



STATE CENTER
COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN

Adopted by the Board of Trustees: June 23, 2013

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Plan Component 1: Introduction

Diversity is at the heart of the State Center Community College District's core values. The District is committed to cultivating a welcoming environment for all and we will promote and celebrate diversity in our student body, faculty, staff and administration. To properly serve a growing diverse population, the District will endeavor to hire and retain a diverse workforce of faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves.

The current version of the State Center Community College District Equal Employment Opportunity Plan ("Plan") was adopted by the Governing Board on June 14, 2016. The Plan's immediate focus is to be legally compliant and to achieve equal employment opportunity in its recruitment, screening and selection policies and practices pursuant to the applicable Title 5 regulations of the California Code of Regulations (Sections 53000 et. Seq.). The District's mission recognizes the diverse community it serves and promotes success and access for all to meet the workforce's needs of the San Joaquin Valley. We recognize that a diverse workforce achieved through equal employment opportunity results in many benefits for our students, employees, and community at large.

The Plan must be reviewed and, if necessary, revised every three years. The District shall notify the Chancellor at least 30 days prior to adopting any other amendments to its Plan. This plan reflects a work in progress and is meant to be a living document subject to clarification and revision as the District's diversity goals are met.

Chancellor

Dr. D. Paul Parnell.

Plan Component 2: Policy Statements

Reference CCR Title 5, §51010, §53002

Board Policy #3420: Equal Employment Opportunity

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 Chancellor 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.

Board Policy #7100: Commitment to Diversity

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

Plan Component 3: Delegation of Responsibility, Authority and Compliance

Reference CCR Title 5 §53003, §53020

The State Center Community College District is committed to the concept and the principles of equal employment opportunity. To this end the District will implement a comprehensive program to operationalize this concept and these principles into practice, one that applies to every aspect of education and personnel policies, and to practices in employment, development, advancement and treatment of employees, students and the general public.

It is the District's policy to ensure that all qualified applicants for employment and all employees have full and equal access to employment opportunity. To achieve this end, the District will ensure that applicants for employment and all employees are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, gender, gender identity, gender expression, physical disability, mental disability, ancestry, genetics, sexual orientation, military/veteran status, or because of opposition to unlawful discrimination or harassment, 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.

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups. Such a workforce will ensure the District provides an inclusive educational and employment environment which fosters cooperation, acceptance, democracy and free expression of ideas.

An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

It is the goal of the State Center Community College District that all employees promote and support equal employment opportunity because 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. Governing Board

The Governing Board is ultimately responsible for proper implementation of the District's Plan at all levels of district and college operations, and for ensuring equal employment opportunity as described in the Plan. In carrying out this responsibility, the Governing Board, upon the recommendation of the Chancellor, shall ensure that an Equal Employment Opportunity Officer ("EEO Officer") is designated to oversee the day-to-day implementation of the requirements set forth in this subchapter.

2. Chancellor

The Governing Board 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 Governing Board 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

Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer

The District has designated the Vice Chancellor, Human Resources as its EEO Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before the Plan is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer, or her/his designee, is responsible for administering, implementing, and monitoring the District's Equal Employment Opportunity Plan. The EEO Officer, or her/his designee, is also responsible for receiving complaints filed pursuant to Section 53026 of the California Code of Regulations as described in Plan Component 5; and for ensuring that applicant pools and selection procedures are properly monitored as required by the Plan.

4. Equal Employment Opportunity Advisory Committee

The District will maintain an Equal Employment Opportunity Advisory Committee ("Committee") to assist the District in developing and implementing the Plan. The Committee will act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Committee may monitor equal employment opportunity progress and provide suggestions for Plan revisions as appropriate. Per AR 3420, Equal Employment Opportunity, the Vice Chancellor, Human Resources is designated as the EEO Officer charged with overseeing the day-to-day implementation of the Plan and program.

5. Agents of the District

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

6. Good Faith Effort

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

Plan Component 4: Advisory Committee

Reference CCR Title 5 §53005

The District shall establish an Equal Employment Opportunity Advisory Committee to assist in developing and implementing the District's Plan. The Committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit Committee members who are members of monitored groups.

The Committee will be comprised of full-time faculty, adjunct faculty, classified, and administrators:

District Office:

Vice Chancellor of Human Resources (EEO Officer)
Director of Classified Personnel
Director of Human Resources
Manager, EEO/Diversity & Staff Development

District-Wide:

Adjunct Faculty Representative
State Center Federation of Teachers President/designee
Student Representative

Clovis Community College

Administration
Faculty Senate
Classified

Fresno City College:

Administration
Faculty Senate
Classified

Reedley College (including Madera Community College Center and Oakhurst Community College Center)

Administration
Faculty Senate
Classified

Committee membership will rotate to ensure fluid diversity of membership, and to allow for fresh input. For a list of current EEO Advisory Committee members as of February 26, 2016, see Appendix B. An EEO Committee Chair will be elected by the Committee membership and serve approximately two fiscal years, unless Committee membership deems the need for shorter or longer terms and holds a new election.

The Committee may also assist in promoting understanding and support of equal employment opportunity and nondiscrimination policies and procedures. The Committee may sponsor events,

trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention or diversity. The EEO Officer, or designee, shall train the advisory committee on equal employment compliance and on the plan itself. Each member of the Committee shall receive training in all of the following:

- a) the requirements of this plan and of state and federal nondiscrimination laws;
- b) the 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

The Committee may also make recommendations and provide support to the EEO Officer on the types of training as well as in implementation of events, trainings and other activities to be held.

The Committee shall hold a minimum of two meetings per fiscal year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee may make recommendations to the District, through the Chancellor and the EEO Officer. Given that the Committee serves in an advisory capacity, the authority to make final decisions resides with the Board of Trustees, the Chancellor, and the Vice Chancellor of Human Resources.

Plan Component 5: Complaints

Reference CCR Title 5 §53026

A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations (“EEO regulations”) have been violated. The EEO regulations can be found in Title 5 California Code of Regulations, sections 53000, et seq. The EEO regulations have been incorporated into the Plan. Any complaint alleging a violation of the Plan or the EEO regulations may be processed pursuant to these procedures.

1) Written Complaints

- a) Any person who believes that the provisions of the Plan or EEO regulations have been violated may file a written complaint describing in detail the alleged violation(s). All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation(s). A complaint form is available, but is not required in order for the District to accept the complaint. A copy of the EEO Plan Violation Complaint form is attached as Appendix C. All complaints must be submitted in writing.
- b) Complaints Involving Current Hiring Processes
 - i) 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.
- c) All Other Complaints Involving Violations of the Plan/EEO Regulations
 - i) Complaints alleging violations that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

2) Where to File Complaints

- a) Complaints shall be filed with the Vice Chancellor, Human Resources who is designated as the EEO Officer. If the complaint involves the EEO Officer, the complaint may be filed with the Chancellor. 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 EEO Officer will ensure that complaints are promptly and impartially investigated and will forward copies of all written complaints to the State Center Community College District Chancellor’s Office upon receipt.

3) *Returned Complaints*

- a) 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.

4) *Appeals and Minimum Conditions Violations*

- a) A complainant may not appeal the District's determination to the State Chancellor's Office, but under some circumstances, violations of the EEO 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 he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process described in this section pursuant to Section 53026 of Title 5. (See, California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf.)

5) *Complaints Involving Unlawful Discrimination*

- a) In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed pursuant to the "District's Discrimination and Harassment Complaint Procedures" as required by Title 5 California Code of Regulations sections 59300, et seq.

B. Complaints Alleging Unlawful Discrimination or Harassment (Title 5 CCR Sections 59300, et seq. Complaints)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor, Human Resources is responsible for receiving such complaints and for coordinating an investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination and harassment complaint procedures can be accessed at the following link <http://www.sccd.edu/index.aspx?page=374> and are attached as Appendix D.

Plan Component 6: Notification to District Employees

Reference CCR Title 5 §53003

The commitment of the Governing Board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement (see Plan Component 2) and the Equal Employment Opportunity Plan. The Policy Statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Governing Board, the Chancellor, each College President, administrators, the academic senate leadership, union representatives, members of the Personnel Commission and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. The District Office will strive to annually provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The plan will be available at all times on the district website. The Human Resources Department will provide all new employees with a copy of the Policy Statement and the written notice summarizing the provisions of the District's Equal Employment Opportunity Plan when they commence their employment with the District. The written notice summarizing the provisions of the District's Equal Employment Opportunity Plan will contain the following provisions:

- 1) A summary of the District's Equal Employment Opportunity Plan.
- 2) The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
- 3) A listing where complete copies of the Plan are available.

Plan Component 7: Annual Written Notice to Community Organizations

Reference CCR Title 5 §53003

The Vice Chancellor of Human Resources Office, or designee, will provide annual written notice to appropriate, diverse, community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan by contacting the Vice Chancellor, Human Resources office, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan.

Plan Component 8: Training of Screening/Selection Committees

Reference CCR Title 5 §53003

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on:

1. the requirements of the Title 5 regulations on equal employment opportunity (Title 5 sections 53000, et. seq. of the California Code of Regulations);
2. the requirements of federal and state nondiscrimination laws;
3. the requirements of the District's Equal Employment Opportunity Plan;
4. principles of diversity and cultural proficiency;
5. the value of a diverse workforce; and
6. recognizing bias.

Persons serving in the above capacities will be required to receive training within the previous 18 months prior to service on the screening/selection committees. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees.

The Vice Chancellor, Human Resources or designee, or the Director of Classified Personnel (depending upon employee classification) or designee is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the EEO regulations of Title 5 and the District's Equal Employment Opportunity Plan.

Plan Component 9: Analysis of District Workforce and Applicant Pool

Reference CCR Title 5 §53004

1. Data Collection Requirements

The District Human Resources Office will collect employee and newly hired employee demographic data 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. Employee, newly hired, and applicant demographic data will be reported annually to the Board of Trustees before annual data is submitted to the State Chancellor's Office. Monitored groups are men, women, American Indians/Alaskan Natives, Asians/Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Multi-racial, and persons with disabilities.

For purposes of data collection and reporting, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability status. 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/selection committee and hiring administrator(s). The District will annually report to the State Chancellor the demographic data of employees. This data collection will be done for each college in the District and the District Office. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing employees and of those who have applied for employment in each of the following identified job categories:

- 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

2a. “Current” Workforce and Applicant Pool Data

The District’s workforce numbers as of February 2016 are displayed in tables one (1) through seven (7). As a result of potential inconsistencies in past data collection methods, there may be some inaccuracies regarding this data. Human Resources is currently verifying this data with each employee.

Table 1: District-Wide Workforce Numbers – February 2016

District-Wide	African-American / non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White / non-Hispanic	Grand Total
District-Wide Grand Total	122	34	240	523	143	156	1631	2849
Executive, Administrative, and Managerial	5	2	7	16	4	4	55	93
Faculty/Other Instructional Staff	80	25	181	364	81	125	1297	2153
Professional (non-Faculty)	1	1	6	7	2	2	12	31
Secretarial/Clerical	14	1	20	56	31	12	126	260
Service/Maintenance	15	2	3	42	11	2	53	128
Skilled Crafts	0	0	1	1	1	1	4	8
Technical/ Paraprofessional	7	3	22	37	13	10	84	176

Table 2: Clovis Community College Workforce Numbers – February 2016

	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic	Grand Total
Clovis Community College Total	9	5	36	49	20	20	235	374
Executive, Administrative, and Managerial	2		3	1			5	11
Faculty/Other Instructional Staff	7	4	25	37	11	20	200	304
Professional (non-Faculty)					1		2	3
Secretarial/Clerical		1	3	5	3		18	30
Service/Maintenance				4	2		4	10
Technical/Paraprofessional			5	2	3		6	16

Table 3: District Office Workforce Numbers – February 2016

	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic	Grand Total
District Office Total	5	2	8	22	12	8	77	134
Executive, Administrative, and Managerial			1	4	2	2	16	25

Faculty/Other Instructional Staff					1			1
Professional (non-Faculty)		1	4			1	7	13
Secretarial/Clerical	1		2	3	6	1	12	25
Service/Maintenance	4	1	1	10	2	1	25	44
Skilled Crafts				1	1	1	4	7
Technical/Paraprofessional				4		2	13	19

Table 4: Fresno City College Workforce Numbers – February 2016

	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic	Grand Total
Fresno City College Total	87	17	142	273	78	90	914	1601
Executive, Administrative, and Managerial	1		1	5	1	2	21	31
Faculty/Other Instructional Staff	59	15	114	204	51	71	767	1281
Professional (non-Faculty)	1		2	5	1	1	3	13
Secretarial/Clerical	12		11	27	13	10	69	142
Service/Maintenance	10		2	16	5	1	10	44
Technical/Paraprofessional	4	2	12	16	7	5	44	90

Table 5: Madera Community College Center Workforce Numbers – February 2016

Row Labels	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic	Grand Total
Madera Community College Center Total	4	1	22	42	9	9	92	179
Executive, Administrative, and Managerial			1				1	2
Faculty/Other Instructional Staff	2	1	17	34	5	8	84	151
Professional (non-Faculty)				1				1
Secretarial/Clerical	1		3	2	1		4	11
Service/Maintenance				2	1			3
Skilled Crafts			1					1
Technical/Paraprofessional	1			3	2	1	3	10

Table 6: Oakhurst Community College Center Workforce Numbers – February 2016

	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic	Grand Total
Oakhurst Community College Center Total			2	1		2	27	32

Executive, Administrative, and Managerial							1	1
Faculty/Other Instructional Staff			2	1		2	21	26
Secretarial/Clerical							4	4
Service/Maintenance							1	1

Table 7: Reedley College Workforce Numbers – February 2016

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Multi-racial	Race/ethnicity unknown	White/non-Hispanic	Grand Total
Reedley College Total	17	9	30	136	24	27	286	529
Executive, Administrative, and Managerial	2	2	1	6	1		11	23
Faculty/Other Instructional Staff	12	5	23	88	13	24	225	390
Professional (non-Faculty)				1				1
Secretarial/Clerical			1	19	8	1	19	48
Service/Maintenance	1	1		10	1		13	26
Technical/Paraprofessional	2	1	5	12	1	2	18	41

The District’s **academic** applicant pool numbers for the **fiscal year 2014/15** are displayed in Table 8.

Table 8: Academic Applicant Pool Numbers – 2014/15

Row Labels	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Multi-Race	Unknown	White	Grand Total
2014-2015 Total	336	23	466	606	244	280	1610	3565
Career & Technology Center Total				2		4	4	10
Faculty/Other Instructional Staff				2		4	4	10
Clovis Community College Center Total	29	1	43	36	29	34	254	426
Executive, Administrative, and Managerial [ACADEMIC]	8	1	4	6	6	2	29	56
Faculty/Other Instructional Staff	21		39	30	23	32	225	370
District Office Total			1	1	2	1	2	7
Faculty/Other Instructional Staff			1	1	2	1	2	7

Fresno City College Total	180	12	228	365	131	164	862	1942
Executive, Administrative, and Managerial [ACADEMIC]	16	6	13	20	19	8	71	153
Faculty/Other Instructional Staff	164	6	215	345	112	156	791	1789
Madera Center Total	17	2	71	54	18	22	107	291
Faculty/Other Instructional Staff	17	2	71	54	18	22	107	291
Oakhurst Community College Center Total	1	2	5	6	2	4	30	50
Executive, Administrative, and Managerial [ACADEMIC]	1	2	5	6	2	4	30	50
Reedley College Total	109	6	118	142	62	51	351	839
Executive, Administrative, and Managerial [ACADEMIC]	23	1	8	25	13	6	85	161
Faculty/Other Instructional Staff	86	5	110	117	49	45	266	678
District-Wide Grand Total	336	23	466	606	244	280	1610	3565
District-Wide Executive, Administrative, and Managerial [ACADEMIC] Grand Total	48	10	30	57	40	20	215	420
District-Wide Faculty/Other Instructional Staff Grand Total	288	13	436	549	204	260	1395	3145

The District's **classified** applicant pool numbers for the fiscal year 2014/15 are displayed in Table 9.

Table 9: District-Wide Classified Applicant Pool Numbers 2014-2015

Row Labels	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Multi-Racial	Unknown	White	Grand Total
2014-2015 District-Wide	306	54	589	1752	272	198	1290	4461
Executive, Administrative, and Managerial [CLASS]	29	3	32	105	19	10	122	320
Professional (non-faculty)	130	22	255	764	120	81	456	1828
Secretarial/Clerical	103	21	226	674	92	80	545	1741

Service/Maintenance	26	6	26	111	10	9	56	244
Skilled Crafts			4	13	3	1	13	34
Technical/Paraprofessional	18	2	46	85	28	17	98	294

2b. Analysis of Current Data

Analysis of the District's 2016 Workforce Levels (i.e. current staffing levels)

As can be viewed in Table 1, the District's workforce as of February 2016, consisted of 2849 employees of which 2153 (75.57%) were Faculty/Other instructional staff, 260 (9.13%) were Secretarial/Clerical staff, 176 (6.18%) were Technical/Paraprofessionals, 128 (4.49%) were Service/maintenance staff, 93 (3.26%) were Executive, Administrative and Managerial staff, 31 (1.09%) were Professional (non-faculty), and 8 (.28%) were Skilled Crafts.

District-Wide Staff Gender Breakdown – February 2016	Female	Male	Undefined	Grand Total
Clovis Community College	219	155		374
District Office	57	77		134
Fresno City College	802	797	2	1601
Madera Community College Center	100	79		179
Oakhurst Community College Center	14	18		32
Reedley College	290	238	1	529
District-Wide Totals	1482	1364	3	2849

The self-identified ethnic groups were White (n=1,631, 57.25%), Hispanic (n=523, 18.36%), Asian/Pacific Islander (n=240, 8.42%), Unknowns (n=156, 5.48%), Multi-racial (n=143, 5.02%), African American (n=122, 4.28%), and American Indian/Alaskan Native (n=34, 1.19%). Just over half of all employees were women (n=1482, 52.02%), 47.88% were men (n=1364) and 3 were undeclared gender.

Specific college and district office demographics can be viewed in Tables 2-7 and mirror the district-wide proportionality on ethnicity and gender. The District does not have demographics on persons with disabilities at this time, but is attempting to adjust systems to be able to gather this information for future data collection purposes.

Analysis of Recent Applicant Pool Levels

Academic Applicants

The District's academic applicant pool numbers for the fiscal year 2014/15 are displayed in Table 8.

As can be viewed in Table 8, the District's academic applicant pool (non-adjunct) consisted of 3565 applicants, of which 11.78% (n=420) were for academic Executive, Administrative and Management positions, and 88.22% (n=3145) were faculty/other instructional applications.

Ethnically, more Whites (n=1610, 45.16%) applied for academic jobs. Hispanics (n=606, 17%) and Asians (n=466, 13.07%) were second and third in that order. African American (n=366, 9.42%), Multi-racial (n=244, 6.84%) and American Indian/Alaskan Native (n=23, .65%) responders applied at lower frequencies. 280 applicants (7.85%) did not declare their ethnicity.

As can be seen in the following chart, 51.25% of academic applicants were female, 44.57% were male, and the rest did not declare their gender.

Academic Applicants	Female	Male	Unknown	Grand Total
2014-2015 District-Wide	1827	1589	149	3565

Classified Applicant Pool

As can be viewed in Table 9, the District’s classified applicant pool during the **fiscal year 2014/2015** consisted of 4461 applicants for: Professional (non-faculty) positions (n=1828, 40.98%); Secretarial/Clerical positions (n=1741, 39.03%); 320 (7.17%) applicants for Classified Executive, Administrative and Managerial positions; 294 (6.59%) for Technical/Paraprofessional positions; 244 (5.47%) applicants for Service/Maintenance positions; and 34 (.76%) for Skilled Crafts positions. Specific college data for applicant pools per identified job categories for classified positions are not collected given recruitments are District-wide.

Ethnically, more Hispanics (n=1752, 39.27%) applied for classified jobs in comparison to all other groups. Whites (n=1290, 28.92%) and Asian/Pacific Islanders (n=589, 13.20%) were second and third in that order. African American (n=306, 6.86%), Multi-racial (n=272, 6.10%), and American Indian/Alaskan Native (n=54, 1.21%) responders applied at lower frequencies. 198 classified applicants (4.44%) did not declare their ethnicity.

Significantly more women (n=3009, 67.45%) than men (n=1312, 29.41%) applied for classified positions with the District. Males and females applied almost equally to Executive, Administrative, and Managerial positions at 53.44% and 44.69% respectively; whereas more women (67.40%) than men (29.70%) applied to professional (non-faculty) positions throughout the District. Significantly more women (80.13%) than men (16.54%) applied for Secretarial/Clerical positions – positions traditionally held by women. Likewise, applicants for traditionally male oriented positions were dominated by male applicants. 75% of the applicants for Service/Maintenance jobs were male, as were 70.59% of the Skilled Crafts applicants.

	Female	Male	Unknown	Grand Total
2014-2015 District-Wide Classified Applicant Pool	3009	1312	140	4461
Executive, Administrative, and Managerial [CLASS]	143	171	6	320
Professional (non-faculty)	1232	543	53	1828
Secretarial/Clerical	1395	288	58	1741
Service/Maintenance	53	183	8	244
Skilled Crafts	8	24	2	34
Technical/Paraprofessional	178	103	13	294

3a. Longitudinal Workforce and Applicant Pool Data

Staffing levels are reported as of February of each year from 2012 to 2016. As a result of inconsistencies in past data collection methods, there may be some inaccuracies regarding this data. Human Resources is currently verifying this data with each employee.

Table 10: Ethnic Breakdown of Staffing Levels (percentage) by location, from 2012 to 2016

Row Labels	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic
2012 District-Wide	4.05%	1.13%	7.41%	17.50%	3.20%	5.83%	60.87%
Clovis Community College	1.74%	0.87%	7.83%	9.57%	3.04%	6.09%	70.87%
District Office	4.58%	2.29%	6.87%	13.74%	3.82%	6.11%	62.60%
Fresno City College	5.31%	1.10%	7.66%	15.72%	2.90%	6.55%	60.76%
Madera Center	2.11%	0.70%	9.86%	20.42%	5.63%	5.63%	55.63%
Oakhurst Center	0.00%	0.00%	3.23%	3.23%	0.00%	6.45%	87.10%
Reedley College	2.06%	1.24%	6.19%	27.63%	3.51%	3.51%	55.88%
2013 District-Wide	4.29%	1.10%	7.80%	17.65%	3.59%	5.72%	59.84%
Clovis Community College	1.73%	1.30%	9.09%	9.09%	3.46%	6.06%	69.26%
District Office	3.13%	2.34%	5.47%	14.84%	6.25%	5.47%	62.50%
Fresno City College	5.64%	0.95%	8.29%	16.72%	2.99%	6.32%	59.08%
Madera Center	2.19%	0.73%	10.22%	21.90%	6.57%	4.38%	54.01%
Oakhurst Center	0.00%	0.00%	3.33%	3.33%	0.00%	6.67%	86.67%
Reedley College	2.44%	1.33%	5.76%	25.50%	4.21%	3.99%	56.76%
2014 District-Wide	4.44%	1.12%	8.09%	18.09%	3.80%	5.48%	58.97%
Clovis Community College	2.04%	1.22%	8.98%	10.20%	2.45%	6.12%	68.98%
District Office	4.44%	2.22%	5.93%	15.56%	7.41%	4.44%	60.00%
Fresno City College	5.62%	0.94%	8.43%	16.93%	3.35%	6.16%	58.57%
Madera Center	3.45%	0.69%	12.41%	22.07%	5.52%	4.14%	51.72%
Oakhurst Center	0.00%	0.00%	6.67%	3.33%	0.00%	6.67%	83.33%
Reedley College	2.45%	1.56%	5.79%	26.73%	4.68%	3.56%	55.23%
2015 District-Wide	4.38%	1.15%	7.87%	18.46%	4.72%	4.72%	58.69%
Clovis Community College	2.16%	1.23%	8.95%	13.27%	5.56%	4.32%	64.51%
District Office	5.04%	2.16%	7.19%	15.11%	9.35%	2.88%	58.27%
Fresno City College	5.58%	0.94%	7.87%	17.35%	3.97%	5.38%	58.91%
Madera Center	2.61%	0.65%	11.76%	22.88%	5.23%	3.92%	52.94%
Oakhurst Center	0.00%	0.00%	6.67%	3.33%	0.00%	6.67%	83.33%
Reedley College	2.75%	1.69%	6.14%	26.06%	5.30%	3.60%	54.45%
2016 District-Wide	4.28%	1.19%	8.42%	18.36%	5.02%	5.48%	57.25%
Clovis Community College	2.41%	1.34%	9.63%	13.10%	5.35%	5.35%	62.83%
District Office	3.73%	1.49%	5.97%	16.42%	8.96%	5.97%	57.46%
Fresno City College	5.43%	1.06%	8.87%	17.05%	4.87%	5.62%	57.09%
Madera Community College Center	2.23%	0.56%	12.29%	23.46%	5.03%	5.03%	51.40%
Oakhurst Community College Center	0.00%	0.00%	6.25%	3.13%	0.00%	6.25%	84.38%
Reedley College	3.21%	1.70%	5.67%	25.71%	4.54%	5.10%	54.06%

More specifically, the following shows the percentage breakdown of staffing levels from 2012 to 2015 for specific staff categories.

Table 11: Ethnic Breakdown (percentage) of Executive, Administrative and Management Staffing Levels from 2012 to 2016

Row Labels	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi- racial	Race/ ethnicity unknown	White/ non- Hispanic
2012 District-Wide	7.32%	1.22%	9.76%	12.20%	3.66%	3.66%	62.20%
Clovis Community College	0.00%	0.00%	14.29%	0.00%	0.00%	0.00%	85.71%
District Office	8.70%	0.00%	8.70%	0.00%	4.35%	4.35%	73.91%
Fresno City College	12.50%	0.00%	9.38%	12.50%	3.13%	6.25%	56.25%
Madera Center	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%
Reedley College	0.00%	5.56%	5.56%	27.78%	5.56%	0.00%	55.56%
2013 District-Wide	6.33%	1.27%	10.13%	15.19%	5.06%	3.80%	58.23%
Clovis Community College	0.00%	0.00%	16.67%	0.00%	0.00%	0.00%	83.33%
District Office	4.35%	0.00%	8.70%	4.35%	8.70%	4.35%	69.57%
Fresno City College	13.33%	0.00%	10.00%	13.33%	3.33%	6.67%	53.33%
Madera Center	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%
Reedley College	0.00%	5.56%	5.56%	33.33%	5.56%	0.00%	50.00%
2014 District-Wide	6.17%	2.47%	9.88%	16.05%	3.70%	3.70%	58.02%
Clovis Community College	0.00%	0.00%	16.67%	0.00%	0.00%	0.00%	83.33%
District Office	7.41%	0.00%	11.11%	11.11%	7.41%	3.70%	59.26%
Fresno City College	6.90%	0.00%	6.90%	20.69%	0.00%	6.90%	58.62%
Madera Center	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	50.00%
Reedley College	5.88%	11.76%	5.88%	23.53%	5.88%	0.00%	47.06%
2015 District-Wide	5.81%	2.33%	6.98%	17.44%	3.49%	3.49%	60.47%
Clovis Community College	12.50%	0.00%	25.00%	0.00%	0.00%	0.00%	62.50%
District Office	3.85%	0.00%	3.85%	15.38%	11.54%	3.85%	61.54%
Fresno City College	6.25%	0.00%	3.13%	18.75%	0.00%	6.25%	65.63%
Madera Center	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	50.00%
Reedley College	5.56%	11.11%	5.56%	27.78%	0.00%	0.00%	50.00%
2016 District-Wide	5.38%	2.15%	7.53%	17.20%	4.30%	4.30%	59.14%
Clovis Community College	18.18%	0.00%	27.27%	9.09%	0.00%	0.00%	45.45%
District Office	0.00%	0.00%	4.00%	16.00%	8.00%	8.00%	64.00%
Fresno City College	3.23%	0.00%	3.23%	16.13%	3.23%	6.45%	67.74%
Madera Community College Center	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	50.00%
Oakhurst Community College Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	8.70%	8.70%	4.35%	26.09%	4.35%	0.00%	47.83%

Table 12: Ethnic Breakdown (percentage) of Faculty and Other Instructional Staffing Levels from 2012 to 2016

Row Labels	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi- racial	Race/ ethnicity unknown	White/ non- Hispanic
2012 District-Wide	3.22%	1.17%	7.44%	15.60%	1.72%	6.50%	64.35%
Clovis Community College	1.67%	1.11%	8.33%	8.89%	2.22%	7.22%	70.56%
Fresno City College	4.00%	1.16%	7.47%	13.69%	1.78%	6.93%	64.98%
Madera Center	2.52%	0.84%	9.24%	20.17%	1.68%	5.88%	59.66%

Oakhurst Center	0.00%	0.00%	3.70%	3.70%	0.00%	7.41%	85.19%
Reedley College	2.00%	1.43%	6.57%	24.57%	1.43%	4.86%	59.14%
2013 District-Wide	3.68%	1.06%	8.02%	15.71%	1.95%	6.35%	63.23%
Clovis Community College	2.22%	1.67%	10.00%	8.33%	2.22%	7.22%	68.33%
Fresno City College	4.50%	0.95%	8.23%	15.06%	1.82%	6.58%	62.86%
Madera Center	2.63%	0.88%	9.65%	21.93%	1.75%	4.39%	58.77%
Oakhurst Center	0.00%	0.00%	3.85%	3.85%	0.00%	7.69%	84.62%
Reedley College	2.19%	1.25%	5.94%	20.94%	2.50%	5.63%	61.56%
2014 District-Wide	3.90%	1.03%	8.45%	16.30%	2.38%	5.96%	61.99%
Clovis Community College	2.56%	1.54%	8.72%	9.74%	1.03%	7.69%	68.72%
Fresno City College	4.71%	0.93%	8.58%	15.48%	2.44%	6.14%	61.73%
Madera Center	3.36%	0.84%	12.61%	20.17%	2.52%	4.20%	56.30%
Oakhurst Center	0.00%	0.00%	7.69%	3.85%	0.00%	7.69%	80.77%
Reedley College	2.20%	1.26%	6.29%	22.96%	3.14%	4.72%	59.43%
2015 District-Wide	3.69%	1.18%	7.95%	16.93%	3.44%	5.18%	61.62%
Clovis Community College	2.28%	1.52%	8.75%	12.55%	3.80%	5.32%	65.78%
Fresno City College	4.53%	1.09%	7.89%	16.04%	3.27%	5.37%	61.80%
Madera Center	2.33%	0.78%	11.63%	20.93%	3.10%	3.88%	57.36%
Oakhurst Center	0.00%	0.00%	4.00%	4.00%	0.00%	8.00%	84.00%
Reedley College	2.64%	1.47%	6.45%	22.87%	4.11%	4.69%	57.77%
2016 District-Wide	3.72%	1.16%	8.41%	16.91%	3.76%	5.81%	60.24%
Clovis Community College	2.30%	1.32%	8.22%	12.17%	3.62%	6.58%	65.79%
District Office	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Fresno City College	4.61%	1.17%	8.90%	15.93%	3.98%	5.54%	59.88%
Madera Community College Center	1.32%	0.66%	11.26%	22.52%	3.31%	5.30%	55.63%
Oakhurst Community College Center	0.00%	0.00%	7.69%	3.85%	0.00%	7.69%	80.77%
Reedley College	3.08%	1.28%	5.90%	22.56%	3.33%	6.15%	57.69%

Table 13: Ethnic Breakdown (percentage) of Professional (Non-Faculty) Staffing Levels from 2012 to 2016

Row Labels	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi- racial	Race/ ethnicity unknown	White/ non- Hispanic
2012 District-Wide	4.35%	4.35%	8.70%	17.39%	0.00%	8.70%	56.52%
District Office	0.00%	8.33%	16.67%	0.00%	0.00%	8.33%	66.67%
Fresno City College	12.50%	0.00%	0.00%	25.00%	0.00%	12.50%	50.00%
Reedley College	0.00%	0.00%	0.00%	66.67%	0.00%	0.00%	33.33%
2013 District-Wide	5.00%	5.00%	10.00%	20.00%	0.00%	10.00%	50.00%
District Office	0.00%	9.09%	18.18%	0.00%	0.00%	9.09%	63.64%
Fresno City College	16.67%	0.00%	0.00%	33.33%	0.00%	16.67%	33.33%
Reedley College	0.00%	0.00%	0.00%	66.67%	0.00%	0.00%	33.33%
2014 District-Wide	4.17%	4.17%	16.67%	16.67%	0.00%	8.33%	50.00%
District Office	0.00%	7.69%	23.08%	0.00%	0.00%	7.69%	61.54%
Fresno City College	12.50%	0.00%	12.50%	25.00%	0.00%	12.50%	37.50%
Reedley College	0.00%	0.00%	0.00%	66.67%	0.00%	0.00%	33.33%
2015 District-Wide	3.70%	3.70%	14.81%	14.81%	3.70%	7.41%	51.85%
Clovis Community College	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	50.00%
District Office	0.00%	7.14%	21.43%	7.14%	0.00%	7.14%	57.14%

Fresno City College	11.11%	0.00%	11.11%	22.22%	0.00%	11.11%	44.44%
Reedley College	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	50.00%
2016 District-Wide	3.23%	3.23%	19.35%	22.58%	6.45%	6.45%	38.71%
Clovis Community College	0.00%	0.00%	0.00%	0.00%	33.33%	0.00%	66.67%
District Office	0.00%	7.69%	30.77%	0.00%	0.00%	7.69%	53.85%
Fresno City College	7.69%	0.00%	15.38%	38.46%	7.69%	7.69%	23.08%
Madera Community College Center	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Reedley College	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%

Table 14: Ethnic Breakdown (percentage) of Secretarial/Clerical Percentage Staffing Levels from 2012 to 2016

Row Labels	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi- racial	Race/ ethnicity unknown	White/ non- Hispanic
2012 District-Wide	4.89%	0.00%	6.77%	23.68%	9.02%	4.89%	50.75%
Clovis Community College	0.00%	0.00%	4.00%	8.00%	4.00%	4.00%	80.00%
District Office	0.00%	0.00%	0.00%	18.52%	3.70%	11.11%	66.67%
Fresno City College	8.00%	0.00%	8.67%	22.00%	8.67%	6.00%	46.67%
Madera Center	0.00%	0.00%	20.00%	10.00%	20.00%	0.00%	50.00%
Oakhurst Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	1.96%	0.00%	3.92%	43.14%	13.73%	0.00%	37.25%
2013 District-Wide	5.43%	0.00%	6.98%	23.26%	9.69%	4.65%	50.00%
Clovis Community College	0.00%	0.00%	4.00%	8.00%	4.00%	4.00%	80.00%
District Office	0.00%	0.00%	0.00%	18.52%	3.70%	7.41%	70.37%
Fresno City College	8.22%	0.00%	8.90%	21.23%	9.59%	6.16%	45.89%
Madera Center	0.00%	0.00%	20.00%	10.00%	30.00%	0.00%	40.00%
Oakhurst Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	4.26%	0.00%	4.26%	44.68%	12.77%	0.00%	34.04%
2014 District-Wide	5.28%	0.00%	7.32%	23.98%	8.94%	4.88%	49.59%
Clovis Community College	0.00%	0.00%	12.50%	8.33%	4.17%	0.00%	75.00%
District Office	0.00%	0.00%	0.00%	20.00%	12.00%	4.00%	64.00%
Fresno City College	8.76%	0.00%	8.76%	19.71%	8.03%	8.03%	46.72%
Madera Center	0.00%	0.00%	10.00%	40.00%	20.00%	0.00%	30.00%
Oakhurst Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	2.13%	0.00%	4.26%	44.68%	10.64%	0.00%	38.30%
2015 District-Wide	6.07%	0.00%	6.88%	23.08%	10.53%	3.64%	49.80%
Clovis Community College	0.00%	0.00%	3.57%	17.86%	7.14%	0.00%	71.43%
District Office	3.57%	0.00%	7.14%	14.29%	21.43%	0.00%	53.57%
Fresno City College	10.24%	0.00%	7.87%	18.90%	7.09%	7.09%	48.82%
Madera Center	0.00%	0.00%	8.33%	41.67%	16.67%	0.00%	33.33%
Oakhurst Center	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	75.00%
Reedley College	2.08%	0.00%	4.17%	39.58%	14.58%	0.00%	39.58%
2016 District-Wide	5.38%	0.38%	7.69%	21.54%	11.92%	4.62%	48.46%
Clovis Community College	0.00%	3.33%	10.00%	16.67%	10.00%	0.00%	60.00%
District Office	4.00%	0.00%	8.00%	12.00%	24.00%	4.00%	48.00%
Fresno City College	8.45%	0.00%	7.75%	19.01%	9.15%	7.04%	48.59%
Madera Community College Center	9.09%	0.00%	27.27%	18.18%	9.09%	0.00%	36.36%
Oakhurst Community College Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Reedley College	0.00%	0.00%	2.08%	39.58%	16.67%	2.08%	39.58%
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Table 15: Ethnic Breakdown (percentage) of Service/Maintenance Percentage Staffing Levels from 2012 to 2016

Row Labels	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi- racial	Race/ ethnicity unknown	White/ non- Hispanic
2012 District-Wide	12.50%	1.67%	1.67%	30.83%	6.67%	1.67%	45.00%
Clovis Community College	0.00%	0.00%	0.00%	25.00%	12.50%	0.00%	62.50%
District Office	9.52%	4.76%	4.76%	16.67%	4.76%	4.76%	54.76%
Fresno City College	25.00%	0.00%	0.00%	45.00%	7.50%	0.00%	22.50%
Madera Center	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	0.00%
Oakhurst Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	3.85%	0.00%	0.00%	30.77%	3.85%	0.00%	61.54%
2013 District-Wide	11.67%	1.67%	1.67%	31.67%	8.33%	1.67%	43.33%
Clovis Community College	0.00%	0.00%	0.00%	25.00%	12.50%	0.00%	62.50%
District Office	7.32%	4.88%	4.88%	17.07%	7.32%	4.88%	53.66%
Fresno City College	24.39%	0.00%	0.00%	46.34%	7.32%	0.00%	21.95%
Madera Center	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	0.00%
Oakhurst Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	3.85%	0.00%	0.00%	30.77%	7.69%	0.00%	57.69%
2014 District-Wide	11.38%	1.63%	0.81%	31.71%	8.13%	1.63%	44.72%
Clovis Community College	0.00%	0.00%	0.00%	25.00%	12.50%	0.00%	62.50%
District Office	9.09%	4.55%	2.27%	18.18%	6.82%	4.55%	54.55%
Fresno City College	21.95%	0.00%	0.00%	46.34%	7.32%	0.00%	24.39%
Madera Center	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	0.00%
Oakhurst Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	3.85%	0.00%	0.00%	30.77%	7.69%	0.00%	57.69%
2015 District-Wide	12.00%	1.60%	2.40%	32.00%	8.80%	0.80%	42.40%
Clovis Community College	0.00%	0.00%	0.00%	33.33%	22.22%	0.00%	44.44%
District Office	10.87%	4.35%	4.35%	17.39%	6.52%	2.17%	54.35%
Fresno City College	23.08%	0.00%	2.56%	46.15%	7.69%	0.00%	20.51%
Madera Center	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	0.00%
Oakhurst Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	3.70%	0.00%	0.00%	33.33%	7.41%	0.00%	55.56%
2016 District-Wide	11.72%	1.56%	2.34%	32.81%	8.59%	1.56%	41.41%
Clovis Community College	0.00%	0.00%	0.00%	40.00%	20.00%	0.00%	40.00%
District Office	9.09%	2.27%	2.27%	22.73%	4.55%	2.27%	56.82%
Fresno City College	22.73%	0.00%	4.55%	36.36%	11.36%	2.27%	22.73%
Madera Community College Center	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%	0.00%
Oakhurst Community College Center	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Reedley College	3.85%	3.85%	0.00%	38.46%	3.85%	0.00%	50.00%

Table 16: Ethnic Breakdown (percentage) of Skilled Crafts Percentage Staffing Levels from 2012 to 2016

	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic
2012	0.00%	14.29%	14.29%	0.00%	71.43%
2013	0.00%	14.29%	14.29%	0.00%	71.43%
2014	11.11%	11.11%	11.11%	0.00%	66.67%
2015	12.50%	12.50%	12.50%	0.00%	62.50%
2016	12.50%	12.50%	12.50%	12.50%	50.00%

Table 17: Ethnic Breakdown (percentage) of Technical/Para-professional Percentage Staffing Levels from 2012 to 2016

Row Labels	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic
2012	4.12%	1.76%	11.18%	21.18%	7.06%	4.12%	50.59%
2013	2.96%	2.37%	10.06%	20.71%	7.69%	4.14%	52.07%
2014	3.57%	2.38%	8.33%	20.83%	8.93%	4.76%	51.19%
2015	3.68%	1.23%	11.66%	20.86%	8.59%	4.29%	49.69%
2016	3.98%	1.70%	12.50%	21.02%	7.39%	5.68%	47.73%

Percentage Breakdown Ethnicity of Applicant Pools from 2012 to 2015

Table 18: Percentage overview of the ethnic breakdown of the District's academic applicant pool from 2012 to 2015.

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Multi	Unknown	White
2012-2013 District-Wide	8.32%	0.27%	10.62%	21.97%	5.88%	9.47%	43.48%
District Office Total	22.22%	0.00%	5.56%	22.22%	5.56%	22.22%	22.22%
Executive, Administrative, and Managerial [ACADEMIC]	22.22%	0.00%	5.56%	22.22%	5.56%	22.22%	22.22%
Fresno City College Total	7.07%	0.31%	11.64%	20.27%	4.78%	10.29%	45.63%
Executive, Administrative, and Managerial [ACADEMIC]	21.70%	0.94%	4.72%	16.98%	4.72%	8.49%	42.45%
Faculty/Other Instructional Staff	5.26%	0.23%	12.50%	20.68%	4.79%	10.51%	46.03%
Madera Center Total	7.50%	0.00%	10.00%	17.50%	12.50%	5.00%	47.50%
Faculty/Other Instructional Staff	7.50%	0.00%	10.00%	17.50%	12.50%	5.00%	47.50%
Reedley College Total	9.20%	0.31%	6.75%	31.60%	7.06%	7.98%	37.12%

Executive, Administrative, and Managerial [ACADEMIC]	5.56%	0.00%	5.56%	22.22%	2.78%	8.33%	55.56%
Faculty/Other Instructional Staff	9.66%	0.34%	6.90%	32.76%	7.59%	7.93%	34.83%
Willow International Community College Center	13.53%	0.00%	13.53%	12.03%	9.02%	6.77%	45.11%
Executive, Administrative, and Managerial [ACADEMIC]	14.29%	0.00%	9.52%	9.52%	8.33%	5.95%	52.38%
Faculty/Other Instructional Staff	12.24%	0.00%	20.41%	16.33%	10.20%	8.16%	32.65%
2013-2014 District-Wide	8.41%	0.13%	12.67%	23.32%	7.59%	8.84%	39.05%
Clovis Community College Center Total	0.00%	0.00%	6.67%	16.67%	6.67%	3.33%	66.67%
Faculty/Other Instructional Staff	0.00%	0.00%	6.67%	16.67%	6.67%	3.33%	66.67%
Fresno City College Total	9.64%	0.09%	13.28%	23.96%	7.20%	7.81%	38.02%
Executive, Administrative, and Managerial [ACADEMIC]	16.58%	0.50%	8.54%	13.57%	7.54%	10.55%	42.71%
Faculty/Other Instructional Staff	8.18%	0.00%	14.27%	26.13%	7.14%	7.24%	37.04%
Madera Center Total	5.45%	0.00%	12.73%	18.18%	10.91%	10.91%	41.82%
Executive, Administrative, and Managerial [ACADEMIC]	6.67%	0.00%	13.33%	15.56%	11.11%	13.33%	40.00%
Faculty/Other Instructional Staff	0.00%	0.00%	10.00%	30.00%	10.00%	0.00%	50.00%
Reedley College Total	9.57%	0.17%	10.56%	27.89%	9.08%	8.58%	34.16%
Executive, Administrative, and Managerial [ACADEMIC]	16.27%	0.00%	9.04%	13.86%	10.24%	10.84%	39.76%
Faculty/Other Instructional Staff	7.05%	0.23%	11.14%	33.18%	8.64%	7.73%	32.05%
Willow International Community College Center Total	4.82%	0.21%	14.26%	16.98%	6.29%	11.74%	45.70%
Faculty/Other Instructional Staff	4.82%	0.21%	14.26%	16.98%	6.29%	11.74%	45.70%
2014-2015 District-Wide	9.42%	0.65%	13.07%	17.00%	6.84%	7.85%	45.16%
Career & Technology Center Total	0.00%	0.00%	0.00%	20.00%	0.00%	40.00%	40.00%
Faculty/Other Instructional Staff	0.00%	0.00%	0.00%	20.00%	0.00%	40.00%	40.00%
Clovis Community College Total	6.81%	.23%	10.09%	8.45%	6.81%	7.98%	59.62%
Executive, Administrative, and Managerial [ACADEMIC]	14.29%	1.79%	7.14%	10.71%	10.71%	3.57%	51.79%
Faculty/Other Instructional Staff	5.68%	0.00%	10.54%	8.11%	6.22%	8.65%	60.81%
District Office Total	0.00%	0.00%	14.29%	14.29%	28.57%	14.29%	28.57%
Faculty/Other Instructional Staff	0.00%	0.00%	14.29%	14.29%	28.57%	14.29%	28.57%
Fresno City College Total	9.27%	0.62%	11.74%	18.80%	6.75%	8.44%	44.39%
Executive, Administrative, and Managerial [ACADEMIC]	10.46%	3.92%	8.50%	13.07%	12.42%	5.23%	46.41%
Faculty/Other Instructional Staff	9.17%	0.34%	12.02%	19.28%	6.26%	8.72%	44.21%
Madera Center Total	5.84%	0.69%	24.40%	18.56%	6.19%	7.56%	36.77%

Faculty/Other Instructional Staff	5.84%	0.69%	24.40%	18.56%	6.19%	7.56%	36.77%
Oakhurst Center Total	2.00%	4.00%	10.00%	12.00%	4.00%	8.00%	60.00%
Executive, Administrative, and Managerial [ACADEMIC]	2.00%	4.00%	10.00%	12.00%	4.00%	8.00%	60.00%
Reedley College Total	12.99%	0.72%	14.06%	16.92%	7.39%	6.08%	41.84%
Executive, Administrative, and Managerial [ACADEMIC]	14.29%	0.62%	4.97%	15.53%	8.07%	3.73%	52.80%
Faculty/Other Instructional Staff	12.68%	0.74%	16.22%	17.26%	7.23%	6.64%	39.23%

Table 19: Percentage overview of the ethnic breakdown of the District's classified applicant pool from 2012 to 2015.

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Multi-Racial	Unknown	White
2012-2013 District-Wide	6.26%	1.30%	7.61%	40.43%	2.17%	9.56%	32.67%
Executive, Administrative, and Managerial [CLASS]	2.27%	2.27%	2.27%	38.64%	2.27%	9.09%	43.18%
Professional (non-faculty)	7.45%	1.30%	6.41%	43.81%	2.08%	9.87%	29.09%
Secretarial/Clerical	6.01%	1.21%	8.03%	39.90%	2.12%	8.78%	33.95%
Service/Maintenance	5.41%	0.00%	6.31%	27.93%	0.00%	40.54%	19.82%
Skilled Crafts	2.86%	4.76%	8.57%	38.10%	3.81%	1.90%	40.00%
Technical/Paraprofessional	6.50%	1.63%	10.57%	35.77%	4.88%	4.88%	35.77%
2013-2014 District-Wide	6.18%	1.39%	12.82%	37.18%	5.00%	7.05%	30.37%
Executive, Administrative, and Managerial [CLASS]	11.92%	3.31%	6.62%	27.81%	3.97%	2.65%	43.71%
Professional (non-faculty)	8.02%	1.78%	14.40%	38.27%	4.80%	4.18%	28.53%
Secretarial/Clerical	4.87%	1.00%	12.37%	39.66%	5.66%	5.18%	31.25%
Service/Maintenance	0.70%	0.00%	4.23%	11.27%	1.41%	69.72%	12.68%
Skilled Crafts	8.33%	0.00%	8.33%	66.67%	0.00%	0.00%	16.67%
Technical/Paraprofessional	4.11%	2.05%	17.81%	26.71%	3.42%	4.11%	41.78%
2014-2015 District-Wide	6.86%	1.21%	13.20%	39.27%	6.10%	4.44%	28.92%
Executive, Administrative, and Managerial [CLASS]	9.06%	0.94%	10.00%	32.81%	5.94%	3.13%	38.13%
Professional (non-faculty)	7.11%	1.20%	13.95%	41.79%	6.56%	4.43%	24.95%
Secretarial/Clerical	5.92%	1.21%	12.98%	38.71%	5.28%	4.60%	31.30%
Service/Maintenance	10.66%	2.46%	10.66%	45.49%	4.10%	3.69%	22.95%
Skilled Crafts	0.00%	0.00%	11.76%	38.24%	8.82%	2.94%	38.24%
Technical/Paraprofessional	6.12%	0.68%	15.65%	28.91%	9.52%	5.78%	33.33%

3b. Longitudinal Analysis of Workforce and Applicant Pool Data

A longitudinal analysis looks at patterns of data over a longer term.

Ethnic Breakdown of Staffing Levels

The percentage of the ethnic breakdown of staffing levels has change very little over the past four (4) years. The majority of staff have consistently (between 57.75% and 60.87%) self-declared

themselves as White. The second largest group of staff consistently has been Hispanic (between 3.2% and 5.48%). Though these two ethnic group staffing levels have changed little, it is noted that the White group has gradually decreased over the past four (4) years, while the Hispanic group has gradually increased over the past four (4) years. There is no pattern to the staffing levels of the other ethnic groups.

Ethnic Breakdown of Applicant Pools

The percentage breakdown of the ethnicity of both the academic and the classified applicant pools have changed little over the past 3 years, indicating that perhaps the District needs to cast a wider “net” when advertising for vacancies. The applicant data reflects the District’s staffing levels between the years 2012 to 2015, with the majority of academic applicants (39.05% to 45.16%) being white, and the second largest group being Hispanic (17% to 21.97%).

4a: Newly Hired Employee Data

Note: Newly Hired Employee data only includes new hires who have never worked for the District in the past. It does not include rehires, transfers, or promotions. It also does not include student workers or provisional/limited term employees.

The District’s Classified new hires are displayed in Tables 20 (Classified) and 21 (Academic).

Table 20: CLASSIFIED New Hires

Classified New Hires											
Year	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic	F	M	Unreported	Grand Total
2014/15*	2	0	8	12	8	2	18	22	28	0	50
2013/14*	3	0	4	6	2	5	16	24	12	0	36
2012/13*	4	1	2	7	10	2	21	29	17	1	47

*These numbers include 5 Executive/Managerial Classified staff who were hired during these years.

Table 21: FACULTY & OTHER INSTRUCTIONAL STAFF New Hires

FACULTY & OTHER INSTRUCTIONAL STAFF New Hires											
Year	African-American/ non-Hispanic	American Indian/ Alaskan Native	Asian/ Pacific islander	Hispanic	Multi-racial	Race/ ethnicity unknown	White/ non-Hispanic	F	M	Unreported	Grand Total
2014/15	8	5	28	56	19	8	173	153	143		297
2013/14	9	0	8	12	8	3	56	67	29		96
2012/13*	9	0	14	9	4	4	58	64	34		98

*These numbers do NOT include the 4 Academic Administrators who were new hires during 2012/13. No Academic Administrators were newly hired during 2013/14 or during 2014/15. These numbers also do not include promotions or transfers of existing staff.

4b. Analysis of Newly Hired Employee Data

Analysis of Classified New Hires

The percentage of newly hired classified employees who identified as White/non-Hispanic decreased during the past two years. White/non-Hispanic classified new hires went from 16 of 36 (44%) in 2013/14, to 18 of 50 (36%) in 2014/15. On the other hand, the percent of newly hired classified employees who identified as Hispanic increased from 7 of 47 (15%) in 2012/13, to 6 of 36 (17%) in 2013/14, to 12 of 50 (24%) during 2014/15. The percent of newly hired employees who identified as Asian/Pacific Islander increased from 2 of 47 (4%) in 2012/13, to 4 of 36 (11%) in 2013/14, to 8 of 50 (16%) in 2014/15. African American-non-Hispanic classified new hires has dropped over the recent years from 4 of 47 (9%) in 2012/13, to 3 of 36 (8%) in 2013/14, to 2 of 50 (4%) in 2014/15. There has been 1 American Indian/Alaskan Native classified new hire in the past three years.

Analysis of Faculty & Other Instructional New Hires

In 2012/13, 58 of 98 (59%) newly hired faculty & other instructional staff were white/non-Hispanic, in 2013/14 it was 56 of 96 (58%), and in 2014/15 it was 173 of 297 (58%). The number of Hispanic newly hired faculty and other instructional staff has increased from 9 of 98 (9%) in 2012/13, to 12 of 96 (13%) in 2013/14, to 56 of 297 (19%) in 2014/15. The number of Asian/Pacific Islander newly hired faculty & other instructional staff has fluctuated from 14 of 98 (14%) in 2012/13, to 8 of 96 (8%) in 2013/14, to 28 of 297 (9%) in 2014/15. The percent of African-American/non-Hispanic newly hired faculty & other instructional staff has decreased from 9 of 98 (9%) in 2012/13, to 9 of 96 (9%) in 2013/14, to 8 of 297 (3%) in 2014/15. The number of Multi-racial faculty & other instructional staff new hires has increased from 4 of 98 (4%) in 2012/13, to 8 of 86 (8%) in 2013/14, to 19 of 297 (6%) in 2014/15. The percent of newly hired faculty & other instructional staff who identified themselves as “race/ethnicity unknown” has remained fairly constant during the past three years at 3% to 4%.

In addition to the faculty & other instructional new hire numbers, 4 Academic Administrators were hired from outside the District during the past three years. Of these 4 academic administrators, 1 identified her/himself as Asian/Pacific Islander, 2 as multi-racial, and 1 as White/non-Hispanic.

Plan Component 10: Strategies to Further Equal Employment Opportunity

Reference CCR Title 5, §53003, §53021, §53022, §53023, §53024, §53024.1, §53027

This EEO Plan is not intended to circumvent any requirements to mutually agree or consult collegially on recruitment and hiring procedures, such as Board Policy 7120, Recruitment and Hiring, Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty, and Administrative Regulation 7220, Administrative Recruitment and Hiring Procedures, and other appropriate Board Policies, Administrative Regulations, Personnel Commission Rules, laws or statutes. See Appendices E and F for copies of AR 7120 and AR7220 respectively.

The District recognizes that multiple approaches are appropriate to ensure equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. Furthermore academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.

To that end the District shall do the following to increase the diversity of its workforce and to ensure equal employment opportunity. These provisions will be in place henceforth, even if diversity in the makeup of the District's employees is achieved, because these provisions are valuable in maintaining a diverse work force and in ensuring that the District continues to provide for equal employment opportunity in accordance with the policies of the District and federal and state law.

A. Recruitment, Screening and Selection Procedures

The District will ensure equal employment opportunity in its recruitment, screening and selection procedures. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6. The District's recruitment, screening and selection procedures will, at a minimum, include the following provisions:

1) *Recruitment*

- a) It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. The District shall actively recruit from both within and outside the District workforce to attract qualified applicants for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the District. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions.
- b) Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry.
- c) Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates but, in either case, full and open recruitment is required consistent with the Plan.
- d) Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates.
- e) All recruitment announcements will state that the District is an “Equal Employment Opportunity Employer.”
- f) In-house or promotional only recruitment shall not be used to fill any vacancy for any position except when the position is being filled on an interim basis, provided, however, that no interim appointment or series of interim appointments exceed two (2) years in duration.
 - i) Where in-house or promotional only recruitment is utilized to fill a position on an interim basis pursuant to Component 10 subdivision A(1)(f) of the Plan, all District employees shall be afforded the opportunity to apply and demonstrate that they are qualified.
 - ii) The job announcement for the interim position shall comply with CCR section 53022 and the selection process shall be consistent with the requirements of CCR section 53021 and this Plan.
- g) For the purposes of this EEO Plan, a vacancy is not created, and the requirements of the Plan Component 10 (A)(1) Recruitment, do not apply when:
 - i) There is a reorganization that does not result in a net increase in the number of employees;

- ii) One or more lateral transfers are made and there is no net increase in the number of employees;
- iii) A position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;
- iv) The faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term;
- v) The position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code sections 87422, 87480, 97482.5(b), 88003, 88106 or 88108;
- vi) A part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. For purposes of this section, “a substantial break in service” means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or
- vii) An individual not currently employed by the district, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointment pursuant to this provision may exceed a period of two years.

2) *Job Announcements*

- a) Job announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance.
 - i) For classified positions, the Personnel Commission will: establish essential position qualifications that can be validated as job oriented and as such do not exclude qualified candidates; encourage recruitment procedures that are directed toward the fulfillment of equal opportunity, ensure that examinations are valid, do not have an adverse impact; and ensure that all state and federal laws and administrative regulations are followed regarding personnel functions.
 - ii) For faculty and administrative positions, job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.
- b) Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, shall be reviewed by the Vice Chancellor, Human Resources, or designee, before the position is announced, to ensure conformity with the requirements of this EEO Plan, and state and federal nondiscrimination laws.

- c) All job announcements shall state that the District is an “Equal Opportunity Employment Employer.”

3) *Review of Initial Applicant Pools*

- a) The application for employment shall provide for self-identification of the applicant’s gender, ethnic group and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the District's Equal Employment Opportunity Program, or any other purpose specifically authorized in this subchapter, or by any applicable statute or regulation.
- b) After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Vice Chancellor, Human Resources or designee.

4) *Review of Qualified Pools*

- a) All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description.
- b) The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Vice Chancellor, Human Resources or designee, finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described in Section 53006(a) of Title 5.

5) *Screening/Selection Committee Procedures*

- a) Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.
- b) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:
 - i) Provided to the State Chancellor upon request;
 - ii) Designed to ensure that for faculty and educational administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;

- iii) Based solely on job-related criteria; and
- iv) Designed to avoid an adverse impact, as defined in Title 5, section 53001(a) and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.
- c) A district may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. Nor may a district apply the District's Equal Employment Opportunity Plan in a rigid manner which has the purpose or effect of so discriminating.
- d) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the provisions of the Plan.
- e) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."
- f) Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.
- g) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training within the previous 18 months prior to service on the screening/selection committees. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees.
- h) Notwithstanding any other provision of this division, the Governing Board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the Plan or to otherwise ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity that are required by the Plan.

6) *Applicability to Districts Operating a Merit System for Classified Employees*

Pursuant to Education Code Section 88901(d), state laws governing merit systems for classified employees shall not authorize the selection of eligible candidates in circumvention of the "affirmative action programs" (equal employment opportunity programs) of any community college district.

Pursuant to Title 5 section 53027, nothing in the equal employment opportunity provisions of Title 5 shall be construed to conflict with or be inconsistent with the provisions of Article 3 (commencing with Section 88060) of chapter 4 of part 51 of the Education Code which apply to districts operating a merit system for classified employees.

B. Development of a Diversity Program

The District will promote the concept of diversity and cultural proficiency. This means to have the skill set and knowledge which allows one to be effective with diverse students, employees and other groups.

To assist in the creation of this change, the district adopts principles of diversity, inclusiveness, equity, and multiculturalism which can make the implementation and maintenance of an effective equal employment opportunity program much easier. To facilitate this change, institutionalizing a diversity program that is well planned out and supported by the leadership of the District can be of great value.

Our diversity program shall do the following:

- ❖ Assess current knowledge and awareness of diversity and inclusion principles
- ❖ Using survey results and best practices, develop a diversity culture strategy to include (but not necessarily limited to):
 - Recruit for Diversity and Inclusion
 - Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
 - Build Knowledge and Awareness of Diversity and Inclusion Best Practices
 - Budgeting for, and becoming active members of associations which encourage and support diversity efforts, for example: National Coalition Building Institute (NCBI)
 - Educating, promote and advertise the benefits of diversity and inclusion.
 - Providing training to staff to increase awareness of diversity and inclusion.
 - Encouraging and provide opportunities for faculty and leadership employees to attend and participate in off- site diversity conferences.
 - Highlighting the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.

- Reviewing and revising college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
 - Establishing an Equal Employment Opportunity and Diversity” online presence by highlighting the District’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies on the District’s website.
 - Exploring how to infuse diversity into the classroom and curriculum
 - Exploring methods to create a more inclusive and welcoming campus climate
- Celebrate Diversity and Inclusion
- Sponsoring cultural events and speakers on issues dealing with diversity, such as:
 - Have a guest speaker make an interactive presentation to the districtwide managers and confidential employees on “cultural proficiency and awareness”
 - Host a variety of speakers across the district to make us more aware of, understand and appreciate the differences of the cultural groups within our local community.
- Build Accountability for Diversity and Inclusion
- Evaluate administrators yearly on their ability and efforts to meet the district’s equal employment opportunity and diversity efforts.
 - Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
 - Annually evaluate activities across the District to determine if diversity objectives have been met.
 - Annually assess differences in cultural awareness and sensitivity.

Plan Component 11: Persons with Disabilities

Reference CCR Title 5, §53025

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code sections 11135, et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The District Human Resources, Personnel Commission Office and college administration are responsible for handling requests from applicants seeking accommodations. For current employees, the Human Resources office provides the legal guidance, but the campus is responsible for handling requests for accommodations from campus employees. The district office and district operations will handle accommodation requests from their employees. Requests can be made by the employee contacting his/her immediate supervisor. Such accommodations may be paid for with funds provided pursuant to Title 5, Chapter 6, Article 3 (commencing with section 53030).

Plan Component 12: Graduate Assumption Program of Loans for Education

Reference Education §87106, 69618 et. Seq.

The District will take into account system-wide strategies developed by the Board of Governors to encourage community college students to become qualified for, and seek employment as, community college employees. The District will consider strategies to inform students about the opportunity to participate in the Graduate Assumption Program of Loans for Education (GAPLE), when those programs are funded and available.

Appendix A

Definitions

Reference CCR Title 5, §53001

- a) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any monitored group or any group protected from discrimination pursuant to Government Code section 12490. 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*: means a condition of broad inclusion in an employment environment that offers equal employment opportunity ~~equality and respect~~ for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.
- c) *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 non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - a. identifying and eliminating barriers to employment that are not job related; and
 - b. 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 Plan*: a written document that includes specific procedures for ensuring equal employment opportunity.
- e) *Equal Employment Opportunity Measures*: all the various measures by which equal employment opportunity is ensured. Such measures include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- f) *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.
- g) *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.

- h) *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- i) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- j) *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.
- k) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Appendix B

EEO Advisory Committee Membership as of February 2016

Location	Representation on Committee	Name	Current Title
Clovis Community College	Administration	Ms. Gurdeep Sihota-He'Bert	Director of Student Success, Equity, and Outreach
	Faculty Senate	Ms. Carole Sullivan	Developmental Mathematics Instructor/Tutorial Center Coordinator
	Classified	Mr. John Grasmick	Bookstore Sales Clerk III
District Office	Vice Chancellor of Human Resources	Ms. Diane Clerou	Vice Chancellor of Human Resources
	Director of Classified Personnel	Ms. Elba Gomez	Director of Classified Personnel
	Director of Human Resources	Ms. Samerah Campbell	Director of Classified Personnel
	Equal Employment Opportunity, Diversity and Staff Development Manager	Ms. Pauline Holman	Equal Employment Opportunity, Diversity and Staff Development Manager
District Wide	SCFT President	Ms. Lacy Barnes	Psychology Instructor (RC)
	Adjunct Faculty Representative	TBD	
	Student Representative	TBD	
Fresno City College	Administration	Dr. Peg Mericle	Dean of Instruction, Social Sciences
	Faculty Senate	Mr. Matt Watson	Chicano-Latino Studies Instructor
	Classified	Ms. Gina Tarvin	Accounting Technician II
Reedley College	Administration	Dr. John Fitzer	Vice President of Madera and Oakhurst Community College Centers
	Faculty Senate	Ms. Norma Kaser	English Instructor
	Classified	Ms. Samaria Cardenas	Administrative Assistant

Appendix C

**EQUAL EMPLOYMENT OPPORTUNITY PLAN VIOLATION
COMPLAINT FORM**

Appendix D

AR3435 – Discrimination and Harassment Complaints

Appendix E

AR7120 – Procedures for Recruitment and Employment of College Faculty

Appendix F

AR7220 – Administrative Recruitment and Hiring Procedures