



# IMPERIAL COMMUNITY COLLEGE DISTRICT

EQUAL  
EMPLOYMENT  
OPPORTUNITY  
PLAN  
2022-2025



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# PLAN COMPONENT ONE

**INTRODUCTION**



# PLAN COMPONENT 1

## INTRODUCTION

The Imperial Community College District (“District”) Equal Employment Opportunity Plan (“Plan”) reflects the District’s commitment to fair and equitable treatment in employment and within its everyday practices. The District strongly believes in equity and realizing the full benefits of a culturally diverse, inclusive and accessible teaching and learning environment. Recognizing that students are at the center of the District’s mission, its purposeful intent is to contribute to building a equity-minded students who recognize the value of a culturally diverse environment.

The Plan provides an approach that is evaluative to assist with making informed decisions and making necessary changes for continuous improvement within our hiring practices. The primary goals of the Plan will assist in assessing best practices and decision-making that support a culturally inclusive environment and positively supports a diverse academic setting and adds value to the workforce within the region.

The Plan details EEO practices that the District uses to further its commitment to diversity in accordance to Title 5, the California Code of Regulations, Section 53000 et seq. and other applicable laws, regulations, and District policies and procedures. Further, the Plan details the connectedness between various methods employed by the District to achieve its goals along with measurable outcomes. It also aligns with Standard III.A. Human Resources, within the Commission for Community and Junior College’s Accreditation Standards (“ACCJC”).

The Human Resources Services Department has the primary responsibility for the development, review, and systematic evaluation of the Plan. The Plan and any subsequent updates will undergo review through the District’s Equal Employment Opportunity Advisory Committee, and the applicable governance processes. Final review and approval of the Plan resides with the District’s Governing Board. The Plan is reviewed and as required, updated every three (3) years by the California Community Colleges Chancellor’s Office.

Adopted by the Governing Board of the Imperial Community College District on October 19, 2022.



Lennor Johnson (Nov 16, 2022 16:03 PST)

\_\_\_\_\_  
Lennor M. Johnson, Ed.D.  
Superintendent/President



# PLAN COMPONENT TWO DEFINITIONS



## PLAN COMPONENT 2

### DEFINITIONS

The following definitions have been defined under the California Code of Regulations, Title 5, §53001, best practices and District policies and procedures.

- (a) **Adverse Impact.** "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- (b) **Diversity.** "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity 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.
- (c) **Equal Employment Opportunity.** "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:(1) identifying and eliminating barriers to employment that are not job related; and (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and 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.
- (d) **Equal Employment Opportunity and Diversity Advisory Committee:** acts as an advisory body to the Chief Human Resources Officer and the District to promote understanding and support of EEO policies and procedures. Representation consists of a diverse membership to be taken from stakeholder groups, including faculty, classified staff, and students.
- (e) **Equal Employment Opportunity Plan.** An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- (f) **Equal Employment Opportunity Policy Statement:** statement by the Board confirming its commitment to EEO.
- (g) **Equal Employment Opportunity Programs.** "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 section 53006.
- (h) **Ethnic Group Identification.** "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.



- (i) **Job Category.** Used for the purpose of this Plan and reported to the Chancellor pursuant to title 5, Section 53004(a) are (1) executive/administrative/managerial; (2) faculty and other instructional staff; (3) professional non-faculty; (4) secretarial/clerical; (5) technical and paraprofessional; (6) skilled crafts; (7) service and maintenance.
- (j) **In-house or Promotional Only Hiring.** "In-house or promotional only" hiring means that only existing district employees are allowed to apply for a position.
- (k) **Monitored Group.** "Monitored group" means those groups identified in section 53004(b) for which monitoring, and reporting is required pursuant to section 53004(a).
- (l) **OCR.** An acronym for the Office for Civil Rights of the United States Department of Education.
- (m) **Person with a Disability.** "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.
- (n) **Reasonable Accommodation.** "Reasonable accommodation" means the efforts made on the part of the district in compliance with Government Code section 12926.
- (o) **Screening or Selection Procedure.** "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- (p) **Significantly Underrepresented Group.** "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 section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.



**PLAN  
COMPONENT  
THREE  
EEO POLICY STATEMENT**



## PLAN COMPONENT 3

### EEO POLICY STATEMENT

#### Board Policy 3420 Equal Employment Opportunity

References: Education Code, Sections 87100 et seq. title 5, Sections 53000 et seq.

Revised February 20, 2019

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

The Chief Executive Officer (CEO) shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.



**PLAN  
COMPONENT  
FOUR**

**DELEGATION OF REPONSIBILITY,  
AUTHORITY, AND COMPLIANCE**





## PLAN COMPONENT 4

### DELEGATION OF RESPONSIBILITY, AUTHORITY, AND COMPLIANCE

Achieving the goal of a diverse educational culture requires the collective efforts of the college community. All employees and agents of the District are responsible for promoting and supporting equal employment opportunity in order to realize the full benefits of a diverse, collaborative, and inclusive District culture. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

#### BOARD OF TRUSTEES

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

#### SUPERINTENDENT/PRESIDENT

The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

#### EQUAL EMPLOYMENT OPPORTUNITY OFFICER

The District has designated the Chief Human Resources Officer as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing, monitoring, and achieving the goals of 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 Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

#### AGENTS OF THE DISTRICT

The District has established the Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the district through the Human Resource Office to promote understanding and support of equal employment opportunity and diversity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

#### GOOD FAITH EFFORT

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

**PLAN  
COMPONENT  
FIVE**

**EEO ADVISORY COMMITTEE**



## PLAN COMPONENT 5

### EEO ADVISORY COMMITTEE

The District has established an Equal Employment Opportunity Advisory Committee (“EEOAC”) to assist in the articulation and implementation of the Plan. The EEOAC assists the District in achieving understanding of and support equal employment opportunity and non-discrimination policies and procedures consistent with the purposes of the Plan.

As further delineated in Chapter 8, Training for Selection Committees, the Equal Employment Opportunity Officer or qualified designees shall train the EEOAC and trustees on equal employment compliance and the Plan itself.

The specific responsibilities of the EEOAC include:

1. Assisting in developing the District’s Plan in compliance with state and federal regulations, statutes and guidelines.
2. Monitoring the implementation and progress of the Plan and recommending corrective action when necessary.
3. Advising the District’s Equal Employment Opportunity Officer in the development and presentation of annual reports to the Governing Board and Superintendent/President and responding to equal employment inquiries and concerns of all employees.
4. Assisting the District’s Equal Employment Opportunity Officer in developing and coordinating information programs for District employees.
5. Reviewing and suggesting revisions in services, employment policies, and other written and unwritten rules, policies, practices, and procedures that affect persons with disabilities.
6. Monitoring the implementation of and compliance with the Americans with Disabilities Act.

**Meetings.** The EEOAC meets a minimum of two (2) meetings per academic semester with additional meetings if needed to review EEO and diversity efforts, program, policies, and progress.

**Composition.** The EEOAC is comprised of a diverse membership of stakeholder groups including faculty, classified, staff, and students.

# PLAN COMPONENT SIX

## UNLAWFUL DISCRIMINATION AND SEXUAL HARRASSMENT COMPLAINTS





## PLAN COMPONENT 6

### UNLAWFUL DISCRIMINATION AND SEXUAL HARASSMENT COMPLAINTS

**Overview:** EEO and Unlawful Discrimination Complaints. Pursuant to Title 5, Section 53993(c)(2), this component addresses two (2) sources of complaints: (a) those alleging violations of the equal employment opportunity regulations under Title 5, Section 53026; and (b) those alleging unlawful discrimination or sexual harassment under Title 5, Section 59300, with or without reference to equal employment opportunity violations. All such complaints shall be filed with the Responsible District Officer, except those against the Equal Employment Officer, which shall be filed with the Superintendent/President.

**Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, Section 53026).**

The District is committed to the principles of equal employment opportunity and has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment regulations, as outlined in Title 5, Sections 53000 et seq., have been violated. All complaints shall be in writing, signed and dated by the complainant, and shall contain the following: the name(s) of the individual(s) involved, the date(s) of the alleged violation(s), and a detailed description of the actions constituting the alleged violation(s).

All complaints must be filed as soon as possible after the occurrence of an alleged violation unless the violation is ongoing. Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints within thirty (30) days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delaying filing impedes the District's ability to investigate and remediate.

A formal complaint alleging discrimination in employment must be filed within 180 days of the date of the alleged unlawful discrimination, unless the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the initial 180 days.

A complainant may not appeal the District's determination pursuant to Title 5, Section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such cases, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that previous reasonable, but unsuccessful, efforts were made to resolve the alleged violation at the District level using the process provided by Title 5, Section 53026. Guidelines for minimum conditions complaints are provided on the website of the Chancellor's Office at [www.cccco.edu](http://www.cccco.edu).

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. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The Equal Employment Opportunity Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

If a complaint filed under Title 5, Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, Section 59300 et seq., and the District complaint procedure in AP3435.

**Complaints Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.).** Complaints alleging unlawful discrimination or harassment follow the procedures set forth in Title 5, Section 59300 et seq.,

regardless of whether such complaints also include allegations of equal employment opportunity violations. The District has adopted policies and procedures for complaints alleging unlawful discrimination or harassment, which are included in **Appendix A**.

**Student Complaint Procedure.** A student who feels he/she has been or is being subjected to discriminatory treatment, including harassment, or who has learned of such unlawful discrimination in his or her official capacity, should immediately contact the office of the vice president of student services, Title IX coordinator or deputy coordinator, or CHRO. The District's Student complaint process can be found in the current College Catalog and AP3435.

**Appeal(s) to the District's Governing Board.** After the district issues the complainant the administrative determination, if the complainant is not satisfied with the result, they may submit a written appeal to the district's governing board within thirty (30) days from the date of the administrative determination. The district governing board must review the matter and issue a final district decision within forty-five (45) days of receiving the appeal.

**Appeals(s) to the Chancellor.** In cases not involving employment discrimination, if the complainant is not satisfied with the district governing board's final decision in the matter, the complainant may file an appeal with the Chancellor's Office. Appeals to the Chancellor's Office must be filed within thirty (30) days from the date of the district governing board's final decision, must be in writing, and submitted via email to [legalaffairs@cccco.edu](mailto:legalaffairs@cccco.edu) or in hard copy to:

California Community Colleges Chancellor's Office  
Attention: Office of General Counsel-Discrimination Appeals  
1102 Q Street, Sixth Floor  
Sacramento, CA 9581

The appeal must include copies of the original complaint, the administrative determination, and the governing board's final decision. The Chancellor's review on appeal is limited to the following issues:

1. Whether there was procedural error in violation of the regulations;
2. Whether there was a defect in the investigation;
3. Whether new evidence unavailable during the investigation despite the complainant's due diligence would substantially impact the outcome of the investigation;
4. Whether correct legal standards were applied; and
5. Whether the district's determination was an abuse of discretion.

Please note that any appeal must provide specific facts alleging one or more of these grounds. Failure to do so may result in the summary dismissal of the appeal.

Appeals that are accepted for review shall be reviewed and a determination shall be issued by the Chancellor's Office within ninety (90) days of receipt of the appellate file from the appropriate district.



**PLAN  
COMPONENT  
SEVEN  
NOTIFICATION TO DISTRICT  
EMPLOYEES**



## PLAN COMPONENT 7

### NOTIFICATION TO DISTRICT EMPLOYEES

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity and diversity is emphasized through the broad dissemination of its Equal Employment Opportunity and Diversity Policy Statement and the Plan. The policy statement will be included in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Superintendent/President, administrators, the President of Academic Senate, Union Presidents, and members of the District Equal Employment Opportunity and Diversity Advisory Committee. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail.

Each year, the District will provide all employees with a copy of the Board's Equal Employment Opportunity Policy and Diversity Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the District's Equal Employment Opportunity and Diversity Plan. The Human Resources Department 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:

- (1) The importance of the employee's participation and responsibility in ensuring the Plan's implementation and;
- (2) The locations where complete copies of the Plan are available, including the campus library, on the District's public internet and intranet sites, the Office of the Superintendent/President, the Office of Human Resources, Academic Affairs, Student Services, and Administrative Services.

# PLAN COMPONENT EIGHT

**TRAINING FOR SCREENING/  
SELECTION COMMITTEES AND  
BEST PRACTICES**



## PLAN COMPONENT 8

### TRAINING FOR SCREENING/SELECTION COMMITTEES AND BEST PRACTICES

The District has established an EEOAC (see Plan Component 5) to assist in developing and implementing the Plan required under section 53003. The EEOAC shall include a diverse membership whenever possible.

This advisory committee and trustees shall receive training in all of the following:

- (a) the requirements of this subchapter and of state and federal nondiscrimination laws;
- (b) identification and elimination of bias in hiring;
- (c) the educational benefits of workforce diversity; and
- (d) the role of the advisory committee in carrying out the District's EEO plan.

Persons serving in the above capacities will be required to receive training within the twelve (12) months prior to service on a screening/selection committee. This training is mandatory. Individuals who have not received this training will not be allowed to serve on screening/selection committees. The EEO Officer, and/or Human Resources staff are responsible for providing the required training.

Any individual acting on behalf of the District with regards to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

The District has established a practice that equity training must be updated every two (2) years after the representative's initial training. A tracking databased has been established to track and monitor individuals who have been equity trained.

# PLAN COMPONENT NINE

**ANNUAL WRITTEN NOTICE TO  
THE COMMUNITY**



## PLAN COMPONENT 9

### ANNUAL WRITTEN NOTICE TO THE COMMUNITY

The EEO Officer shall pursue a genuine and deliberate effort to distribute a written notice to appropriate community-based and professional organizations concerning this 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 a summary of the Plan. The notice will also include the website address where the District advertises its job openings and the name(s), department(s), and phone number(s) of individuals to call to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan. This may be revised from time to time as necessary.





# PLAN COMPONENT TEN

**ANALYSIS OF WORKFORCE  
AND APPLICANTS**



## PLAN COMPONENT 10

### ANALYSIS OF WORKFORCE AND APPLICANTS

The Human Resources Department will annually collect the District's employee demographic data and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan to provide data needed for the reports required by this Plan. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Black/African Americans, Hispanics/Latinos, Caucasians, and person with disabilities.

For data collection and reporting purposes, each applicant or employee will be afforded the opportunity to voluntarily identify her/his/their gender, ethnic group identification and, if applicable, disability. Persons may designate as many ethnicities as they identify with but shall be counted in only one ethnic group 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).

The District will annually report to the Chancellor the results of its annual survey of employees. At least every three (3) years, the Plan will be reviewed and, if necessary, revised based on analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who applied for employment in each of the following identified job categories:

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

**Analysis of District Workforce.** The District's demographic data for permanent employees as of Fall 2021 is presented on page 21. For purposes of analyzing this data longitudinally, demographic data from Fall 2017 and 2018 is also presented.

To assist with the analysis and required reporting, the District collected data based on the following defined terms:

**Gender Identification.** The District requested employees to self-identify as female, male or non-binary.

**Race and Ethnicity Identification.** The District requested that employees self-identify into the following ethnicity categories.

- 1) **Hispanic or Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.
- 2) **White/Caucasian (Not Hispanic or Latino)** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- 3) **Black/African American (Not Hispanic or Latino)** – A person having origins in any of the black racial groups of Africa.
- 4) **Asian or Other Pacific Islander (Not Hispanic or Latino)** – Persons having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This category

includes, for example, persons of Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian decent.

- 5) **American Indian or Alaskan Native (Not Hispanic or Latino)** – a person having origins in any of the original peoples of North and South American (including Central America), and who maintain tribal affiliation or community attachment.

The District will disaggregate the Asian category from one (1) Asian ethnic group identification to the following three (3) Asian ethnic group identifications:

- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam.
- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Filipino.** A person having origins in the Philippine Islands.

Disability Identification: The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:

*“Disabled person” means any person who (1) has a physical or mental impairment which limits one or more of such person’s major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.*

*“Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.*

**Table 1. 3-Year Trend Employee & Classification demographics by Gender and Race/Ethnicity**

Employee Type	Term	Total	Female	Male	Non-Binary	America Indian/Alaska Native	Asian	Pacific Island	Filipino	Black/African American	Hispanic/Latino	White/Caucasian	2+ Races	Other/Unknown
All Employees	Fall 2019	482/100%	253/52.5%	229/47.5%	0.0%	0.0%	9/1.9%	0.0%	0.0%	10/2.1%	312/64.7%	134/27.8%	0.0%	17/3.5%
	Fall 2020	467/100%	250/53.5%	217/46.5%	0.0%	0.0%	9/1.9%	0.0%	0.0%	9/1.9%	309/66.2%	125/26.8%	0.0%	13/2.8%
	Fall 2021	461/100%	251/54.4%	209/45%	0.0%	0.0%	10/2.2%	0.0%	0.0%	10/2.2%	315/68.3%	114/24.7%	5/1.1%	7/1.5%
Executive/Admin/Mgr.	Fall 2019	15/3.1%	7/46.7%	8/53.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1/6.7%	7/46.7%	6/40%	0.0%	1/6.7%
	Fall 2020	18/3.9%	9/50%	9/50%	0.0%	0.0%	0.0%	0.0%	0.0%	2/11.1%	11/61.1%	4/22.2%	0.0%	1/5.6%
	Fall 2021	18/3.9%	8/44.44%	10/55.56%	0.0%	0.0%	0.0%	0.0%	0.0%	1/5.5%	11/61%	5/28%	1/5.5%	0.0%
Faculty Full-Time	Fall 2019	151/31.3%	77/51%	74/49%	0.0%	0.0%	6/4%	0.0%	0.0%	5/3.3%	64/42.4%	72/47.7%	0.0%	4/2.6%
	Fall 2020	123/26.3%	55/44.7%	68/55.3%	0.0%	0.0%	7/5.7%	0.0%	0.0%	5/4.1%	49/39.8%	60/48.8%	0.0%	2/1.6%
	Fall 2021	115/24.9%	53/46.1%	62/53.9%	0.0%	0.0%	8/7%	0.0%	0.0%	5/4.3%	46/40%	53/46.1%	2/1.7%	1/0.9%
Faculty Part-Time	Fall 2019	147/30.5%	63/42.9%	84/57.1%	0.0%	0.0%	3/2.0%	0/0%	0/0%	2/1.4%	99/67.3%	33/22.4%	0/0%	10/6.8%
	Fall 2020	151/32.2%	78/51.7%	73/48.3%	0.0%	0.0%	2/1.3%	0/0%	0/0%	0/0%	101/66.9%	37/24.5%	0/0%	9/6.0%
	Fall 2021	145/31.5%	76/52.41%	69/47.6%	0.0%	0.0%	2/1.4%	0.0%	0.0%	2/1.4%	101/69.7%	34/23.4%	1/0.7%	5/3.4%
Classified	Fall 2019	169/35.1%	106/62.7%	63/37.3%	0.0%	0.0%	0/0%	0/0%	0/0%	2/1.9%	142/84.0%	23/13.6%	0/0%	2/1.2%
	Fall 2020	172/36.8%	107/62.2%	65/37.8%	0.0%	0.0%	0/0%	0/0%	0/0%	2/1.2%	148/86.0%	22/12.8%	0/0%	1/0.6%
	Fall 2021	183/39.7%	114/62.3%	68/37.2	.55%	0.0%	0.0%	0.0%	0.0%	2/1%	157/86%	22/12%	1/0.5%	1/0.5%

### Gender Analysis

The above data demonstrates that the employees within the District have been relatively balanced based on gender. Although a slight decrease is noted for male employees from the Fall of 2019 to 2021 from 47.5% to 45%. Among executive, administrative, and managerial positions, an even balance has persisted with females ranging from 44% to 50% and males ranging from 50% to roughly 56% over a three-year period.

Faculty full-time has also demonstrated similar consistent trends as the prior group with females ranging from 44% to 51% and males from 49% to roughly 54% over a three-year period. Similarly, part-time faculty shows females ranging from 42% to 52% and males from 47% to 57% over a three-year period.

Finally, classified employees show a more significant difference within gender with females comprising approximately 62% of the total population within a three-year period and males at approximately 37%. This is an area that is noted as a targeted area for recruitment purposes.

It should be noted that the non-binary group has been established as a separate gender based on the State's Data Mart information.

### **Race & Ethnicity**

Overlaying the data analysis are the changes that have been embedded within the data collection system(s). Since the last three-year EEO Plan, the groups of Filipino and Pacific Islander have been separated from Asian to constitute their own groups as directed by the California Community College State Chancellor's Office. In addition, the group of 2 or more races are synonymous with the multi-ethnic group per the State's Data Mart information.

The executive/administrative group is comprised of 18 employees. The data demonstrates that the majority group is within the race/ethnicity of Hispanic/Latino at 61% with 11 employees (5 female & 6 male). The next largest group is White/Caucasian at 28% with 5 employees (2 female and 3 male). Both the Black/African American and 2 or more races groups have one (1) employee each at 5.5% (1 male and 1 female, respectively).

The full-time faculty has a total population of 115 for Fall 2021. The majority group is White/Caucasian 46.1% with 53 employees (25 females and 28 males). The second largest group is Hispanic/Latino at 40% with 46 employees (24 females and 22 males). Next, the Asian group is at 7% with 8 employees (2 females and 6 males). The Black/African American group is at 4.3% with 5 employees (2 female and 3 male). The group with (2) or more races is 1.7% with 2 employees (0 females and 2 males). Finally, the Other/Unknown group consists of one (1) employee at .9% (0 female and 1 male).

The part-time faculty consists of 145 employees. The majority group is the Hispanic/Latino at 70% with 101 employees (55 female and 46 male). The second largest group is white/Caucasian at 23.4% with 34 employees. The Other/Unknown group is at 3.4% with 5 employees (4 female and 1 male). The Black/African American and Asian groups are both 1.4% with two (2) employees each (4 females in total and 0 males). Finally, the two (2) or more races group is at .7% with 1 employee (1 female and 0 males).

Classified employees consist of 183 staff. The majority group is Hispanic/Latino 86% with 157 employees (101 females and 55 males). The second largest group is White/Caucasian at 12% with 22 employees (11 female and 11 male). The Black/African American group is at 1% with 2 employees (2 females and 0 males). Finally, both the two (2) or more races and Other/Unknown groups are at .5% with 1 employee each (0 females and 2 males in total).



**Table 2. 3-Year Trend Student Demographics by Gender and Race/Ethnicity<sup>1</sup>**

Student Demographics	Term	Total	Female	Male	Non-Binary	American Indian/Alaska Native	<sup>1</sup> Asian	Pacific Islander	Filipino	Black/African American	Hispanic/Latino	White/Caucasian	2+ Races	Other/Unknown
Students Enrolled at Census (Datamart)	Fall 2019	8,996	5,079/56.5%	3,820/42.5%	Unknown	15/.2%	61/.7%	Unknown	Unknown	114/1.3%	8,157/90.7%	333/3.7%	Unknown	316/3.5%
	Fall 2020	7,580	4,423/58.4%	2,863/41.6%	Unknown	5/.1%	51/.7%	Unknown	Unknown	89/1.2%	6,906/91.1%	307/4.1%	Unknown	219/2.9%
	Fall 2021	7,969	4,607/57.8%	3,135/39.34%	17/.21%	7/.09%	30/.38%	4/.05%	14/.18%	88/1.1%	7,222/90.6%	360/4.5%	51/.64%	193/2.4%

**Student Demographic Analysis**

The student demographics show that the Hispanic/Latino group is the majority group comprising slightly over 90% of the total student population over the past three (3) years. The largest group based on gender has been consistently female which has ranged from approximately 56% to 58% within the same three (3) year period.

The second largest group based on race/ethnicity is the White/Caucasian group at 360 students, which is 4.5% of the total student population. The smaller groups consist of Other/Unknown at 2.4%, Black/African American at 1.1% and the remaining groups of Non-Binary, American Indian/Alaskan Native, Asian, Pacific Islander, Filipino, two (2) or more races are all less than 1%.

In relationship to employee data, the Hispanic/Latino group is the largest for both classified (86%) and part-time faculty (69.7%), but is the second largest group for full-time faculty, consisting of 40% of the population. The largest group for full-time faculty is White/Caucasian at 46.1% and the Hispanic/Latino group is at 40%. While there is a comparable balance between the two (2) groups, there is a significant gap between the student population at roughly 90% Hispanic/Latino and the 40% of full-time faculty, although the part-time faculty does consist of more than half of the entire job category. Nonetheless, it is noted that the White/Caucasian student population consists of 4.5% of the student body but represent the majority of the full-time faculty population at 46.1%. The latter is an area that will be targeted for strategic recruitment purposes both externally and within the part-time faculty ranks.

**Table 3. Significant Underrepresentation Analysis – Projected vs. Actual Representation Race/Ethnicity<sup>2</sup>**

Demographic Group	Student Demographics (Projected Representation)	<sup>2</sup> Community Demographics (Projected Representation)	Executive, Administrative, Managerial (Actual Representation)	Faculty, Full-Time (Actual Representation)	Faculty, Part-Time (Actual Representation)	Classified (Actual Representation)
White/Caucasian	4.5%	9%	28%	46.1%	23.4%	12%
Hispanic/Latino	90.6%	85%	61.1%	40%	69.7%	86%
Black/African American	1.1%	2%	5.5%	4.3%	1.4%	1%
Asian	.38%	1%	0.0%	7%	1.4%	1.4%
Pacific Islander	.05%	<1%	0.0%	0.0%	0.0%	0.0%
Filipino	.18%	Unknown	0.0%	0.0%	0.0%	0.0%
American Indian/Alaskan Native	.9%	.9%	0.0%	0.0%	0.0%	0.0%
2+ or More Races	.64%	.9%	5.5%	1.7%	.7%	.5%
Other/Unknown	2.4%	.2%	0.0%	.9%	3.4%	.5%

<sup>1</sup> Reported as Asian/Pacific Islander and Filipino for 2019 and 2020. Groups separated in 2021 data per Data Mart Reporting.

<sup>2</sup> August 12, 2021, US Census Bureau data

### **Significantly Underrepresentation Group Analysis**

In review of the various job categories, the District is charged with comparing the percentage of individuals from a monitored group in a job category with the District’s projected representation for the same group. The projected representation can be based on one (1) or more factors including the following:

- Student demographics at the College or District
- Community demographics in the District’s service area
- Labor market availability for the job category
- Previous demographics of job applicants

It should be noted that existence of a “significantly underrepresented group” is not proof that discrimination has occurred<sup>3</sup>.

**Table 4. Imperial County Population Demographics (DOF and US Census Bureau)**

<b>Imperial Valley Demographics</b>	<b>Fall 2020</b>	<b><sup>4</sup>Fall 2021</b>
<b>Total</b>	188,090	179,702
<b>Female</b>	91,600/48.7%	87,515/48.7%
<b>Male</b>	96,490/51.3%	92,187/51.3%
<b>American Indian/Alaskan Native</b>	1,687/.9%	1,584/.9%
<b>Asian/Filipino/Pacific Islander<sup>5</sup></b>	4601/2.4%	2,244/1%
<b>Filipino<sup>6</sup></b>	Unknown	0/0%
<b>Pacific Islander</b>	Unknown	82/<1%
<b>Black/African American</b>	4601/2.4%	3,846/2%
<b>Hispanic/Latino</b>	154,299/82%	153,027/85%
<b>White/Caucasian</b>	23,837/12.7%	16,813/9%
<b>2+ Races</b>	1162/.6%	1,587/.9%
<b>Other/Unknown</b>	0/0%	519/.2%

Based on the data from Tables 3. And 4., for the White/Caucasian group, for all the job categories the actual representation of employees to both the student and community demographic data more than exceeds the 80% threshold, particularly for the Full-Time Faculty group, which is the highest represented of the racial/ethnic group in that job category.

For the Hispanic/Latino group, the job category of executive/administrative/managerial is slightly underrepresented in comparison to the student and community demographics at 67% and 71%, respectively. For the job category of Faculty, Full-Time, the data shows significant underrepresentation at 47% for the community demographics and 44% for the student demographics. The Faculty, Part-Time is meeting the 80% rule in comparison to the community demographics at 83% but is slightly below at 77% when compared to the student demographic data. Finally, for classified employees, both the student and community demographic data is at or above the 80% rule. After a review of the data, the District may want to develop goals that address its progress with Faculty, Part-Time and employ similar strategies for Faculty, Full-Time.

For the Black/African American group, all job categories, with the exception of classified, the District is meeting the 80% rule. Within the classified group, this group is at 50% as based on community demographics.

<sup>3</sup> California Community College State Chancellor’s Office, EEO Longitudinal Data Guide, 2018.

<sup>4</sup> Based on 2020 US Census Data

<sup>5</sup>Filipino, Pacific Islander, and Asian data was disaggregated in 2021.

<sup>6</sup> Filipino may have been reported with Pacific Islander group.

For the Asian group, which included Filipino and Pacific Islander during the 2020 year, this group met the 80% rule and exceeded it for the job category of Faculty, Full-Time, Faculty Part-Time, and Classified as based on student and community demographics. However, it fell below the 80% rule for the job category of executive/administrative/managerial. Based on a review of the data, the District may want to address goals related to recruitment for this group within this job category.

For two (2) or more races, all job categories meet or exceed the 80% rule except for classified, which is slightly below at 78%. This is similar to the Other/Unknown group, which meets or exceeds the 80% rule with the exception of classified at approximately 21% when compared to student demographic data and the executive/administrative/managerial groups. However, based on not knowing the group’s identification makes it difficult to identify and target strategies to meet representation.

**Table 5. 3-Year Longitudinal Analysis of Applicant Pool**

Demographic Group	2018-2019 Applicants	Hired	2019-2020 Applicants	Hired	2020-21 Applicants	Hired	Selection Rate Percent Hired	Selection Impact
White/Caucasian	276	5	427	9	453	12	26/1156 or 2%	.02/.03 or 67%
Hispanic/Latino	643	36	1,374	37	1279	34	107/3296 or 3%	Highest selection group
Black/African American	61	1	91	3	100	0	4/252 or 1.5%	.015/.03 or 50%
Asian	6	2	0	0	142	0	2/148 or 1%	.01/.03 or 33%
Pacific Islander/Native Hawaiian	8	0	0	0	4	0	0/12 or 0%	N/A
Filipino	Unknown	Unknown	Unknown	Unknown	Unknown	1	Unknown	N/A
American Indian/Alaskan Native	5		9	0	12	0	0/26 or 0%	N/A
2+ or More Races	76	0	103	0	97	0	0/276 or 0%	0%
Other/Unknown	49	2	1	1	0	1	3/50 or	60%
<b>Total</b>	1124	46	2005	50	2087	48		

**Analysis**

The longitudinal analysis over the past three (3) years has shown an increase in the number of applicants applying to the District’s positions. The group with the highest number of applicants as well as selected candidates for hire is the Hispanic/Latino group. When addressing selection impact data, specifically, adverse impact, the group with the highest number of selections is the group that is used when comparing amongst the other groups. This assessment does not mean that discrimination has occurred, rather it provides insight into the employer’s hiring practice and assesses how the selection rate(s) is impacting a monitored group.

In accordance with the EEOC “a selection rate for any race, sex, or ethnic group which is less than four-fifths (or 80%) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” Certain factors that cannot be controlled within this type of analysis is the size of a population in proportion to the number of applicants who may apply for a position. For example, a larger population as opposed to a small one could render a higher selection rate for the larger group. While this is a valid reason for higher selection rates, it does not minimize the fact that employers are charged with recognizing and working toward creating a more diverse workforce, particularly based on the historical disadvantage of significantly underrepresented groups.

As stated, based on the above data, the Hispanic/Latino group is the group with the higher applicant and selection rate. When compared with the White/Caucasian group, there appears to be a slight level of adverse impact at 67%.

However, this percentage should be measured with gender and racial/ethnic group data within job categories to assess hiring practices in certain areas. For example, the faculty, full-time has a higher percentage of White/Caucasian employees but the classified group shows a lower number of selection. Therefore, adverse impact may be occurring within job categories and should not be just assessed in totality.

Similarly, but to a larger extent, when comparing the selection and hiring rate for the Black/African American group, it shows 50% selection and for the Asian population a 33% selection rate. An applicant pool that is less than 2% of the overall applicant pool may render statistical error(s), but groups are not discounted due to smaller sizes and should be monitored over time to determine selection rates and ensure hiring practices are not unintentionally excluding them due to the larger group sizes. For this reason, the District will address goals and strategies to address the groups that are falling below the 2% threshold to ensure monitoring and recruitment efforts are addressing these groups.

**Table 6. 4-Year Longitudinal Analysis of Applicant Pool by Employee Group**

APPLICANT DATA	2017-18	2018-19	2019-20	2020-21
<b>TOTAL APPLICANTS</b>	327/100%	1124/100%	2110/100%	2118/100%
<b>MALE</b>	97/29.66%	539/47.95%	980/46.45%	947/44.7%
<b>FEMALE</b>	229/70.03%	577/51.33%	1116/52.89%	1140/53.8%
<b>GENDER NOT PROVIDED</b>	1/31%	8/71%	14/66%	32/1.5%
<b>DISABILITY</b>	8/2.45	48/4.27%	82/3.89%	157/7.4%
<b>VETERAN</b>	11/3.36	56/4.98%	83/3.93%	90/4.2%
<b>WHITE/CAUCASIAN</b>	43/13.5%	276/24.56%	427/20.46%	463/21.9%
<b>BLACK/AFRICAN AMERICAN</b>	10/3.06%	61/5.43%	91/4.31%	101/4.8%
<b>HISPANIC</b>	237/72.48%	643/57.21%	1374/65.12%	1285/60.7%
<b>ASIAN</b>	2/.61%	6/.53%	105/4.98%	144/6.8%
<b>PACIFIC ISLANDER/NATIVE HAWAIIAN AMERICAN</b>	1/31%	8/71%	0/0%	Unknown
<b>INDIAN/ALASKAN NATIVE</b>	2/.61%	5/.44%	9/.43%	12/.6%
<b>2+ MORE RACES</b>	50/15.29%	76/6.76%	103/4.88%	109/5.1%
<b>OTHER/UNKNOWN</b>	1/31%	49/4.36%	1/.05%	0/0%

### Analysis

In review of the longitudinal data since the 2017-18 year up to the 2020-21 year, the applicant pool has grown significantly. Specifically, during the 2018-19 year, the pool grew three times the size as the prior year. While the Hispanic pool has represented more than 50% of all applicants, which is representative of the community and student population, the District has been able to show growth within other groups as well. For example, within the Asian/Pacific Islander/Native Hawaiian population, starting at the 2017-18 year, the applicant pool consisted of .61%, and although it took a slight but insignificant decrease during the 2018-19 year at .53%, it then grew to 4.98% and 6.8% during the next two (2) fiscal/academic years. While the applicants have increased in this area. Targeted recruitment in the job categories of executive/administrative/managerial and classified are areas that the District will address in future goals.

For two (2) or more races, during the 2017-18 year, the applicant pool was much smaller, as indicated, and this group demonstrated 15.29% of the total pool. With the growth in applicants, comparably, this group has maintained a relatively stable balance of approximately 5% - 6% of the total applicant pool. Similarly, the White/Caucasian group has demonstrated applicant data at approximately 20% or slightly higher. For the Black/African American group, the data shows approximately 3% - 5%. The District set forth a goal to continue to work toward diversifying its workforce, in all areas, and this has been demonstrated with slight increases within the Asian/Pacific



Islander/Native Hawaiian and <sup>7</sup>Filipino groups. While the Black/African American has remained relatively stable, further efforts to address growth will be identified by the District particularly for the job category of classified.

Finally, the White/Caucasian group has remained consistent as well, within the 20% range. This percentage is both higher than both the student and the community population. To identify the stability within this group, the District will examine its hiring processes and practices to ensure a balanced approach is applied when gauging the diversification of its workforce. Based on the data analysis, the positions with the higher percentage of White/Caucasian population(s) is demonstrated with the Academic, Tenured, Full-Time Faculty as opposed to other job categories.

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<sup>7</sup> The Filipino group is new and has been coupled with Asian/Pacific Islander and Native Hawaiian based on past reporting data.

# PLAN COMPONENT ELEVEN

**UNDERREPRESENTATION  
ANALYSIS**



# PLAN COMPONENT 11

## UNDERREPRESENTATION ANALYSIS

The District is required to collect longitudinal data, to identify any underrepresented group, and to conduct a Title 5 adverse impact analysis using numerical data. The District recognizes that Section 53004 (a) requires that the selection process of applicants will not create a disparate impact for monitored groups. The selection of applicants is measured upon hire. However, it is understood that current job assignments demonstrate some groups to be disproportionately represented due to hiring patterns from the past. The District’s intent going forward is to directly address any disparate impact using the 80% rule as a measure to identify significant underrepresentation and underrepresentation.

Significant underrepresentation is defined as any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question. The District determines the projected representation by identifying a representative group, which is the group that holds the majority of positions in a job category. The District then measures the total jobs held by other groups in comparison to the representative group to determine whether those groups hold at least 80% of the number of jobs held by the representative group.

In addition, the District defines “underrepresented groups” as any monitored group in a job category that falls below the projected representation, but to a lesser degree. Although the quantity for “underrepresented groups” still falls within the scope of “significantly underrepresented,” it is identified as a subcategory within this definition. The data assessed to determine represented groups can include the following:

- Workforce demographics for each job categories or classifications.
- Student demographics at the college or district.
- Previous demographics of applicants.

Any projections made from the data assessment will not serve as hiring goals/quotas, but instead the projection is merely the criteria to be used to assess whether the District has “underrepresented” or “significantly underrepresented” groups. The existence of an “underrepresented” or a “significantly underrepresented” group is not proof of discrimination or adverse impact. Rather, by determining that a group is “underrepresented” or “significantly underrepresented,” the District becomes obligated to review and amend its current policies and practices to determine if the underrepresentation of a group may be the result of non-job-related factors. This information can also assist the District in determining what additional measures must be created and implemented to address the significant underrepresentation of monitored groups.

### Gender Analysis

As noted with the workforce analysis the longitudinal data for the job category of classified, the female to male ratio demonstrates a significant discrepancy by roughly 55% - 59% with females being the majority. This is an area the District can address for targeted recruitment.

Classified	Fall 2019	169/35.1%	106/62.7%	63/37.3%	0.0%	0.0%	0/0%	0/0%	0/0%	2/1.9%	142/84.0%	23/13.6%	0/0%	2/1.2%
	Fall 2020	172/36.8%	107/62.2%	65/37.8%	0.0%	0.0%	0/0%	0/0%	0/0%	2/1.2%	148/86.0%	22/12.8%	0/0%	1/0.6%
	Fall 2021	183/39.7%	114/62.3%	68/37.2	.55%	0.0%	0.0%	0.0%	0.0%	2/1%	157/86%	22/12%	1/.5%	1/.5%

**Race and Ethnicity Analysis**

For race and ethnicity, the majority group is Hispanic/Latino for most job categories except for faculty, full-time, which is the majority group is White/Caucasian. For the latter group, the student representation is 4.5% but the faculty, full-time representation is 46.1%. In contrast, the faculty part-time demonstrates a higher percentage of the Hispanic/Latino population at 69.7%. Effective Strategies that have been employed to hire the Hispanic/Latino faculty, part-time can be reviewed as a possible goal to hire for the faculty full-time.

Faculty Full-Time	Fall 2019	151/31.3%	77/51%	74/49%	0.0%	0.0%	6/4%	0.0%	0.0%	5/3.3%	64/42.4%	72/47.7%	0.0%	4/2.6%
	Fall 2020	123/26.3%	55/44.7%	68/55.3%	0.0%	0.0%	7/5.7%	0.0%	0.0%	5/4.1%	49/39.8%	60/48.8%	0.0%	2/1.6%
	Fall 2021	115/24.9%	53/46.1%	62/53.9%	0.0%	0.0%	8/7%	0.0%	0.0%	5/4.3%	46/40%	53/46.1%	2/1.7%	1/9%

Community demographics demonstrate a Hispanic/Latino population of 85%, and commensurately student demographic data at 90%. Further, applicant data, over a 4-year period, also shows the Hispanic/Latino group as a majority. Thus, the larger representation of the group demonstrates a direct correlation with the population at the District.

For the Black/African American population, the job category has remained relatively stable and while it did not fall below the 80% rule, additional efforts can be reviewed to assess strategies that may promote within recruitment and hiring processes.

All other racial/ethnic groups met representation based on the 80% rule except for the Asian population that fell below the 80% rule for the executive/administrative/managerial group. However, due to the smaller number of employees within this group, it should be noted that the gain or loss of an employee within this category can significantly increase or depress the representation percentage. It should be identified that the District has made concerted efforts to target this population based on the increase of applicants who have applied for District positions. The increase of applicants shows an average increase of 500% over a 3-year period.

APPLICANT DATA	2017-18	2018-19	2019-20	2020-21
ASIAN	2/.61%	6/.53%	105/4.98%	144/6.8%

**Applicant Data Analysis**

Overall, the 4-year longitudinal data demonstrates the District’s recruitment and hiring practices have led to a proportional number of applicants for all groups, except for the Asian and Black/African American groups, based on community and student populations. For the Black/African American group, the selection rate is at 50% and for the Asian population it is at 33%. Thus, these two (2) groups should be monitored within the applicant, selection and hiring practices to ensure strategies are employed that encourage diversification and engendering cultural competency strategies. In addition, for groups that are smaller, being less than 2%, they as well would benefit from targeted recruitment in the effort to diversify the workforce to the greatest extent possible.

# PLAN COMPONENT TWELVE

**METHODS TO ADDRESS  
UNDERREPRESENTATION**



## PLAN COMPONENT 12

### METHODS TO ADDRESS UNDERREPRESENTATION

#### ADDRESSING UNDERREPRESENTATION

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

Nonetheless, the District has conducted an analysis on the underrepresentation within the District's workforce and/or applicant pool as demonstrated within Plan Component 10 and 11. The analysis will help the District determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 13, 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 is not limited to the following:

- Longitudinal analysis of data regarding job applicants gathered pursuant to Plan Component 10 and 11, to identify if over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool.
- Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group.
- Analysis pursuant to Section 53003(c)(7) to determine whether the group is significantly underrepresented.

Based on the analyses conducted, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

#### RECRUITMENT

1. Employment applicants are required to address their sensitivity to various facets of diversity found within a community college in their application materials, which in turn, selection committees use to assess each qualified applicant's understanding of diversity and cultural competence based on the provided information.
2. The District annually evaluates its advertising and recruitment methods to ensure its efforts are broad and inclusive, including reaching out to sources likely to reach underrepresented populations.
3. The District will support, and if needed, increase its advertising and recruiting budget as needed to ensure that recruitment is broad and inclusive.
4. The VPHR engages with department/division heads and administrators to develop and improve recruiting and hiring practices to address underrepresentation in their department/divisions. Examples of practices include, but are not limited to the following:
  - a) mandatory training regarding the value of workforce diversity and EEO for administrators and staff who serve on hiring committees;
  - b) provide equity and diversity training for all administrators and staff;

- c) through training, assist committee to develop interview questions that do not have a disparate impact on particular groups.
- d) assist committees by creating questions that address skills and knowledge actually required to perform the job.
- e) Educate faculty, staff, administrators, and the Board on the need for and value of a diverse workforce using workshops and learning opportunities.
- f) Conduct surveys of hiring committees to determine whether additional training is needed and whether the training received is having the desired effect.
- g) Recommendations for changes to the job announcement and screening criteria that may reasonably be expected to attract candidates from significantly underrepresented groups.
- h) Hold and attend job fairs that are likely to attract qualified persons of underrepresented groups.
- i) Promotion of curricular offerings that may attract underrepresented and significantly underrepresented groups.
- j) Electronic media and social network sites that have an audience composed of the general market and groups found to be significantly underrepresented in the District's workforce.

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## **PROCESS MONITORING**

The VPHR actively monitors the representation rate of the various groups throughout the application process. If underrepresentation for any group(s) is identified, the VPHR will:

1. The EEOAC, in conjunction with the VPHR, annually reviews the District's recruitment and hiring process and procedures, and recommends modifications to address underrepresentation.
2. Review the "required," "desired," or "preferred," qualification beings used to screen applicants for positions in the job category to determine whether it is job-related and consistent with business necessity through a process meeting the requirement so State and Federal law(s).
3. Discontinue the use of any qualification that is found to not satisfy the requirements of the job.

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## **DISTRICTWIDE EFFORTS**

Efforts will be made to work directly with the Faculty Senate, Instructional Committee(s), and Policies and Procedures Committee to develop improved policies and practices for recruiting and selecting new and replacement faculty positions that may result in a larger, more diverse pool of candidates. These efforts may include but not be limited to the following:

1. Allow different classifications that may be more diverse to serve on committees that are less diverse.
2. Identify Committees that lack diversity in terms of race/ethnic and gender balance and require the addition of members to the Committee before proceeding.
3. Develop processes and procedures within department(s)/division(s) that lack diversity to identify strategies it will employ to enhance and recruit for diverse applicants.
4. Determine various methods for position postings and assess how they are perceived by potential job seekers to determine if there are any unintended barriers to candidates securing interviews.
5. Work with faculty and other experts to develop in-house and outside relationships with external institutions to inform potential applicants such as graduate students, of the benefits of a teaching career in the California Community College system.

6. Provide training on basic diversity awareness that emphasizes importance of diversity and cultural competence in hiring.
7. Campus venues and platforms on diversity to be presented to faculty, staff, administration, and the Governing Board.
8. Provide educational materials that enhance diversity awareness and sensitivity such as articles, books, pamphlets, booklets, already developed or created by the District to better inform all employees and external applicants of the importance of diversity and its commitment to this effort.



# PLAN COMPONENT THIRTEEN

**IMPLEMENTATION OF  
EEO STRATEGIES**



## PLAN COMPONENT 13

### IMPLEMENTATION OF EEO STRATEGIES

As described in Plan Component 12, the District has set forth various strategies for furthering its efforts to diversify the workforce. These efforts are also demonstrated within its **Nine (9) Multiple Methods**, as presented within the matrix below:

MM#	Multiple Methods	CCR Title 5, Regulations	Regulation
I	Submission of EEO Plan	Section 53003(a)	<p>The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the Chancellor's Office. The Chancellor's Office retains the authority to review district plans on a case-by-case basis.</p> <p><b>Completed:</b> Adopted June 2022</p>
	Establishment of an EEO Advisory Committee	Section 53005	<p>Each community college district shall establish an Equal Employment Opportunity Advisory Committee to assist the district in developing and implementing the plan required under section 52003. This advisory committee shall include a diverse membership whenever possible.</p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>• The District has an established Equal Employment Opportunity (EEO) and Diversity Advisory Committee to assist the District in implementing its EEO Plan and to advise the District on personnel matters relating to equal employment opportunities. The EEO and Diversity Advisory Committee reviewed the 2021-2022 staff demographic data and other relevant data for advising the District and assisting in its commitment and goals in achieving equal employment opportunities.</li> <li>• The District EEO Officer trained the committee members on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.) and the plan. The Composition of the EEO and Diversity Advisory Committee comprised of Faculty, Classified, Administrators, Managers, Confidential, and student representatives. Within the represented constituency, the committee itself reflects the diversity of the Faculty, staff, and student population.</li> <li>• The EEO &amp; Diversity Advisory Committee revised and approved the updates on the committee's Standing Rules Structure in September 2020.</li> <li>• The EEO &amp; Diversity Advisory Committee met during the 2021-2022 academic year to do a complete rewrite of the District's 2022-2025 EEO Plan. Employee and student demographics were updated in Appendix B and analyzed by the EEO &amp; Diversity</li> </ul>

			Advisory Committee for year 2021 The EEO Plan was approved by the Board of Trustees on (pending May 18, 2022 Board Meeting)
	Submission of Expenditure/Performance Reports	Section 53034	<p><b>Districts shall submit a report on the use of Equal Employment Opportunity funds to the Chancellor's Office no later than September 30th of the fiscal year following the use of the funds.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>The District has submitted the Expenditure/Performance reports for 2020-2021 on the use of EEO funds to the Chancellor's Office on September 2021.</li> </ul> <p>EVIDENCE: IVC 2021-2024 EEO Plan; IVC Mission, Vision, &amp; Core Values; May 19, 2021, Board Agenda; EEO &amp; Diversity Advisory Committee Standing Rules Structure; 2020-2021 District Expenditure Report.</p>
<b>II</b>	Board policies & adopted resolutions	Section 53024.1(g)	<p><b>The district's board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>The Board is instituting practices to be EEO trained once every election cycle.</li> </ul>
		Section 53024.1(k)	<p><b>The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.</b></p> <p><b>Completed:</b></p> <p>The Imperial Community College District's Board of Trustees regularly updates its adopted policies and procedures which affirm the District's commitment to nondiscrimination and equal employment opportunity. Board Policy 3420 titled " Equal Employment Opportunity" states in part "The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program."</p>
		Section 53024.1(n)	<p>The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.</p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>The District provides courses and curricula that address the importance of diversity, equity, inclusion and accessibility.</li> </ul>

		<p>Section 53024.1(o)</p>	<p>The district addresses issues of inclusion/exclusion in a transparent and collaborative fashion.</p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>On April 21, 2021, the District adopted Resolution No.19613 in support of the California Community College Board of Governor's Adoption of the month of April as Diversity, Equity and Inclusion Awareness Month.</li> </ul> <p>EVIDENCE: BP 3430 – Prohibition of Harassment and Discrimination BP 3433 – Prohibition of Sexual Harassment Under Title IX BP 3430 – Prohibition of Harassment and Discrimination BP 3433 – Prohibition of Sexual Harassment Under Title IX BP 7105 – Workplace Civility and Conduct; AP 7700 - Whistleblower Protection AP 7110 – Delegation of Authority</p>
<p><b>III</b></p>	<p>Incentives for hard-to-hire areas/disciplines</p>	<p>Section 53024.1(q)</p>	<p>The district conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.</p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>Some methods ICCD uses to incentivize candidates to come for interviews are: (1) Paying for travel and accommodations for candidates traveling from outside of the area for the entire interview process; (2) flexibility with scheduling initial interviews; (3) providing compensation incentives to administrators holding a doctorate degree (see BP 7130 Compensation); and (4) listing the position as “Open Until Filled” to encourage continuous applications, allowing for regular review of applications.</li> <li>The District recently increased the travel expense reimbursement to \$1,000 (AP 7120 will be updated to reflect these changes).</li> <li>Additionally, the EEO and Diversity Advisory Committee, in conjunction with the Human Resources Department, reviewed and analyzed applicant's data for the 2020-2021 and 2021-2022 recruitment periods to brainstorm and come out with ideas to attract applicants to those hard-to-fill position ideas.</li> <li>Some of the ideas implemented were to advertise hard-to-fill positions on the local newspaper to reach passive job seekers. Furthermore, the Human Resources Department hired a third party consultant to perform recruitment and background checking for a hard-to-fill administrative position (Superintendent/President).</li> </ul> <p>EVIDENCE: Job Elephant Invoice; AP 7130 Compensation; AP 7120</p>

			Recruitment and Selection (refer to travel expense reimbursement) Consultant Service Agreement; Imperial Valley Press Ad
<b>IV</b>	Focused outreach and publications	Section 53024.1(a)	<b>The district conducts surveys of campus climate on a regular basis and implements concrete measures that utilize the information drawn from the surveys.</b>
		Section 53024.1(d)	<p><b>The district provides cultural awareness training to members of the campus community.</b></p> <ul style="list-style-type: none"> <li>Human Resources collaborates with departments, utilizing their expertise within their field/discipline to tailor campaigns to the specific vacant position. The HR Department and/or the hiring department advertise positions on social media outlets, such as Facebook, LinkedIn, Indeed, and Twitter. This enables the District to reach "passive" job seekers or those who may not review traditional sources for job advertisements. In some cases, Human Resources engages in direct, targeted outreach, by researching relevant graduate programs in California and directly contacting deans, department chairs, and faculty within the program to promote faculty positions. Additionally, hiring departments have independently promoted positions through direct outreach to colleagues at other institutions.</li> <li>Further, the EEO Advisory Committee recommends that employees of the District participate in conferences, seminars, courses and training sessions that teach techniques to effectively reach diverse populations.</li> </ul>
		Section 53024.1(f)	<p><b>The district has audited and/or maintains updated job descriptions and/or job announcements.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>Imperial Valley College includes an EEO/Diversity Statement with every job posting which describes the District's commitment to diversity, equity and inclusion. Each applicant is required to describe their own commitment to diversity, equity, and inclusion through supplemental questions in the application process. Applicant responses are evaluated and rated according to an established rubric and factored into their application rating.</li> </ul> <p><b>EVIDENCE:</b> Full-time faculty and classified Publication postings</p>
		Section 53024.1(j)	<p><b>The district's publications and website convey its diversity and commitment to equal employment opportunity.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>The Human Resources (HR) Department has a standard practice of posting permanent positions (administrator, faculty, and classified) in multiple publications and websites, including focused advertising with media and publications that serve underrepresented and marginalized populations such as Asian, African American/Black, Hispanic, Latino, Native American, Pacific Islander, women, military veterans, disabled, and the LGBTQIA+ populations.</li> </ul>

		Section 53024.1(k)	<p>The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.</p> <p>Completed:</p> <ul style="list-style-type: none"> <li>The diversity of applicants who disclose their race, ethnicity, and/or gender is monitored and evaluated to ensure recruitment efforts are reaching a diverse pool of applicants. If a pool appears to lack diversity, Human Resources, the department, and administration determine whether to extend with additional advertising, or repost the position entirely in search of a diverse applicant pool.</li> </ul>
V	Procedures for addressing diversity throughout hiring steps and levels	Section 53024.1(b)	<p>The district conducts exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information.</p>
		Section 53024.1(h)	<p>The district timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division and takes appropriate corrective action in all instances where a violation is found.</p> <p>Completed:</p> <ul style="list-style-type: none"> <li>The District thoroughly investigates all complaints filed under this chapter per its policies and procedures that can be found under Board policies and procedures 3410, 3430, 3433, 3434, and 3435.</li> </ul>
		Section 53024.1(l)	<p>The district's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexualorientation, and ethnic backgrounds of community college students in a manner specific to the position.</p> <p>Completed:</p> <ul style="list-style-type: none"> <li>The recruitment process begins with an assessment of the composition of every screening and selection committee to ensure that the committee is diverse as well as verification of the EEO Training for each committee member. Human Resources works collaboratively with the appropriate hiring authority to identify methods to address any lack of diversity in the composition of a screening and selection committee. Human Resources staff facilitates access to the required EEO Training for Screening and Selection Committee Members for each recruitment. The Human Resources Analyst or liaison assigned to facilitate a recruitment serves as a non-voting member of every screening and selection committee and serves as a resource for committees on all EEO related matters.</li> <li>The next step in the process begins with a wide-ranging advertising campaign (refer to Method #4) to cast as wide a net as possible to attract a highly qualified, diverse applicant pool.</li> </ul>

			<p>Prior to aposting closing date, the Human Resources Analyst assigned to facilitate the screening process with the collaboration of the CHRO, evaluates the applicant pool to determine if the posting deadline should be extended in support of increasing the size and/or diversity of a total applicant pool.</p> <ul style="list-style-type: none"> <li>• For all non-faculty positions, the assigned Human Resources Analyst completes the minimum qualifications screening of the approved total applicant pool. For faculty positions, the screening and selection committee completes the minimum qualifications screening of the approved total applicant pool. This best practice ensures consistency and reliability in the assessment of minimum qualifications as well as provides the Human Resources staff with a full understanding of the qualified applicant pool. The Human Resources staff facilitates a prescreening/orientation meeting with each screening and selection committee. During this meeting, the screening and selection committee develops screening criteria for the qualified applicant pool, first level interview questions and first level interview performance based solely on job qualifications and the information listed in the job notice in accordance with procedures.</li> </ul> <p>EVIDENCE: AP 7120 Recruitment and Selection EEO &amp; Diversity Training Presentation</p>
		Section 53024.1(p)	<b>The district attempts to gather information from applicants whose decline job offers to find out why, records this information, and utilizes it.</b>
<b>VI</b>	Consistent and ongoing training for hiring committees	Section 53024.1(c)	<p><b>The district provides training on elimination of bias in hiring and employment.</b></p> <ul style="list-style-type: none"> <li>• The District's EEO Plan Component 8 states that any organization or individual who is involved in the recruitment, screening and selection of applicants shall receive appropriate training on the requirements of the Title 5 regulations regarding equal employment opportunity (section 53000 et seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the educational benefits of a diverse workforce; and identification and elimination of bias in hiring.</li> <li>• The training includes an expanded review of the educational benefits of workforce diversity; federal and state EEO laws and regulations and best practices in screening and selection. Lastly, the District has scheduled classroom based AB1825 training for managers and supervisors at least every two years, and will begin offering web-based AB1825 training modules to comply with training requirement.</li> </ul>

			<ul style="list-style-type: none"> <li>The Human Resources CHRO and staff attended the 2021 Virtual Fall Training Institute on October 20-22, 2021 where they attended various workshops such as: <ol style="list-style-type: none"> <li>Fight Hiring Bias: A Data-Driven approach to Diversity Hiring or Diversity Hiring that's More than a Checkbox.</li> <li>A Degree of Difference: Accommodating Associational disabilities"</li> <li>Title 5 Update</li> </ol> </li> <li>On March 2022, Yolanda Catano, Interim Associate Dean of Institutional Effectiveness, Equity, and Student Success, received the 2022 Mena/Valdez Award for contributed to the advocacy and advancement of Latin/a/o communities at ICCD and throughout the country.</li> </ul> <p>EVIDENCE: EEO &amp; Diversity Training Presentation; Confidential Statement Form for Screening Committees; Roles and Responsibilities of Screening Committee Members and Chairs</p>
		Section 53024.1(i)	<p><b>The district timely complies with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB 1825]), and includes all forms of harassment and discrimination in the training.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>The District complies with all requirements of the Government Code Section through cyclical and on-schedule sexual harassment trainings.</li> </ul>
<b>VII</b>	Professional development focused on diversity	Section 53024.1(e)	<p><b>The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>The District has held several DEI trainings and forums with employees and students. Faculty have received specific training regarding diversity and cultural competence in the classroom.</li> <li>Employee participation/attendance in events, trainings or workshops are recorded and logged in a database. Examples of some of the workshops, seminars and conferences employees participated in during 2021-2022 that are specifically focused on diversity are listed below: <ul style="list-style-type: none"> <li>2021 State Virtual Conference CATESOL (September 29 - October 2, 2022)</li> <li>2022 Lilly Conference (January 6-8, 2022)</li> <li>Prison Educator's Summit "Diversity, inclusion and social justice" (June 6-12, 2022) 2022 Spring Plenary Session (April 7-9, 2022)</li> </ul> </li> </ul> <p>EVIDENCE: IEPI Faculty &amp; Staff Diversification Continued; Staff</p>



			Development Training; Professional Development Plan Cornerstone (VRC); Teaching & Learning Center (TLC)
		Section 53024.1(i)	<p><b>The district timely complies with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB 1825]), and includes all forms of harassment and discrimination in the training.</b></p> <ul style="list-style-type: none"> <li>The District provides regular training to all management, faculty, and classified personnel throughout the District on the Prevention of Sexual Harassment in the workplace. They are required to participate in this training at least every 2 years.</li> </ul>
		Section 53024.1(m)	<p><b>District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>The CHRO is currently serving on the ACHRO Board and Region 10 DEI Task Force which is reshaping our recruitment and interviewing process to include DEI and to remove barriers such as unconscious bias.</li> </ul>
<b>VIII</b>	Diversity incorporated into criteria for employee evaluation and tenure review	Section 53024.1(b)	<p><b>The district conducts exit interviews with employees who voluntarily leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>Before being hired all employees, have to demonstrate their understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.</li> </ul>
		Section 53024.1(q)	<p><b>The district conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.</b></p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>The CTA have in their bargaining agreement the following examples of their expected professional duties that incorporate diversity: <ul style="list-style-type: none"> <li>10.4 Evaluation Criteria: The unit member is responsible to be: concerned about, and act to enhance, students' academic success; respectful of the opinions and concerns of the students; willing and available to assist students; and responsive to the educational and individual needs of students by exhibiting awareness of, and sensitivity to, the diversity of cultural backgrounds, lifestyles, learning styles, and goals of students, as well as gender and age differences.</li> </ul> </li> </ul>

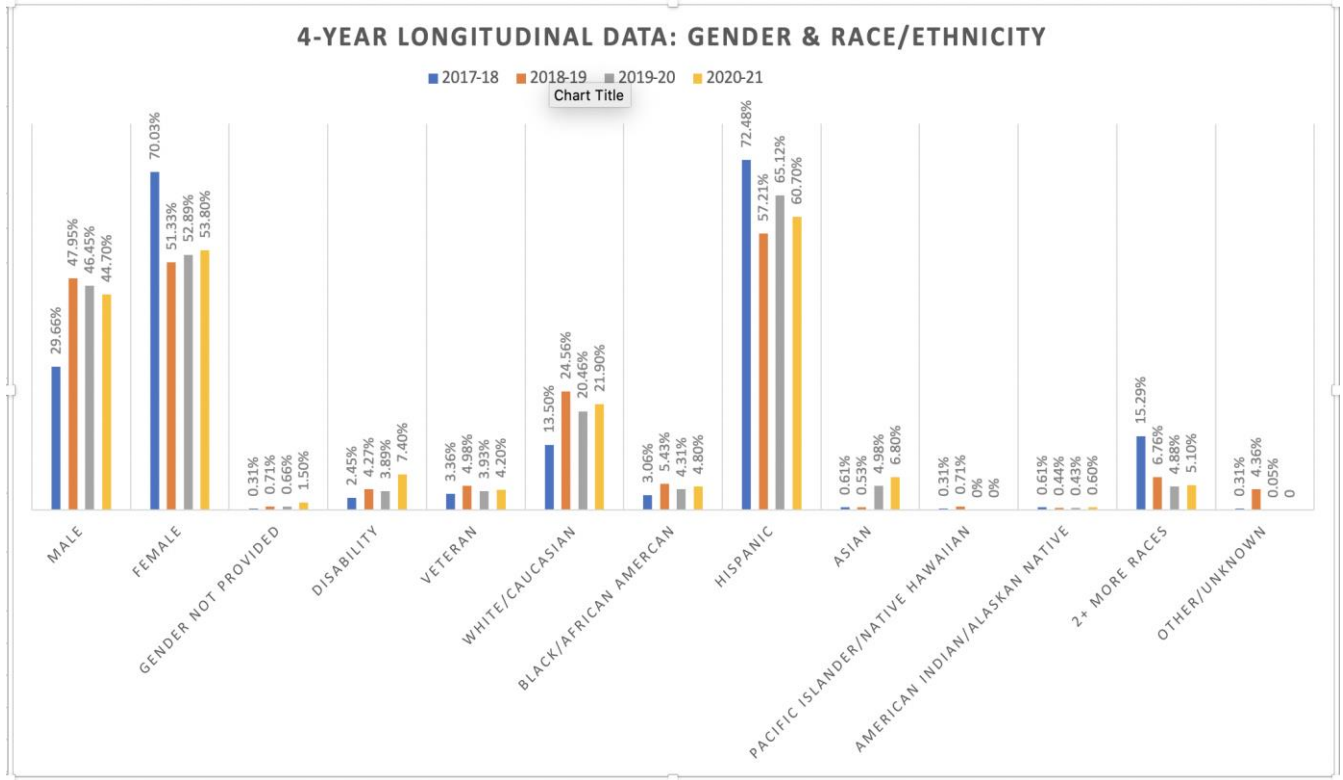
			<ul style="list-style-type: none"> <li>- Within the Faculty Standards listed in the Collective Bargaining Agreement with the California Teacher Association for Academic Years 2018-2021, there is a standard listed that can be used for the employee evaluation and tenure review that states that one area to be considered in the evaluation of faculty is in “Demonstrating rapport building efforts (e.g., Non-verbal behaviors, greeting students, providing privacy, awareness of and sensitivity to issues pertaining to cultural diversity)”.</li> </ul> <p>EVIDENCE: Evaluation Criteria Article 10.4 of Faculty CBA Evaluation Criteria; Article 11.2.1.4 Tenure Review</p>
IX	Grow-Your-Own programs	Section 53024.1(e)	<p>The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.</p> <p>Completed:</p> <ul style="list-style-type: none"> <li>- The District encourages employees to continue their education and professional development by offering a variety of programs. Some are listed below:</li> <li>- Professional Growth Program: Classified employees are eligible for tuition reimbursement for cost of courses taken at an accredited institution.</li> <li>- Professional Development Programs: Encourages continued and active participation on the part of all classified employees in professional growth activities designed to improve service to the District. Credit for participation in these activities shall be reflected in an earned professional growth increment as approved by the Board.</li> <li>- Promotions: Since July 1, 2021, ten (10) employees have been promoted to higher-level positions within the district. Employees who have been promoted have to undergo and complete an open recruitment process alongside external employees.</li> <li>- Faculty in leadership roles: Full-time faculty take on leadership roles as part of their responsibilities. In these assignments, such as co-chairing the College Council, Budget Committee, Professional Development, Technology, Equivalency Committee, Academic Senate, Pathway to Student Success, Curriculum, Integration Consultation Council, Distance Education,</li> <li>• EEO Advisory, Sabbaticals and , provide opportunities for faculty and administrators to work together and learn from each other as</li> </ul>

			<p>well as expand their skillsets.</p> <ul style="list-style-type: none"><li>• The Faculty Teaching &amp; Learning Center (TLC) revamped their website making it easier to search for professional development trainings and seminars, as well as to request funding.</li></ul> <p>EVIDENCE: IVC Leadership Academy; Teaching &amp; Learning Center (TLC) Staff Development; Training Professional Development Plan</p>
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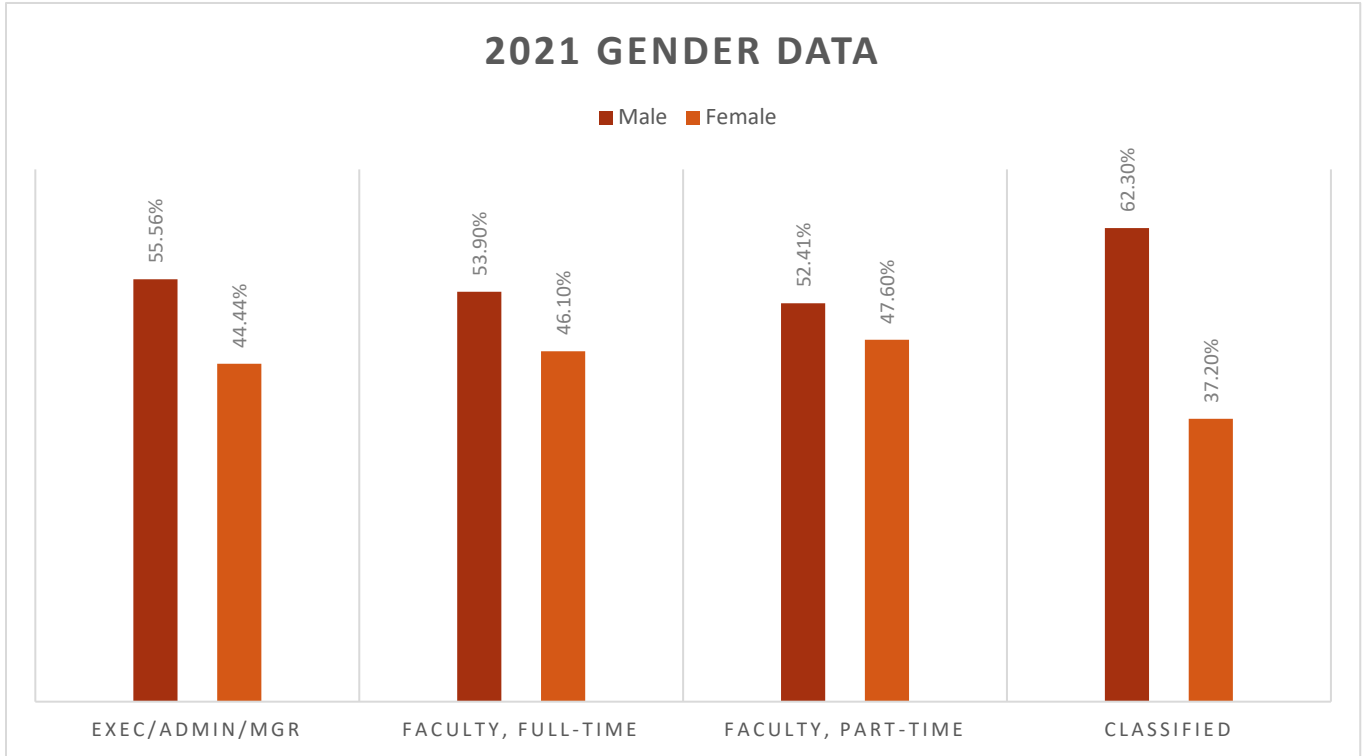
# APPENDICES



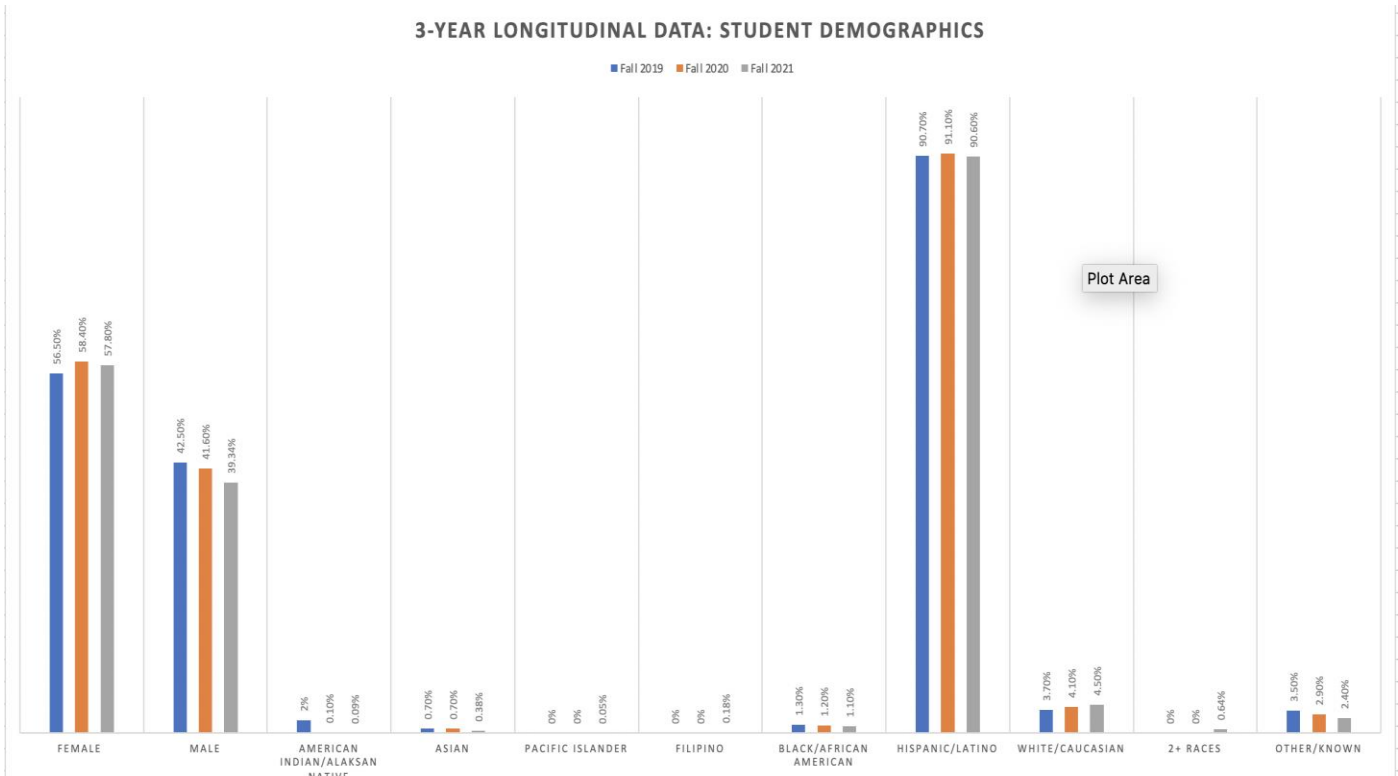
## 4-YEAR LONGITUDINAL CHART: APPLICANT POOL



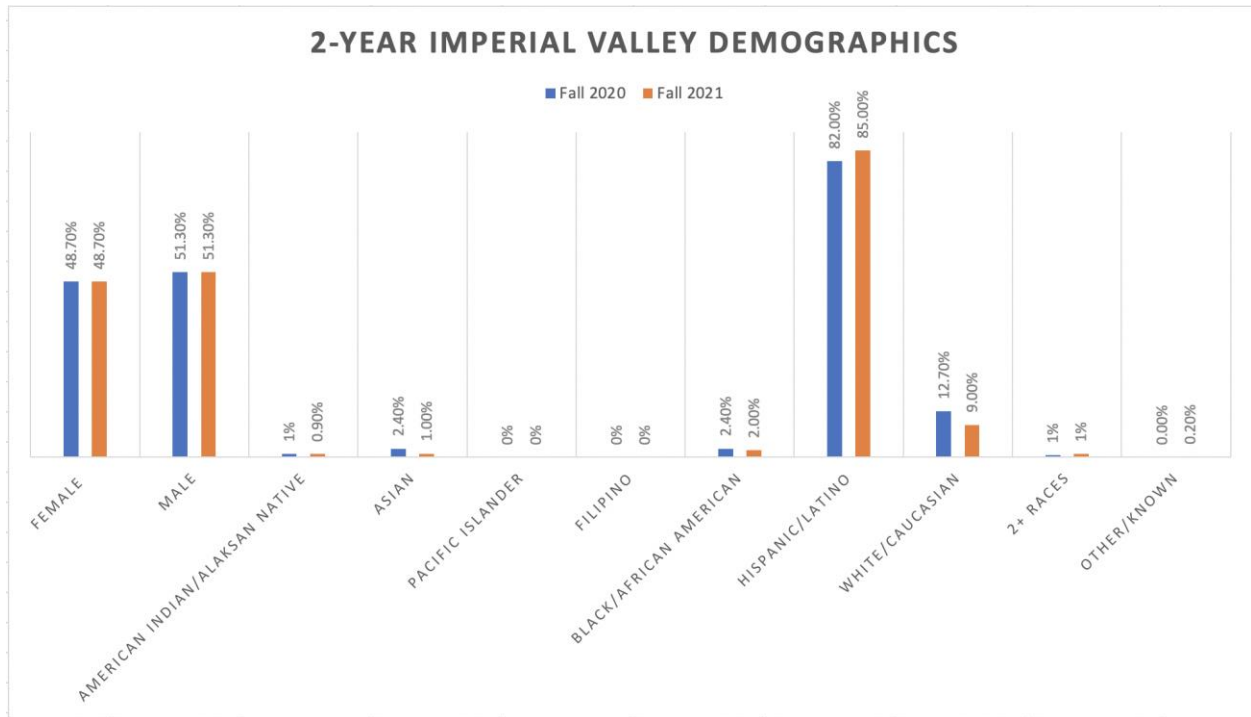
APPENDIX II. 2021 GENDER DATA



## APPENDIX III. 3-YEAR LONGITUDINAL DATA: STUDENT DEMOGRAPHICS



## APPENDIX IV. 2-YEAR COMMUNITY DEMOGRAPHICS








# Final- 2022-2025 Equal Employment Opportunity Plan (EEO) Plan

Final Audit Report

2022-11-17

Created:	2022-11-16
By:	Martha Gutierrez (martha.gutierrez@imperial.edu)
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