	230	76	2	24	27	31	118	22	82
2) Full time Faculty	23	855	373	2	129	48	112	513	82	342
3) Professional Non-faculty	4	24	30	0	1	4	10	21	4	14
4) Secretarial/ Clerical	10	289	414	6	24	23	154	249	44	203
5) Technical and Paraprofessional	32	734	568	7	68	49	276	403	106	393
6) Skilled Crafts	0	0	0	0	0	0	0	0	0	0
7) Service and Maintenance	1	23	3	0	0	1	16	4	0	5

During 2015/16, there were 306 applications received in response to recruitment efforts for 6 Executive/Administrative/Managerial positions. Of these, 75% were from men, 25% from women. Of those responding, 38.5% were White, 10% Hispanic, 9% Black/African American. This represents a 3% increase in Hispanic applicants in this EEO category over prior year, and a return to 2013/14 level.

We recruited for 23 full time faculty positions and received 1,228 applications. Although only an 8% decline in the number of positions, this represents a 49% decline in applications. Nearly 70% of the applications were from men, 30% from women. Of those responding, 42% were White, 9% Hispanic, 3.9% Black/African American. This represents a decline in Hispanic and Black/African American applicants for full time faculty positions for 3 consecutive years. Nearly 28% declined to respond.

We conducted recruitments for 32 Technical and Paraprofessional positions, and received 1,302 applications. Fifty-six percent were male, 44% were female. Thirty-one percent of the applicants were White, 21% Hispanic, 3.7% Black/African American. Thirty percent declined to respond.

We conducted recruitments for 10 Secretarial/Clerical positions and received 703 applications.

Of these, 41% were from men, 59% from women. Of those responding, 35% were White, 22% Hispanic, 3.3% Black/African American. Twenty-nine percent declined to respond. There was limited recruitment activity in the other EEO categories during 2015/16

COMPARISON OF APPLICANT POOLS			
	2013/14	2014/15	2015/16
Applicant pools			
# Positions recruited	60	75	75
# Applicants	3295	4027	3618
% Male	63.4	58.7	58.9
% Female	36.6	41.3	40.6
% Am Indian/Alaska Native	0.39	0.24	0.49
% Asian/Pacific Islander	5.07	5.06	6.77
% Black/African American	3.33	3.55	4.22
% Hispanic	16.6	18.3	16.5
% White	37.9	34.8	36.1
% 2 or more races	6.19	5.95	7.13
% Other/unknown	30.5	31.9	28.7
Workforce demographics			
# Contract employees	600	585	586
% Male	42.8	44.1	44.0
% Female	57.2	55.9	56.0
% Am Indian/Alaska Native	1.2	0.85	1.0
% Asian/Pacific Islander	3.7	3.2	3.4
% Black/African American	2.5	2.6	2.6
% Hispanic	4.2	4.6	5.9
% White	67.5	67.7	67.5
% 2 or more races	0.5	0.68	.85
% Other/unknown	20.5	20.3	18.6

Comparing the demographics of the applicant pools over this three-year period, of those applicants who chose to identify, we are making slight progress in attracting Black/African American applicants. We experienced an overall increase in Hispanic applicants during 2014/15, and are back to just below the level in 2013/14. As a Hispanic Serving Institution (HSI), we will focus our advertising and recruitment efforts to attract a greater number of Hispanic applicants for all of our positions in support of our student success initiatives.

Looking specifically at applicants for full time faculty positions in 2013/14, Black/African American applicants comprised 3.96% of this pool and Hispanic applicants represented 9.79% of this pool. Our 2013 workforce composition includes 2.54% Black/African American full time faculty members.

In 2014/15, these statistics for full time faculty applicants grew and reflect 4.61% Black/African

American applicants and 14.5% Hispanic applicants. Our 2014 workforce composition includes 3% Black/African American full time faculty members, which is an improvement over prior year.

For 2015/16, there was a slight decline in our applicant pool from these two monitored groups, with 3.9% Black/African American applicants and 9.1% Hispanic applicants.

In 2013, 44% of our total Hispanic employee population was serving in Service/Maintenance positions. In 2014, this was reduced to 37%. Hispanic employees serving in Technical/Paraprofessional positions grew from 12% in 2013 to 18.5% in 2014.

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 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 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.
- a. 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.
- a. 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.
- b. The Board of Trustees shall make all final hiring decisions based upon the recommendation of the Superintendent/President and the Chief Human Resources Officer.

- c. 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

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:
 - a. additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - b. promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
 - c. additional training for current faculty and staff on the value of a diverse workforce;
 - d. recommended changes to the job posting and screening criteria, including modifying the interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
- 5) The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:

- a. Review each locally established “desired” or “preferred” qualification being used by committees or supervisors to screen applicants for positions in the job category.
- b. 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.
- c. 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>

American Civil Liberties Union & ACLU Foundation of Southern California

1313 W. 8th Street
Los Angeles, CA 90017

California Alliance of African American Educators (CAAAE)

P.O. Box 3134
San Jose, CA 95156
(408) 977-4188

Community Action Commission

941 Walnut Avenue
Carpinteria, CA 93013

Eastside Library

1102 East Montecito Street
Santa Barbara, CA 93103

Employment Development Department

130 East Ortega Street
Santa Barbara, CA 93101

Friendship Baptist Church

912 East Cota Street
Santa Barbara, CA 93103

Mexican-American Legal Defense and Education Fund (MALDEF)

634 S. Spring Street, 11th floor
Los Angeles, CA 90014
(213) 629-2512

National Association for the Advancement of Colored People - Santa Barbara Branch

1232 De La Vina Street
Santa Barbara, CA 93101

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

Veteran's Administration Regional Office (MDP #28)

11000 Wilshire Blvd.
Los Angeles, CA
90024

**National Association
of Chicano Studies**
NACS
408-808-2097

**California
Community College
Registry**
registry@yosemite.edu

**Santa Ynez Tribal
Health Clinic**
805-688-7070

**Braille Institute Santa
Barbara Center**
sb@brailleinstitute.org

Partners in Education
partners@sbceo.org

**Santa Barbara
County Public
Libraries**
[SBPLWorks@SantaBar
baraCA.gov](mailto:SBPLWorks@SantaBarbaraCA.gov)

Cottage Health
ccarson@sbch.org

**Future Leaders of
America**
[info@futureleadersno
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