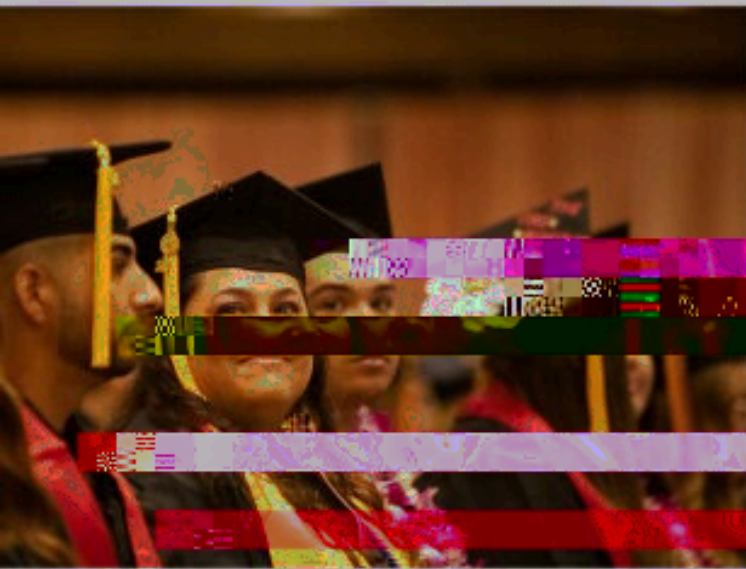


# MSJC

Mt. San Jacinto College



## EQUAL EMPLOYMENT OPPORTUNITY PLAN 2023-2026



## **Plan Component 1. Introduction**

On behalf of Mt. San Jacinto Community College District, we are proud to present the 2023-2026 Equal Employment Opportunity Plan (EEO Plan). The Plan reflects the district's commitment to equal employment opportunity that promotes EEO and DEIA practices which are inclusive and nondiscriminatory. The district's goal is to be intentional by promoting, fostering, and celebrating diversity, equity, inclusion, and accessibility that provides a sense of community and belonging for all. An exemplary academic community promotes an inclusive environment that best prepares our faculty, staff, and students to live, work, and contribute to a global society. The Plan reflects our District's commitment to equal employment opportunities and outlines in detail our road map and active steps to ensure nondiscriminatory practices.

The Plan provides all legally required components as well as those that reflect best practices and methods to support EEO compliance and DEIA initiatives, including the establishment of an Equal Employment Opportunity Advisory Committee (EEOAC) which assists in developing, revising, and implementing district EEO programs and plans in conformance with state and federal regulations and guidelines; reviews equal employment opportunity progress; and provides suggestions for Plan revisions as appropriate.

To effectively serve a growing and diverse population, the district is committed to

## Plan Component 2.

### Definitions

Included in this component are definitions for terms used frequently in the Plan.

**Adverse Impact:** means a disproportionate negative impact on a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniformed Guidelines on Employee Selection Procedures").

**Diversity:** means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide variety of backgrounds, experiences, and perspectives.



### **Plan Component 3.**

#### **Policy Statement**

#### **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, respect and harmony, and suitable role models for all students. An equitable and inclusive hiring process is essential to improve diversity, reduce barriers to employment, and

## **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 opportunities 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.

**Governing Board:** The Governing Board is ultimately responsible for the proper implementation of the District's Plan at all levels of District operations and for ensuring





## **Plan Component 5.**

### **Advisory Committee**

**Role.** 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 for equal employment opportunity and non-discrimination policies and procedures consistent with the purposes of the Plan. As further delineated in Plan Component 8 (Training for Screening/Selection Committees), the Equal Employment Opportunity Officer or qualified designees will ensure that the EEOAC and all members of the Governing Board receive training on equal employment compliance and the Plan itself. The specific responsibilities of the EEOAC include:

1. Assisting in developing the EEO Plan in compliance with state and federal regulations, statutes, and guidelines.
2. Reviewing the implementation and progress of the Plan and recommending corrective action when necessary.
3. Advising the 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 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.

**Training.** The EEOAC, as well as members of the Governing Board, will receive training in all the following:

1. The requirements of Title 5, Section 53003 and of state and federal nondiscrimination laws;
2. The educational benefits of workforce diversity;
3. The elimination of bias in hiring decisions; and
4. Best practices in serving on a selection or screening committee.

**Meetings.** The EEOAC shall meet a minimum of two (2) times per academic year, with additional meetings if needed to review EEO and diversity efforts, programs, and policies.

**Terms.** The EEOAC will be convened initially each year and chaired by the Director of Human Resources. Terms of office for the voting members shall be for two (2) years.

**Composition.** The EEOAC is comprised of District students, faculty, staff, administrators, and community members. A good faith effort shall be made to establish and maintain a committee comprised of a diverse membership and with respect to the principles of participatory governance. The membership of the EEOAC is as follows:

- Chair: Director of Human Resources, Human Resources Department (District Equal Employment Opportunity Officer)
- Three (3) full-time faculty members appointed by the Faculty Senate
- One (1) part-time faculty member appointed by the Faculty Senate
- Two (2) classified unit employees appointed by the Classified Senate
- One (1) member of the Confidential and Supervisory Team
- Two (2) members of the Administrative Team
- Two (2) students appointed by the Associated Student Government

## Plan Component 6.

### Complaints

**Overview of EEO and Unlawful Discrimination Complaints.** 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 harassment under Title 5, section 59300, with or without reference to equal employment opportunity violations. All such complaints shall be filed with the District's Equal Employment Opportunity Officer, except those against the Equal Employment Opportunity 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 applicant for employment, employee, student, a parent of a minor student, or an individual with legal authority on behalf of a student or employee (collectively "complainant") 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). A complainant may use the discrimination and harassment complaint form, which can be found at [MSJC AP3435](#) and as prescribed by the Chancellor of the California Community Colleges. A copy of the form is also available at the District Human Resources Office and on the College's/District's website.

A complainant may also report a verbal complaint to the Equal Employment Opportunity Officer. A complainant should contact the Equal Employment Opportunity Officer, by phone (951) 487-3156 or in person at the District's Human Resources Department, 41888 Motor Car Parkway, Temecula, 92591. The Equal Employment Opportunity Officer or designee will record the verbal complaint in writing. The Equal Employment Opportunity Officer will take steps to ensure the writing accurately reflects the facts alleged by the complainant.

The District may return without action any complaints that are inadequate or defective because they do not state a clear violation of the equal employment opportunity regulations. All returned complaints must include a District statement of the reason for returning the complaint without action. Within ten (10) days of receipt of returned complaints, complainants may submit additional information to the Equal Employment

Opportunity Officer in an attempt to cure the defective complaint but have no other rights to appeal the District's determination.

Complaints involving current hiring processes must be filed no later than sixty (60) calendar days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve a current hiring process must be filed no later than 90 days after such occurrence unless the violation is ongoing.

Other complaints filed by any complainant, as defined above, who believes that EEO regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints filed with the EEO Officer will be investigated or caused to be investigated by the EEO Officer, or a designee identified by the Superintendent/President, if the complaint is filed against the EEO Officer. Investigations shall be co(at)2 2 (ihBpio)-6 s1tend8

## **Plan Component 7.**

### **Notification to District Employees**

The commitment of the Governing Board and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of the District's equal employment opportunity policy statement and the Plan. The policy statement will be printed in the college catalogs and class schedules and will include information on how to review or obtain a copy of the Plan.

## **Plan Component 8.**

### **Training for Screening/Selection Committees**

Any person, whether or not an employee of the District, who is involved in the recruitment and screening/selection or other hiring process for District personnel shall complete mandatory training within twenty-four (24) months prior to performing these duties. The training shall cover the following:

- The requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. Seq.)
- The requirements of federal and state nondiscrimination laws
- The district's policies on nondiscrimination, recruitment, and hiring
- The requirements of the District's Plan
- The value and educational benefits of a diverse workforce
- The importance of equity and inclusion
- The elimination of bias in hiring decisions
- Best practices in serving on a selection or screening committee
- Culturally responsive teaching practices and micro-aggressions
- Diversity in Hiring

Persons serving on hiring committees will be required to receive training prior to serving on a hiring process and every two years thereafter. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Human Resources Department 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/selection of employees is subject to the equal employment opportunity requirements of Title 5 as pursuant to section 53020 and the Plan.



## **Plan Component 10.**

### **Periodic Longitudinal Analysis of District Workforce and Applicant Pool**

The District, through its Office of Human Resources, will annually gather the information specified below for the purpose of conducting periodic, longitudinal analysis of the District's employees and applicants, broken down by number of persons from monitored groups in the seven (7) job categories identified below to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures. The District is currently working with its HRIS software vendor to implement the seven (7) categories which are listed below and will have this implemented by next year. The District shall conduct this data review as part of its Plan renewal and may conduct additional periodic data reviews more frequently, based on the District's size, demographics, and other unique factors.

#### **EEO DATA COLLECTION**

The District allows applicants and employees to identify their gender (and will start collecting data for non-binary options next year), ethnic group identification, and, if applicable, their disability status in a manner prescribed by the Chancellor and consistent with state and federal law (EEO Data). The District will keep EEO Data confidential and shall use it only in research, monitoring, evaluating the effectiveness of the District's EEO program or another similar purpose authorized by law. Individuals serving on a screening or selection committee will not have access to applicants' EEO Data during their participation on the committee. Following such participation on a selection or screening committee, only District employees whose job duties require them to have access to such data will have such access, unless otherwise required by law.

The District allows applicants and employees to provide the following Monitored Group information:

1. Gender Identification

The District requests that employees and applicants self-identify as female, male, and will be asking for non-binary information next year.

2. Race and Ethnicity Identification

The District requests that employees and applicants self-identify into the following ethnicity categories:

a. Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.

b. White (Not Hispanic or Latino)



- A person having origins in any of the original people of Europe, the Middle East, or North Africa.
- c. Black or African American (Not Hispanic or Latino)  
A person having origins in any of the black racial groups of Africa.
  - d. Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)  
A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - e. Asian (Not Hispanic or Latino)  
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, the Philippine Islands, Thailand, and Vietnam.
  - f. American Indian or Alaska Native (Not Hispanic or Latino)  
A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation( per)7 (s)Tj Tw

The District currently is breaking down its occupational categories into the following groups:

1. Faculty
2. Non-Teaching Faculty
3. Academic Administrator
4. Classified Administrator
5. Classified
6. Confidential
7. Supervisor

The District is working with its HRIS software vendor to change its occupational categories so future reporting of employees will be based off the occupational groups listed below:

1. Executive/Administrative/Managerial;
2. Faculty and Other Instructional Staff;
3. Professional Non-Faculty;
4. Secretarial/Clerical;
5. Technical and Paraprofessional;
6. Skilled Crafts; and
7. Service and Maintenance.

### **EEO DATA COLLECTION MONITORED GROUP IDENTIFICATION**

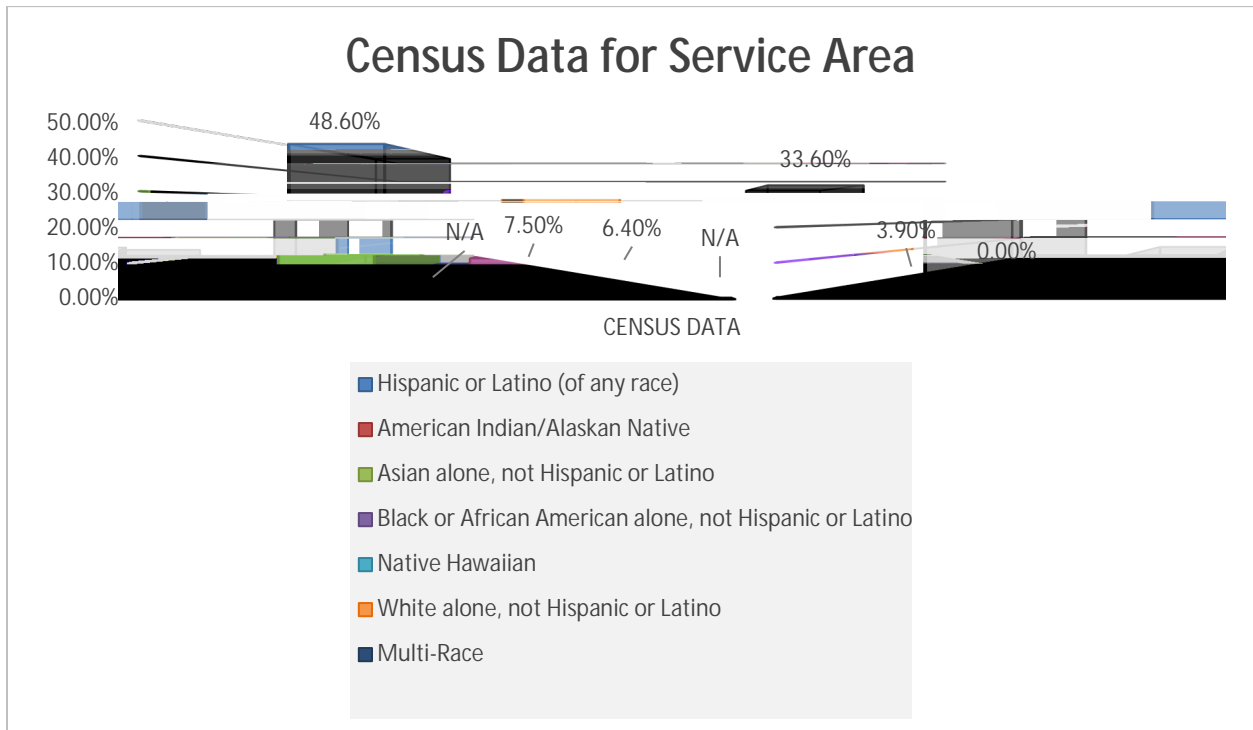
There may be significant numbers of employees or applications who decline to identify their gender, ethnicity, or disability-2 T[t]9 (i)6.1 (gni)6 (f)2 ((-2 T0n)7 (a)w 16.4 j0.004 Tcl)10 (l.15 T



**The Districts workforce is currently 43.5% male and 56.5% female.**

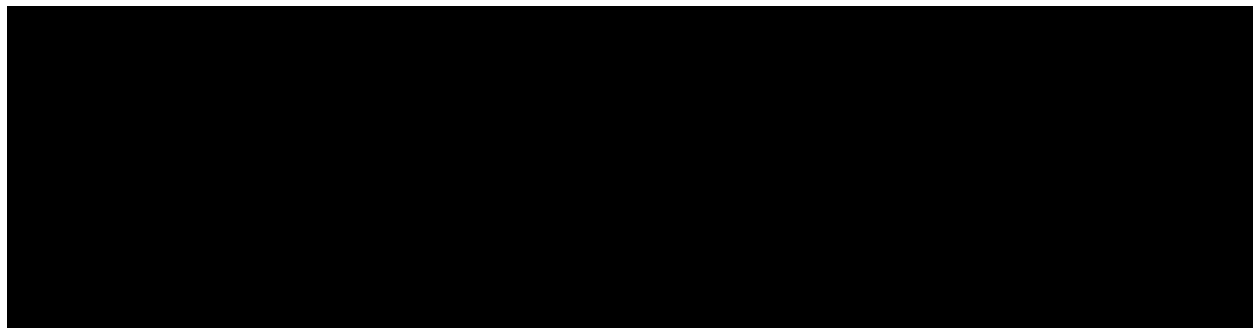
**Analysis of the Districts Service Area.** Data provided by [data.census.gov](https://data.census.gov/):

**Ethnicity Breakdown for Service area:**



**The District’s service area is currently 50.3% Male and 49.7% Female.**

**The Variance Analysis for the district’s current workforce as compared to census data for the district’s service area:**



Some classifications of employees do not follow the overall gender breakdown and tend toward one gender or the other. Classified part-time staff are 31.25% male and 68.75% female and office and administrative support are 11.4% male and 88.6% female. While females are the majority in most classifications, the reverse is true for computer/engineering/science and service occupations where currently males make up 94.2% and 92.9% of the workforce and females make up 5.8% and 7.1% respectively. Full-time faculty are the most evenly distributed group with 47.2% male and 52.8% female, while associate faculty are 44.5% male and 55% female.

Ethnic diversity within the job categories currently varies, which has been the case for several years. Full-Time Faculty positions currently consist of 54% White, 24.2%

Hispanic, and 5% African American, and 6.2% Asian. There is a statistical variance of  
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Interviewed July 1, 2022 through June 30, 2023

Permanent Recruitment

Category	Count
Administrative	41
Classified	410
Supervisor (SR)	
Faculty (FR)	
Academic Administrator (AA)	
Classified Administrator (CA)	
Classified (CR)	
Confidential (CO)	

Gender

Gender	DNI	F	M	Total
Total	82			
American Indian - Alaskan Native	1	0	0	9
Asian	4	0	0	1
Native Hawaiian -	0	0	0	4
White	38	34	0	4
Hispanic/Latino	0	4	3	1
Other	9	9	1	9
Black or African American	12	22	163	124
Other	5	42	8	5
Hispanic/Latino	4	41		
Total	58	54	0	4
Hispanic/Latino	3	1	9	9
Black or African American	1	9	1	9
Other	12	22	163	124
White	5	42	8	5
Hispanic/Latino	4	41		
Total	58	54	0	4

Interviewed July 1, 2022 through June 30, 2023

Permanent Recruitment Hires

Category	Count
Faculty (Teaching & Non Teaching)	
Administrative	6
Faculty (FR)	
Faculty Non Teaching (FN)	
Administrator (MR)	
Administrator (LR)	

Gender

Gender	DNI	F	M	Total
Total	93			
Hispanic/Latino	0	0	1	0
American Indian - Alaskan Native	0	0	0	0
Asian	1	0	0	0
Black or African American	0	0	0	0
Native Hawaiian -	0	0	0	0
White	1	5	0	1
Total	0	5	6	0
Hispanic/Latino	0	1	1	0
Black or African American	2	0	1	2
White	1	2	1	1
Hispanic/Latino	1	55	28	6
Black or African American	0	1	1	4
Other	0	0	0	0
Total	0	5	6	0

**LONGITUDINAL ANALYSIS TO IDENTIFY ADVERSE IMPACT**

Once the District gathers the EEO data described above, the District’s Human Resources Department will assign every employee and applicant to one of the seven job categories identified in Plan Component 2. The District will also include data for employees and applicants that allows the District to track the composition and diversity of who is hired and retained over time, disaggregated by discipline, job category, and other relevant measures.

The District will then conduct an a periodic, longitudinal analysis of employees and applicants, broken down by number of persons from monitored group status in each job category as defined below to determine whether additional diversification measures are



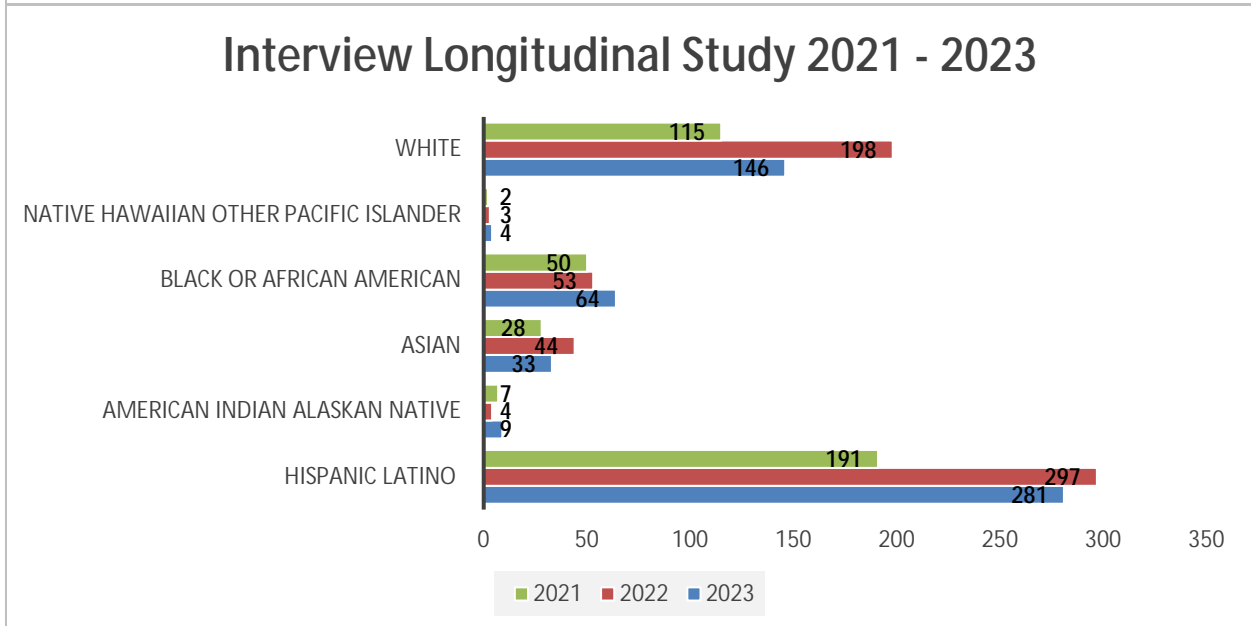
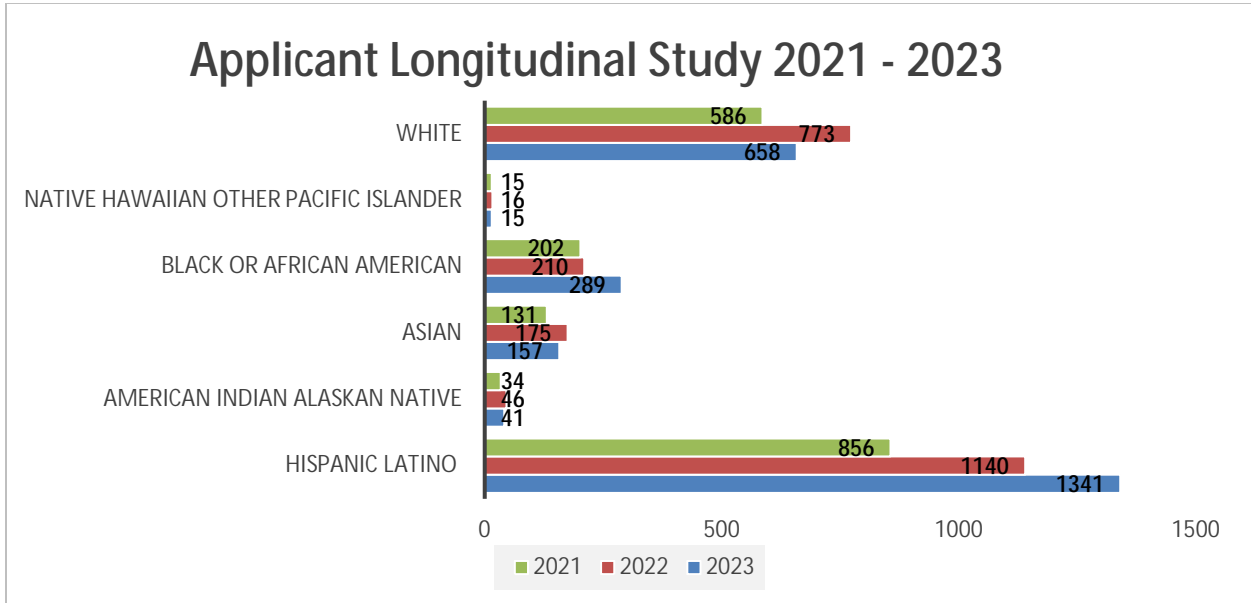


## **Plan Component 11.**

### **Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories**

In conjunction with EEO data gathered pursuant to Plan Component 10, the District shall identify and utilize data available from reliable public and private sources to determine

Based on our Current Occupational Categories that the District has tracked, we have the following Longitudinal Studies for overall Applicants, Interviewees, and Hires for the last 3 years.





## **Plan Component 12.**

### **Methods for Addressing Underrepresentation**

Mt. San Jacinto Community College District continues to ensure diversity, equity, inclusion, accessibility, and an equal opportunity experience for all. The district continues to focus on the compromise of all recruitment committees to maintain diversity. The district has expanded its' advertisement efforts to aggressively reach a diverse pool of applicants and underrepresented groups.

Title 5, Section 53003(c)(10) requires the EEO Plan to identify strategies for addressing any underrepresentation identified pursuant to Section 53003(c)(9) and EEO Plan Component 11. The Equal Employment Opportunity Officer is responsible for developing appropriate measures for addressing findings of underrepresentation, with appropriate input from the EEOAC and other appropriate District personnel.

The District will review the information gathered pursuant to EEO Plan Component 11 to determine if underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The information to be reviewed shall include, but need not be limited to:

1. Relevant data gathered pursuant to EEO Plan Component 10, to identify whether the percentage of persons from a monitored group employed by the District in a job category is below eighty percent (80%) of the projected representation for that group and job category; and
2. Analysis of data regarding applicants, which may inform the District's analysis of underrepresentation of a monitored group.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or veteran or military status. The District also will not engage in any other practice that would result in discriminatory or preferential treatment prohibited by state or

necessary, to modify the EEO Plan itself to ensure diversity, equity, inclusion, accessibility, and equal employment opportunity.

In order to address these instances of underrepresentation, as defined above, the District will take the following steps:

- x The District will conduct an initial demographic review of the qualified applicant pool before the application deadline for a District position closes. If the pool's candidate diversity is not consistent with the goals of the EEO Plan, the EEO Officer will advise the District's Superintendent/President, and the Superintendent/President may, but is not required to, extend the search period for the position to engage in further recruitment prior to filling the position.
- x The District shall review and compare the composition of the qualified applicant pool to the composition of the initial applicant pool. If the EEO Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, the EEO Officer will advise the District's Vice President of Human Resources, and the Vice President shall take appropriate action. The application pool shall be reviewed in conducting the analysis described in Title 5, section 53006(a).
- x Interview questions for applicants for faculty and managerial positions shall include two Diversity, Equity, Inclusion, and Accessibility related questions.

**Plan Component 13.**  
**District & College Activities On-Going Commitment to EEO/Employment Diversity**

The District is responsible for developing and implementing strategies designed to promote the diversity of its workforce at all levels and demonstrate the District's institutional commitment to diversity, equity, inclusion, accessibility, and equal employment opportunities. This process shall include strategies identified in Appendix A.

The District recognizes that multiple approaches are necessary to fulfill its mission of ensuring equal employment opportunity, the creation of a diverse workforce, and the creation of an inclusive, equitable, and fair working and learning environment. The EEOAC will continue to sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

IMPLEMENTATION	WHO	WHAT/WHEN (Describe strategy here)	EFFECTIVENESS METRICS AND REVIEW
<b>PRE-HIRING</b>			

Convey in publications and website the district's commitment to diversity & EEO.

(53024.1(j))

Vice President, Human Resources; Director, Human Resources , Human Resources Systems Coordinator, Academic Senate, Faculty, Classified, Students, IDEA Implementation Team,

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<p>Providing EEO/diversity enhancement resources and assistance to other districts.</p> <p>(53024.1(m))</p>	<p>Vice President, Human Resources, Director of Human Resources, Administration, Human Resources Analyst, Technician's and Employment Specialist</p>	<p>Y1: Foster relationships and network with other community colleges to seek guidance, share resources, gain perspective and to enhance our efforts and goals, stay up-to-date with the on-going changes and seek to continually maintaining compliance that support our EEO/Diversity efforts Y2: Y3:</p>	<p>Success in educating, raising awareness and understanding to all college constituents. The District will work on how we will measure the success of these educational initiatives?</p>
<p>Addressing diversity issues in a transparent and collaborative fashion.</p> <p>(53024.1(o))</p>	<p>President; Vice President, Human Resources, Director of HR, Executive Cabinet, Academic Senate, Classified Senate, Administration Faculty, Classified, Supervisory/Confidential employees</p>	<p>Y1: Identifying college constituents interested in serving on a President's Advisory committee Y2: Work on scheduling quarterly meetings to identify the vision and mission of the President's Advisory Committee. Y3: Create a President's Advisory committee composed of college constituents to design and implement equity minded hiring practices and to support HR decision making while adding new perspective and vision through a lens of diversity, equity, inclusion, and accessibility.</p>	<p>Increase in diversity and successful implementation of ongoing equity minded practices that support the decision making and break down the organizational barriers. Ensuring our campuses are equitable and through cultural change, collaboration, deep study/discussions, and commitment. The effectiveness/measuring of this strategy has not yet been determined.</p>



Recurring activities related to improving student access and student success—with a nexus to EEO hiring.

(53024.1(m))

Vice President, Human Resources; Student Employment Specialists, Hiring Managers, Timesheet Monitors,

Y1: Build bridges with departments and faculty, promote student workers. Work directly with Employment Specialist to create workshops for hiring managers and timesheet monitors to streamline the Student Workforce Program (SWP) processes and gain DEIA understanding

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**Additional Strategy Specific to Mt. San Jacinto CCD:** Advertising on new platforms for specialized and hard-to-hire areas/disciplines.

Vice President, Human Resources, Director of Human Resources, Vice President of Career Education, Counseling & Nursing, Administration, Academic Deans, Career Education Deans Academic Senate, Human Resources System Coordinator, and Research

Y1: Collaborate with deans and hiring managers to identify the hiring needs of their respective departments, and discuss the hard-to-hire positions  
Y2: Continue working with Academic Advertising, Dice, Health Careers and other advertising platforms to support the district with hiring those hard-to-hire positions  
Y3:

To effectively measure the success of these hard-to-hire positions, the district will do an analysis of past and recent recruitments to determine the increase/decrease of  
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within their supporting materials.			
<b>HIRING</b>			

Maintain updated job descriptions and job announcements. (53024.1(f))

Vice President, Human Resources, Director of HR, Administrator's, Hiring Managers, HR Analyst, Academic Senate, CSEA

Y1: As part of the job description and posting process, Add a requirement for Faculty and Administrator applicants to submit a diversity statement or philosophy to their applications  
 Y2: Revamp the faculty and administrator job postings by including the District's DEIA statement, diversity of the District's student body, and DEIA initiatives to these job postings  
 Y3:

Increase in diversity among faculty and administrator applicants, ability for applicant to showcase their DEIA accomplishments and commitment to the foundation and framework of Diversity, Equity, Inclusion, and

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recommended as  
part of the  
curriculum  
update.

(53024.1(n))

Y3: Provide  
professional



**Additional  
Strategy Specific**

<p>participating in hiring committees.</p>	<p>Professional Development, EEOAC</p>		
<p><b>Additional Strategy Specific to Mt. San Jacinto CCD:</b> Build institutional support for our Classified staff who are seeking faculty and administrative positions within our district.</p>	<p>President, Vice President, Human Resources, Director, Human Resources, Employees, Administrators, Hiring Managers, Hiring Panels, Academic Senate , CSEA,</p>	<p>Y1: Examine district policies regarding Classified professionals' ability to teach, ability to classify a single individual in multiple employment categories, and recommend proposed policy changes and technology changes needed to remove barriers and increase opportunities for our existing employees to support the larger mission of the college in a variety of ways Y2: Continue promoting employment opportunities by posting opened positions internally affording employees an opportunity for advancement</p>	



<p>faculty hiring committees.</p>	<p>Panels, Academic Senate ,CSEA, and SGA</p>	<p>Y3: Implement a pilot program for student participation</p>	
<p><b>Additional Strategy Specific to Mt. San Jacinto CCD:</b> Create a formal structure and process by which we conduct semesterly reviews of hiring efforts to identify, locate, and close equity gaps and barriers for underrepresented marginalized groups.</p>	<p>President, Vice President, Human Resources, Director, Human Resources, Employees, Administrators, Hiring Managers, Hiring Panels, Academic Senate , and CSEA</p>	<p>Y1: Adverse impact review of applicants by recruitment Y2: Create a survey for applicants to share their perspectives and experiences of the hiring process Y3:</p>	<p>Increase of diversity in hiring.</p>
<p><b>Additional Strategy Specific to Mt. San Jacinto CCD:</b> Research the advantages and disadvantages of implementing (turning on the personally identifiable information [PII] switch in NEOed) that would remove all PII from all applications and attachments submitted that would ultimately decrease bias</p>	<p>Vice President, Human Resources, Director of Human Resources, HR Analyst, (EEO Officers), Human Resources Systems Coordinator</p>	<p>Y1: Identify an EEO Subcommittee to review the advantages/disadvantages of implementation Y2: Work directly with the Human Resources Systems Coordinator regarding the impacts of turning on PII and the affect it will have on workload Y3:Develop a structured process and work on buy-in</p>	<p>An increase in hiring diverse applicants or increase in diverse applicants selected to be interviewed.</p>

<p>from the Minimum Qualification screening of applicants during the hiring process.</p>			
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		climate survey Y3:Implement Survey	will measure the effectiveness.
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Conduct exit  
interviews & use  
this information.

Professional development, mentoring, support and leadership opportunities for new employees and aspiring leaders.  
(53024.1(e))

Vice President, Human Resources, Director of Human Resources, Professional Development Coordinator, Deans, Administrators,

Timely and  
thoroughly  
complete  
investigations as  
outlined in the  
District's AP 3410  
Responding to



			effectiveness will be determined once the system is programmed to identify adverse impact.
Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.	President; Vice President, Human Resources, Director of Human Resources, Vice President of Instruction, Bargaining Unit Groups, Academic Senate, Classified, Hiring Administrators, Managers & Committee Members, HR Systems Coordinator, IT, Research	Y1: Collaboratively work with the EEOAC in conjunction with Human Resources and the Research department to gather, review, analyze, and monitor the data to identify significant areas of underrepresentation. Y2: Y3:	Successful development of Components 11 & 12 within year one of the Plan.

## Appendix A

### Diversity Organizations in Riverside County

#### General Organizations:

- x Anti-Defamation League, Los Angeles Office (Serves Riverside County - <https://www.adl.org/los-angeles>)
- x American Civil Liberties Union of Riverside - <https://www.aclusocal.org/>
- x Anti-Racist Riverside - <https://www.antiracistriverside.com/>
- x Inland Empire Community Collaborative - <https://inlandempirecommunitycollaborative.org/>

#### Asian and Pacific Islander Organizations:

- x Asian Business Association Inland Empire - <https://www.abaie.org/>
- x Filipino-American Chamber of Commerce of Riverside - <https://facctc.org/>
- x Japanese Americans Citizens League, Riverside Chapter - [https://www.riversidejacl.org/riverside\\_jacl/pages/](https://www.riversidejacl.org/riverside_jacl/pages/)
- x Asian Pacific Americans in Higher Education - <http://apahenational.org/>

#### Black/African American Organizations:

- x



Latina/Latino, Hispanic, and Chicana/Chicano Organizations:

- x California Community Colleges Organización de Latinx - Colegas - <https://cccolegas.org/>
- x Riverside County Hispanic Chamber of

