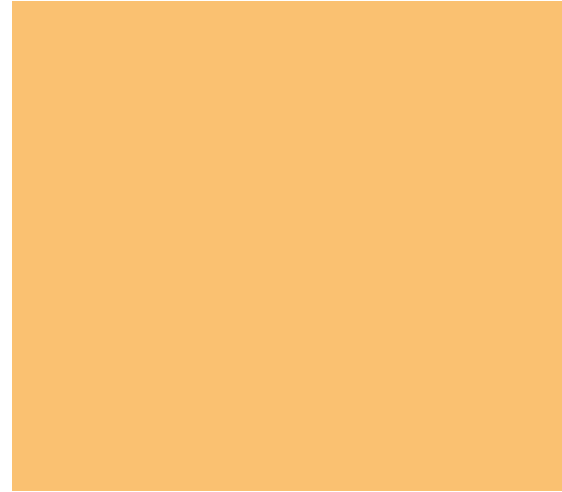


2020-2023

EQUAL EMPLOYMENT OPPORTUNITY PLAN

Advancing and Enhancing Equity, Diversity, and Cultural Competency



**SAN DIEGO
COMMUNITY COLLEGE
DISTRICT**

City College • Mesa College
Miramar College • Continuing Education

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Plan Component 1: Introduction

The San Diego Community College District (hereinafter referred to as SDCCD or District) is proud to present its 2020-2023 Equal Employment Opportunity Plan (hereinafter referred to as the Plan). The Plan reflects the District's commitment to Equal Employment Opportunity (EEO) and promotes practices that are nondiscriminatory. Given that educational experiences in inclusive environments best prepare students to thrive in our global society, the District's goal is to create an environment that fosters diversity, promotes excellence, and is respectful to all. The Plan was created via participatory governance including the EEO Plan Advisory Committee members representing the academic and classified personnel from City College, Mesa College, Miramar College, and Continuing Education. The Plan was reviewed by the Chancellor's Cabinet and District Governance Council, and approved and adopted by the Board of Trustees.

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

- I. The requirements to comply with Title 5 regulations and provisions relating to equal employment opportunity programs;
- II. Establishment of equal employment opportunity and diversity committees;
- III. Longitudinal Analysis of District Workforce and Applicant Pool;
- IV. Methods to support equal employment opportunity; and
- V. Procedures for dissemination of the Plan.

To properly serve an increasingly diverse population, the District will endeavor to hire and retain faculty and classified professionals who reflect, are sensitive to, and are knowledgeable of the needs of the constantly changing student body it serves, as well as the diverse campus and District communities.

Sincerely,



Constance M. Carroll, Ph.D.

Chancellor

San Diego Community College District

Plan Component 2: Definitions

1. ***Adverse Impact***: means a statistical measure (such as those outlined in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. 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. ***Chancellor's Office***: means the California Community College's Chancellor's Office.
3. ***Cultural Competency***: encompasses successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Cultural" therefore refers to more than simply race and ethnicity.
4. ***Diversity***: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, and sexual orientation.
5. ***Equal Employment Opportunity***: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnicities and other groups protected from discrimination by Title 5, Section 53000 et seq.
6. ***Equal Employment Opportunity Plan***: means a written document in which a District's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
7. ***Equal Employment Opportunity Programs***: means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, Section 53006.

8. *Ethnic Group Identification:* means an individual's identification in one or more of the ethnic groups reported to the Chancellor's Office pursuant to Title 5, Section 53004. These groups shall be more specifically defined by the Chancellor's Office consistent with state and federal law.

9. *Monitored Group:* means those groups identified in Title 5, Section 53004(b) for which monitoring and reporting is required pursuant to Title 5, Section 53004(a).

10. *Person with a Disability:* means any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

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

12. *Screening or Interview Procedures:* means any measure, combination of measures, or procedures used as a basis for any employment decision. Screening or interview 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.

13. *Significantly Underrepresented Group:* means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the service area demographic for that group.

Plan Component 3: Policy Statement

The SDCCD is committed to the principles of equal employment opportunity and has implemented a comprehensive program to put these principles into practice. The District is committed to a continuous good faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subjected to discrimination in any District program or activity on the basis of age, ancestry, ethnicity, color, physical disability, mental disability, parental status, pregnancy, gender, gender identity, gender expression, marital status, medical condition, genetic information, national origin, race, religion, sexual orientation, veteran status, military status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

In addition, the SDCCD has an interest in nondiscrimination based on additional factors such as accent, citizenship status, socioeconomic status, and learning disabilities, even though students or employees might not be able to make a legal claim of discrimination based on these factors.

The District strives to achieve a workforce that is welcoming to all individuals in legally protected categories to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideals. The Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Plan Component 4: Delegation of Responsibility, Authority, and Compliance *[Reference – Title 5, §§ 53003(c)(1) and 53020]*

It is the policy of the SDCCD that all employees promote and support equal employment opportunity. Equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of the Plan are set forth below.

1. Board of Trustees

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

2. SDCCD Chancellor

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

3. Equal Opportunity and Diversity Officer (EO-DO)

The District has designated the EO-DO to be responsible for the day-to-day implementation of the Plan. The EO-DO manages the District's Equal Opportunity Program (which includes the Site Compliance Officer Committee) and the Diversity Program. If the designation of the EO-DO changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The EO-DO is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 *et seq.*, which include receiving complaints as described in Plan Component 5 and ensuring that applicant pools and selection procedures are properly monitored.

4. Equal Employment Opportunity Plan Advisory Committee

The District has established a District Equal Employment Opportunity Plan Advisory Committee as a component of the District's Equal Opportunity Program. This committee acts as an advisory body to the EO-DO and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The committee also assists with the review, update, and implementation of the Plan in compliance with state and federal EEO regulations and guidelines. Additionally, the committee will monitor equal employment opportunity progress and provide suggestions for Plan revisions as appropriate.

5. Campus Diversity Advisory Council (CDAC)

The SDCCD has established a Campus Diversity Advisory Council (CDAC) as a component of the District's Diversity Program. The purpose of the CDAC is to develop ways for the colleges and Continuing Education to advance diversity and cultural competency via campus events and training/workshops, as well as to track the colleges' and Continuing Education's activity and development in the areas of diversity and cultural competency. Each college and Continuing Education is responsible for advancing their campus' diversity and cultural competency. In addition, each college and Continuing Education has its own diversity committee that is chaired by its president (or his/her designee).

6. Equal Opportunity Site Compliance Officer (SCO) Committee

The District has established and maintains an Equal Opportunity Site Compliance Officer (SCO) Committee as a component of the District's Equal Opportunity Program. Each college, Continuing Education, and the District Office shall have an SCO. Pursuant to District Administrative Procedure 3435, the SCOs primarily perform conflict resolution and manage informal EEO complaints and investigations as well as review interview questions and criteria in the hiring process for non-discriminatory language. In addition, the SCOs are responsible for training all individuals acting on behalf of the District with regard to recruitment and screening of employees. The EO-DO shall chair this committee and facilitate training and development of the SCOs primarily on EEO laws and policies, conducting effective conflict resolution, and investigations.

7. Agents of the District

Any authorized organization or individual, whether or not an employee of the District, who acts on behalf of SDCCD with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all of the requirements in this Plan.

8. Good Faith Effort

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

Plan Component 5: Advisory Committees

The Equal Employment Opportunity Plan Advisory Committee and the Campus Diversity Advisory Council (CDAC) will facilitate different aspects of the Plan. The details about their scope and function are stated in Plan Component 4.

Both committees shall be chaired by the EO-DO and include a diverse membership, representing administration, faculty, and classified professionals. A good faith effort to maintain a diverse membership is expected.

The Equal Employment Opportunity Plan Advisory Committee is composed of two representatives each from City College, Mesa College, Miramar College, and Continuing Education who are appointed by the Presidents of the District institutions, as well as the EO-DO, and the Director of Employment.

The CDAC is composed of the chairpersons of the diversity committees of each College, Continuing Education, and the EO-DO.

Plan Component 6: Complaints

[Reference – Title 5, §§ 53003(c)(2), 53026 and 59300 *et seq.*]

1. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations¹ have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names and individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes should be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to Section 53026 to the State Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by Section 53026. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: [California State Chancellor's Office - Minimum Conditions Complaint.](#))

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the EO-DO. If the complaint involves the EO-DO, the complaint may be filed with the Vice Chancellor of Human Resources. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The EO-DO will forward copies of all written complaints to the State Chancellor's Office upon receipt.

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

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

2. Complaints Alleging Unlawful Discrimination or Harassment (§ 59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. A student, employee, or member of the public who believes discrimination or harassment has occurred in violation of Title 5, §§§ 53003(c)(2), 53026 and 59300 *et seq.*, or District policy may file a complaint orally or in writing, within one year of the date of the alleged harassment or the date on which the complainant knew or should have known of the facts underlying the complaint. Employment complaints should be filed within 6 months of the date of the alleged discrimination or the date on which the complainant knew or should have known of the facts underlying the complaint.

A student or employee may utilize the Informal Resolution Process (IRP) by filing a discrimination or harassment complaint with the SCO assigned to their campus. In addition, students may also file a complaint with the Dean responsible for Student Affairs, who will notify the SCO and work with the SCO to resolve the complaint. The SCO will undertake efforts to informally resolve any charges including, but not limited to, investigating the allegations and resolving the conflict amongst the parties. The SCO will advise the complainant that they do not need to participate in an informal resolution of the complaint, as described above, and that they may file a formal complaint. In the case of employment cases, the SCO will advise the complainant that they may file a complaint with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, they should file the complaint using the SDCCD Unlawful Discrimination Complaint Form. All complaints should be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. This complaint form is available from the EO-DO, the SCO at each campus or the District's office of Legal Services and EEO and the District Web page at: [San Diego Community College District Unlawful Discrimination Complaint Form](#)

Once the formal complaint form is completed, it may be filed with any of the following:

- a. The District's Equal Opportunity and Diversity Officer;
- b. The Chancellor of the California Community Colleges; and
- c. The Vice Chancellor of Human Resources (*only* if the complaint involves the District's EO-DO).

Any District employee who receives a harassment or discrimination complaint shall notify the EO-DO immediately.

Below are links to the District's Board of Trustees' Policies and Administrative Procedures for Nondiscrimination and Prohibition of Harassment:

[Board Policy: 3410 Nondiscrimination](#)

[Administrative Procedure: 3410 Nondiscrimination](#)

[Board Policy 3430: Prohibition of Harassment](#)

[Administrative Procedure: 3430 Prohibition of Harassment](#)

[Administrative Procedure 3435: Discrimination and Harassment Investigations](#)

[Board Policy 3540: Sexual and Other Assaults on Campus](#)

[Administrative Procedure 3540: Sexual and Other Assaults on Campus](#)

[Board Policy 3420: Equal Employment Opportunity](#)

Plan Component 7: Notification to District Employees

[Reference – Title 5, § 53003(c)(3)]

1. Guidelines

The Plan and subsequent revisions will be available on the District's website and will be distributed to the District's Governing Board, the Chancellor, Chancellor's Cabinet members, the Academic and Classified Senate leadership, Union Representatives, and members of the District's Equal Employment Opportunity Plan Advisory Committee.

Each year, the Human Resources Division will provide all employees with a copy of the Board of Trustees' Equal Employment Opportunity Policy Statement (Component 3 of the Plan) and a written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Human Resources Division will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

- a. It is important for each employee to participate in and be responsible for ensuring the Plan's implementation;
- b. Complete copies of the Plan are available in the following locations: The main Library of each campus, in the District's website, the Office of the Chancellor and the Presidents, the Office of Human Resources, and with each campus SCO; and
- c. Plan Component 3 will be incorporated into the District's mandatory AB 1825 Sexual Harassment Prevention Training for Supervisors to ensure that District supervisors and managers receive notice and training on the Plan on a regular basis.

Plan Component 8: Screening Committee Training and Composition

[Reference – Title 5, § 53003(c)(4)]

Any organization or individual, whether or not an employee of the District, who serves as a member of a screening committee of personnel shall receive appropriate 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 District's Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural competency; the value of a diverse workforce; and bias recognition.

Screening committees should reflect diversity and cultural competency in their composition. Persons serving in any of the above capacities must be current with interactive training prior to service. This training is mandatory; individuals who have not received this training will not be permitted to serve on screening committees. The EO-DO and SCOs are responsible for providing the required training. Any individual, whether an employee of the District or an individual acting on behalf of the District with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5² and the District's Plan.

² See, Title 5 § 53020(c).

Plan Component 9: Annual Written Notice to Community Organizations
[Reference – Title 5, § 53003(c)(5)]

The EO-DO shall provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include Plan Component 3: Policy Statement. The notice will also include the internet address where the District advertises its job openings and contact information in order to obtain employment information. The District will actively seek to reach a diverse selection of recruitment sources such as various institutions, organizations, and agencies. A list of organizations, which will receive this notice, is attached as Appendix A to this Plan. This list may be revised periodically as necessary.

Plan Component 10: Longitudinal Analysis of District Workforce and Applicant Pool

[Reference – Title 5, §53003(c)(6)]

The Human Resources Division will survey the District's workforce composition annually and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan and to provide data needed for the reports required by the Plan.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and disability. Applicants are not asked to identify the nature of their disability. Persons may designate their primary ethnicity for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening committee and hiring administrator(s). This survey will be done annually for each college in the District, Continuing Education, District Office and the District Service Center. The District will report the results of this survey to the Chancellor. The Plan will be reviewed at least every three years. If necessary, it will be revised based on analysis of the gender, ethnic group identification, and disability composition of existing classified professionals and of those who have applied for employment in the following job categories:

1. Adjunct Faculty
2. Classified Professionals
3. Contract Faculty
4. Management
5. Non-Academic/Non-Classified
6. Supervisory/Professional

Definitions

- **Applicants:** Any potential candidate that completed a formal application during the time period analyzed.
- **End-Year Total Employees:** Actual number of employees at the San Diego Community College District employed by the end of the year, regardless of the type of employment and classification.
- **New Hires:** Actual number of employees hired in the last year. Do not include promotions, reinstatements, transfer or voluntary demotions.
- **Significantly Under-represented Group Analysis:** Where actual representation is below 80 percent of the projected representation (Title 5, section 53001). Compares the percentage of individuals from a hired group vs. the service area. Service area demographic is used due to CCCC's recognition that a more accurate method to determine projected representation is not available.
- **EEOC Adverse Impact Test:** An adverse impact exists when the selection rate for any group is less than 80 percent of the selection rate for the group with the highest selection rate.
- **Selected group:** Group of hired employees.

1. District Workforce Highlights

- a. Over the last three years, the SDCCD has received applications for job offerings from nearly fifty thousand people (n=49,154). However, the volume of applicants has decreased about 21% in the last three years from 18,222 (2017) to 14,440 (2019).
- b. The average number of employees in any given year is 5,974. However, the employee workforce has decreased by 17% from 6,531 (2017) to 5,452 (2019).
- c. Over the last three years, the SDCCD has had almost 500 new hires (n=495), with an average of 165 new hires each year. Last year, the percent of new hires dropped by 22% consistent with the drop in number of applicants.
- d. The demographic breakdown of the service area is predominantly White (45%), followed by the Latinx group (30%), Asian (15%) and African American (6%).
- e. Applicants' gender and ethnicity breakdown is consistent in the last three years, and emulates proportionally the service area with the largest proportion as White (36% in 2019) and a more mixed composition of ethnicities according to the size of the service area: Asian (15%, 2019), Unreported (12%, 2019), Other (13%, 2019) and African American (10%, 2019).
- f. Latinx employees are underrepresented when compared with the service area (three-year average, 21%, vs. service area, 30%). Nevertheless, in 2019, Latinx represented 30% of new hires, which is equal to the service area Latinx population. Therefore, in 2019, the proportion of Latinx new hires neared the proportion of White new hires (30% and 35%, respectively).
- g. Applicants (57%, 2019) and new hires (62%, 2019) tend to have a larger proportion of females when compared with the service area (49%, 2019). 2019 trend is consistent with the prior years.
- h. There is an even distribution of applicants by employment classification. The groups with more applicants are adjunct faculty (24%, 2019) and Non-Academic/Non-Classified (28%, 2019).
- i. More than half of all employees are faculty (adjunct, 40%, or contract, 13%, 2019).
- j. The majority of new hires are classified staff (63%, 2017, 57%, 2018 and 49%, 2019).
- k. There are not significantly under-represented groups by gender, as both female and male are above the 80% rule on the three years analyzed.
- l. There is no adverse impact by gender as the only group below 80% was male in 2017 at 79% (1% below), but changed to over 80% the following years.

Longitudinal Highlights

- a. The District Applicants has shifted slightly from 2013 to 2019 with a larger proportion of Latinx and applicants of two or more races: Latinx (10%, 2013 vs. 15% in 2019), Two or More Races (7%, 2013 vs. 13%, 2019). On the other hand, White applicants have decreased by 12% from 48%, 2013 to 36%, 2019.
- b. Accordingly, the proportion of Latinx employees has increased by 2% (18%, 2013 vs. 20%, 2019) while the proportion of White employees has decreased by 5% (49%, 2013, 44%, 2019).

2. Volume of Applicants, Total Employees and New Hires in the last three years

| | 2017 | | | 2018 | | | 2019 | | |
|------------------------------------|---------------|------------|--------------------------|---------------|------------|--------------------------|---------------|------------|--------------------------|
| | Applicants | New Hires | Year-End Total Employees | Applicants | New Hires | Year-End Total Employees | Applicants | New Hires | Year-End Total Employees |
| GENDER | | | | | | | | | |
| <i>Female</i> | 10,186 | 112 | 3,603 | 9,380 | 97 | 3,319 | 8,203 | 85 | 3,022 |
| <i>Male</i> | 7,488 | 65 | 2,928 | 6,663 | 80 | 2,621 | 5,770 | 53 | 2,430 |
| <i>Non-Binary</i> | 1 | | | 13 | 3 | | 45 | | |
| <i>Unreported</i> | 547 | | | 436 | | | 422 | | |
| Total | 18,222 | 177 | 6,531 | 16,492 | 180 | 5,940 | 14,440 | 138 | 5,452 |
| ETHNICITY | | | | | | | | | |
| <i>African American</i> | 1,795 | 10 | 493 | 1,751 | 17 | 442 | 1,375 | 11 | 380 |
| <i>American Indian</i> | 81 | 1 | 49 | 83 | 2 | 39 | 50 | - | 35 |
| <i>Asian</i> | 1,546 | 15 | 841 | 1,288 | 21 | 813 | 1,139 | 14 | 748 |
| <i>Latinx</i> | 2,701 | 47 | 1,328 | 2,498 | 40 | 1,283 | 2,112 | 42 | 1,085 |
| <i>Pacific Islander</i> | 745 | 13 | 23 | 760 | 9 | 22 | 1,000 | 10 | 20 |
| <i>White</i> | 6,996 | 58 | 2,926 | 6,213 | 50 | 2,539 | 5,240 | 48 | 2,415 |
| <i>Two or More Races</i> | 2,075 | 21 | 139 | 1,978 | 13 | 133 | 1,825 | - | 167 |
| <i>Unreported</i> | 2,283 | 12 | 732 | 1,921 | 28 | 669 | 1,699 | 13 | 602 |
| Total | 18,222 | 177 | 6,531 | 16,492 | 180 | 5,940 | 14,440 | 138 | 5,452 |
| CLASSIFICATION | | | | | | | | | |
| <i>Faculty Adjunct</i> | 3,441 | NA | 2,754 | 3,050 | NA | 2,179 | 3,527 | NA | 2,207 |
| <i>Faculty, Contract</i> | 2,866 | 39 | 648 | 2,398 | 57 | 676 | 1,874 | 44 | 693 |
| <i>Classified Staff</i> | 5,012 | 111 | 810 | 5,138 | 102 | 850 | 3,390 | 68 | 847 |
| <i>Management</i> | 1,288 | 17 | 108 | 1,229 | 11 | 116 | 677 | 11 | 108 |
| <i>Non-Academic/Non Classified</i> | 4,749 | | 2,021 | 3,558 | | 1,931 | 4,108 | | 1,409 |
| <i>Supervisory/Professional</i> | 866 | 10 | 190 | 1,119 | 10 | 188 | 864 | 15 | 188 |
| Total | 18,222 | 177 | 6,531 | 16,492 | 180 | 5,940 | 14,440 | 138 | 5,452 |

3. Percentage of Applicants, Total Employees and New Hires in the last three years

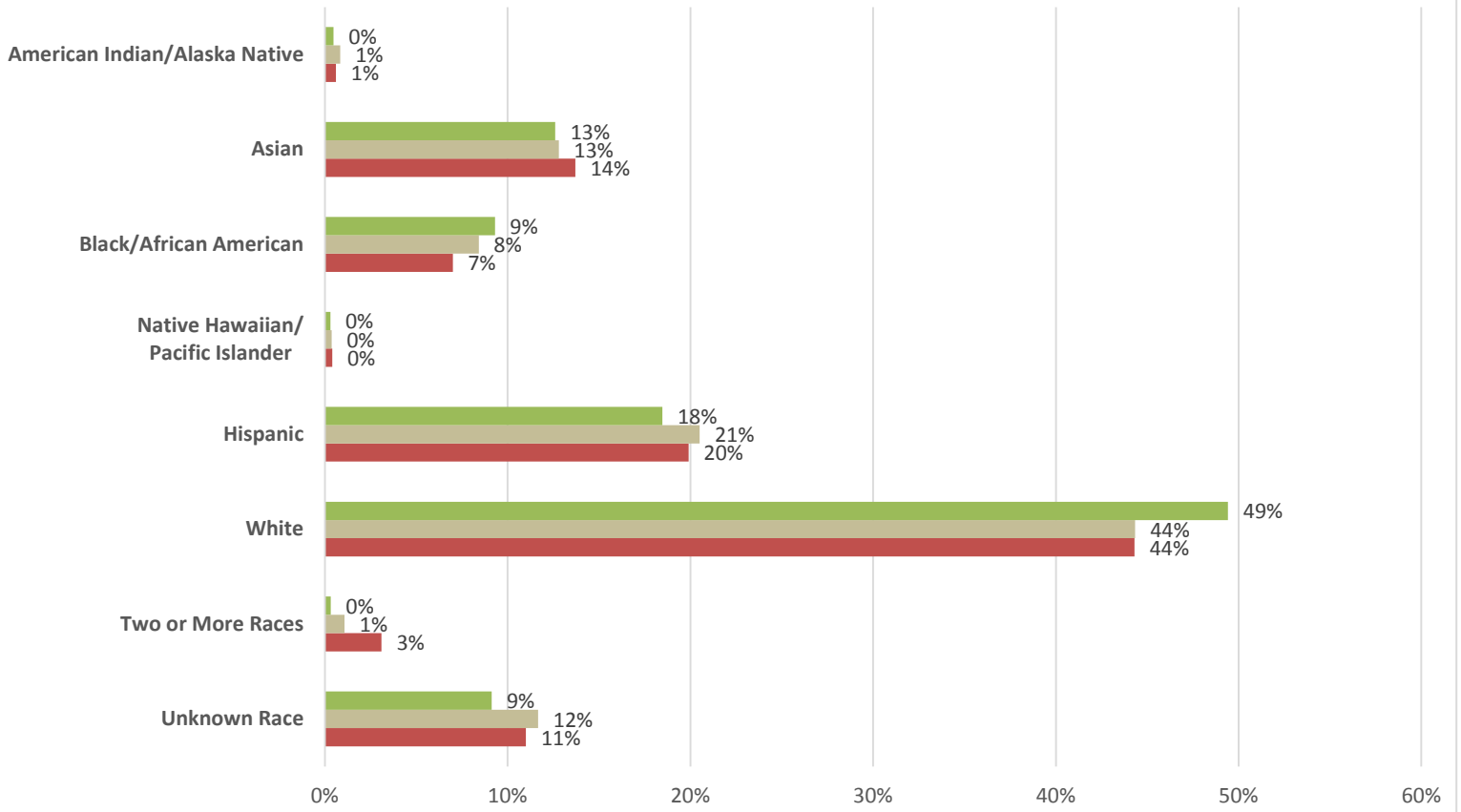
| | 2017 | | |
|-----------------------------|-------------|-------------|--------------------------|
| | Applicants | New Hires | Year-End Total Employees |
| GENDER | | | |
| Female | 56% | 63% | 55% |
| Male | 41% | 37% | 45% |
| Non-Binary | 0% | | |
| Unreported | 3% | | |
| Total | 100% | 100% | 100% |
| ETHNICITY | | | |
| African American | 10% | 6% | 8% |
| American Indian | 0% | 1% | 1% |
| Asian | 8% | 8% | 13% |
| Latinx | 15% | 27% | 20% |
| Pacific Islander | 4% | 7% | 0% |
| White | 38% | 33% | 45% |
| <i>Two or More Races</i> | 11% | 12% | 2% |
| Unreported | 13% | 7% | 11% |
| Total | 100% | 100% | 100% |
| CLASSIFICATION | | | |
| Faculty Adjunct | 19% | | 42% |
| Faculty, Contract | 16% | 22% | 10% |
| Classified Staff | 28% | 63% | 12% |
| Management | 7% | 10% | 2% |
| Non-Academic/Non Classified | 26% | 0% | 31% |
| Supervisory/Professional | 5% | 6% | 3% |
| Total | 100% | 100% | 100% |

| | 2018 | | |
|--------------|-------------|-------------|--------------------------|
| | Applicants | New Hires | Year-End Total Employees |
| | | | |
| | 57% | 54% | 56% |
| | 40% | 44% | 44% |
| | 0% | 2% | |
| | 3% | | |
| Total | 100% | 100% | 100% |
| | | | |
| | 11% | 9% | 7% |
| | 1% | 1% | 1% |
| | 8% | 12% | 14% |
| | 15% | 22% | 22% |
| | 5% | 5% | 0% |
| | 38% | 28% | 43% |
| | 12% | 7% | 2% |
| | 12% | 16% | 11% |
| Total | 100% | 100% | 100% |
| | | | |
| | 18% | | 37% |
| | 15% | 32% | 11% |
| | 31% | 57% | 14% |
| | 7% | 6% | 2% |
| | 22% | 0% | 33% |
| | 7% | 6% | 3% |
| Total | 100% | 100% | 100% |

| | 2019 | | |
|--------------|-------------|-------------|--------------------------|
| | Applicants | New Hires | Year-End Total Employees |
| | | | |
| | 57% | 62% | 55% |
| | 40% | 38% | 45% |
| | 0% | | |
| | 3% | | |
| Total | 100% | 100% | 100% |
| | | | |
| | 10% | 8% | 7% |
| | 0% | 0% | 1% |
| | 8% | 10% | 14% |
| | 15% | 30% | 20% |
| | 7% | 7% | 0% |
| | 36% | 35% | 44% |
| | 13% | 0% | 3% |
| | 12% | 9% | 11% |
| Total | 100% | 100% | 100% |
| | | | |
| | 24% | | 40% |
| | 13% | 32% | 13% |
| | 23% | 32% | 16% |
| | 5% | 8% | 2% |
| | 28% | 0% | 26% |
| | 6% | 11% | 3% |
| Total | 100% | 83% | 100% |

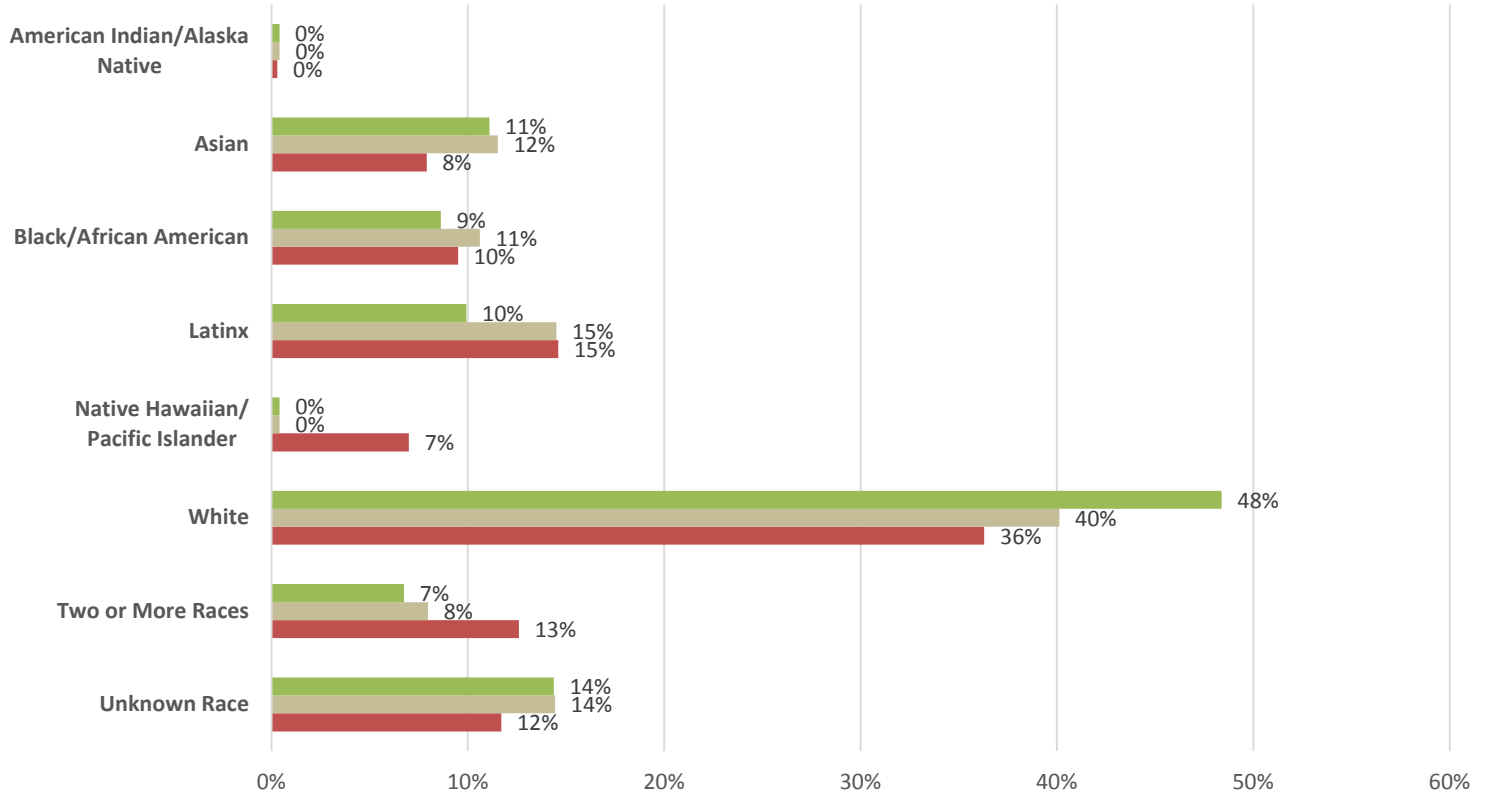
District Employee Demographics, Longitudinal view

2013 2016



District Applicants Demographics, Longitudinal View

■ 2013 ■ 2016



Plan Component 11: Other Measures Necessary to Further Equal Employment Opportunity

The District recognizes that multiple approaches are appropriate to fulfilling 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 involves creating an environment that welcomes men, women, persons with disabilities, and individuals from all ethnicities and other groups. This environment also fosters cooperation, acceptance, democracy, and free expression of ideas.

Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an equal employment opportunity program much more effective. The District may sponsor cultural events and speakers on diversity-related issues and explore methods to infuse diversity into the classroom and curriculum thereby promoting the concept of cultural competency. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. The District, via its colleges and Continuing Education, shall exercise continuous good faith efforts to develop and maintain the following:

1. Commit to a formal diversity program that will be funded and supported by the District and campus leadership. Each college and Continuing Education will be responsible for advancing the diversity and cultural competency on their campuses;
2. Recruit and host guest speakers from underrepresented groups and diverse cultural backgrounds who may inspire students and employees;
3. Emphasize the District's commitment to equal employment opportunity, diversity and cultural competency in job announcements and in its recruitment, marketing, and other publications;
4. Conduct diversity forums, cross-cultural events and promoting cultural celebrations on campus;
5. Encourage the faculty and Student Services Program to integrate diversity and multiculturalism into their instruction and program;
6. Ensure that all District institutions' publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image;
7. Recognize and value classified professionals and faculty who have promoted diversity and equal employment opportunity principles;
8. Provide EEO/diversity workshops which promote diversity and cultural competency;
9. Ensure that the District's equal employment opportunity and diversity goals and objectives are fulfilled by cabinet level administrators;

10. Establish an “Equal Opportunity and Diversity” online presence by highlighting the District’s diversity; equal employment opportunity; sexual harassment and nondiscrimination policies, procedures, and programs on the District’s website. The website lists contact persons for further information on these topics;
11. Investigate all complaints filed under this chapter and all harassment and discrimination complaints filed thoroughly and in a timely manner. Take appropriate corrective action in all instances where a violation is found;
12. Provide training on elimination of bias in hiring and employment;
13. Establish awareness of and sensitivity to diversity and cultural competency as a required skill and qualification for SDCCD employees;
14. Conduct surveys of campus climate on a yearly basis. The Department of Institutional Research and Planning reports campus climate via Facts on File. The Facts on File can be found at the following link: [Facts on File](#).
15. Provide a comprehensive advertising campaign for each of the District’s recruitments, with a primary goal of obtaining a diverse applicant pool;
16. Review the selection of standard advertising sources against District data regularly;
17. Ensure that the District mission statement conveys a commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values. The mission statement and shared vision can be found at the following link: [San Diego Community College's Mission Statement](#) ; and
18. Ensure that all levels of administrative classified professionals support equal employment opportunity and diversity objectives and that the Equal Opportunity and Diversity responsibility is maintained at a cabinet or other high-level administrative position.

Plan Component 12: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity

1. The District shall review the information gathered pursuant to Title 5, Section 53003, subdivision(c) (6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For these purposes, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:
 - a. Longitudinal analysis of data gathered regarding job applicants to identify whether, over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool.
2. Where the review described above identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:
 - a. The District will request that the EEO Diversity Advisory Council, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation;
 - b. Review each locally established "required," "desired" or "preferred" qualifications being used to screen applicants for positions in the job category to determine if it is job-related; and
 - c. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

Plan Component 13: Graduate Assumption Program of Loans for Education

The Graduate Assumption Program of Loans for Education refers to efforts of the District to encourage college and university students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies in order to potentially become community college employees.

Appendix A - Community Organizations and Contact Information

American Association of Hispanics in Higher Education, Inc.

1120 S. Cady Mall,
2nd Floor, Suite A207E
Tempe, AZ 85297-6303

American Civil Liberties Union

ACLU of San Diego & Imperial Counties
2760 Fifth Avenue, #300
San Diego, CA 92130
(619) 232-2121

A Black Education Network (ABEN)

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

Deaf Community Services of San Diego

1545 Hotel Circle South, Suite 300
San Diego, CA 92108
(619) 398-2441

Diverse: Issues in Higher Education

10520 Warwick Avenue, Suite B-8
Fairfax, VA 22030-3136
(800) 783-3199

Gay and Lesbian Alliance (GALA)

3909 Centre Street
San Diego, CA 92103
(619) 692-2077

Japanese Cultural Center

150 Cedar Road
Vista, CA 92083
(760) 941-8800

League of Women Voters

7710 Balboa Avenue, Suite 224D
San Diego, CA 92111
(858) 483-8696

Alliance San Diego

P.O. Box 12266
San Diego, CA 92112-3256
(619) 269-1823

Lucas Group

San Diego Military Transition Recruiters

4370 La Jolla Village Drive, Suite 450
San Diego, CA 92122
(800) 515-0819

Mexican American Legal Defense and Education Fund

634 S. Spring Street #1100
Los Angeles, CA 90014
(213) 629-2512

National Association for the Advancement of Colored People

404 Euclid Avenue
San Diego, CA 92114
(619) 263-7823

National Black Graduate Student Association

MSC 590507
Washington, D.C., 20059
(800) 471-4120

UnidosUS

1126 16th Street, NW Suite 600
Washington, DC 20036
(202) 785-1670

National Federation of Filipino American Associations

1322 18th St NW
Washington, D.C. 20036-1803
(202) 803-1353

Parents, Families and Friends of Lesbian and Gays (PFLAG)

P. O. Box 82762
San Diego, CA 92138
(619) 579-7640

VetWorks

4389 Imperial Ave
San Diego, CA 92113
(619) 266-4247

Able-Disabled Advocacy

4283 El Cajon Boulevard, Suite 110
San Diego, CA 92105
(619) 231-5990

**North County African American Women's
Association**

P. O. Box 5786
Oceanside, CA 92052

San Diego Black Nurses Association, Inc.

PO Box 7740088
San Diego, CA 92114-0088
(619) 738-8107

**Philippine Nurses Association, Inc.,
Member, International Council of Nurses**

1663 F.T. Benitez Street, Malate, Manila 1004
Philippines
philippinenursesassociation@yahoo.com.ph
(02) 8536 1888, 8521 0937, 8400 4430

National Association of Hispanic Nurses

1500 Sunday Drive, Suite 102
Raleigh, NC 27607
(919) 573-5443

**Vietnamese-American Nurses'
Association (VANA)**

P.O. Box 691994
Houston, Texas 77269-1994

★ **District Office**
3375 Camino del Rio South, San Diego, CA 92108-3883
sdccd.edu, (619) 388-6500

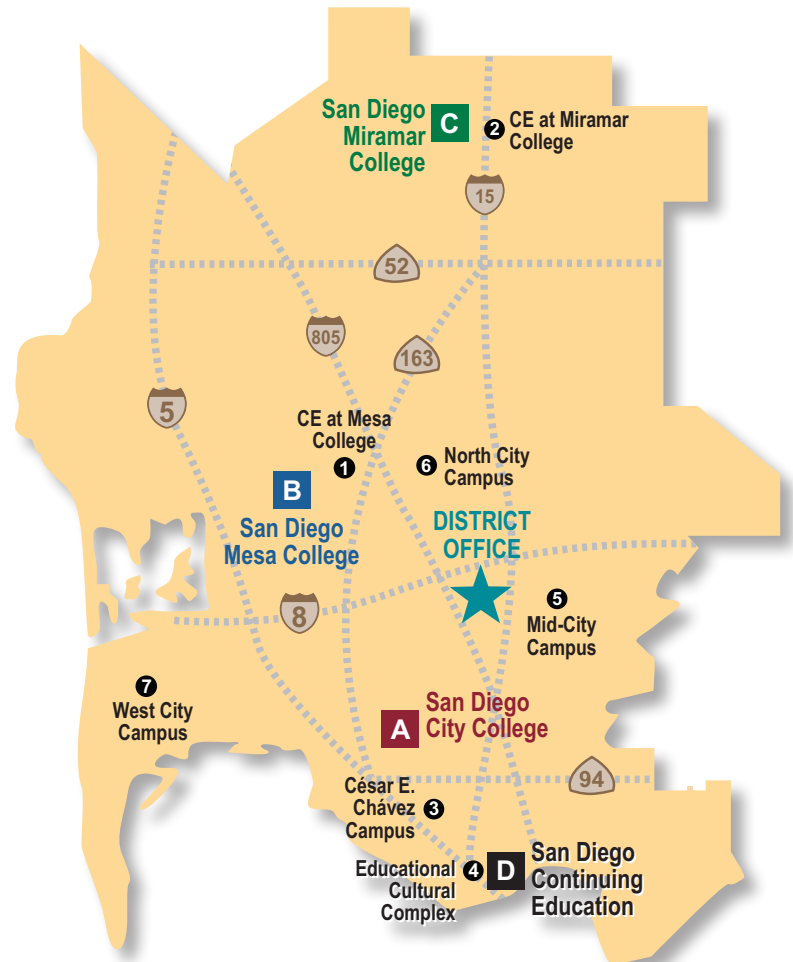
A **San Diego City College**
1313 Park Boulevard, San Diego, CA 92101-4787
sdcity.edu, (619) 388-3400

B **San Diego Mesa College**
7250 Mesa College Drive, San Diego, CA 92111-4998
sdmesa.edu, (619) 388-2600 / (858) 627-2500

C **San Diego Miramar College**
10440 Black Mountain Road, San Diego, CA 92126-2999
sdmiramar.edu, (619) 388-7800 / (858) 536-7800

D **San Diego Continuing Education**
4343 Ocean View Boulevard, San Diego, CA 92113-1915
sdce.edu, (619) 388-4956

- 1** **CE at Mesa College**, (619) 388-1950
7350 Armstrong Place, San Diego, CA 92111-4998
- 2** **CE at Miramar College**, (619) 388-7800
10440 Black Mountain Road San Diego, CA 92126-2999
- 3** **César E. Chávez Campus**, (619) 388-1910
1901 Main Street, San Diego, CA 92113-2129
- 4** **Educational Cultural Complex**, (619) 388-4956
4343 Ocean View Boulevard, San Diego, CA 92113-1915
- 5** **Mid-City Campus**, (619) 388-4500
3792 Fairmount Avenue, San Diego, CA 92105-2204
- 6** **North City Campus**, (619) 388-1800
8355 Aero Drive, San Diego, CA 92123-1720
- 7** **West City Campus**, (619) 388-1873
3249 Fordham Street, San Diego, CA 92110-5332



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The San Diego Community College District includes San Diego City College, San Diego Mesa College, San Diego Miramar College, and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written agreement is binding on the San Diego Community College District without the express approval of the Board of Trustees.