

**Chaffey Community College District
Equal Employment Opportunity Plan**

2019 - 2022

Adoption of District Equal Opportunity Plan

The Chaffey Community College District Governing Board adopted this Equal Employment Opportunity Plan (Plan) on May 22, 2019. The Plan reflects the District's core commitment to equal employment opportunity and its recognition that a diverse and inclusive workforce serves the educational mission of the District, which is to prepare students for success in a global society.

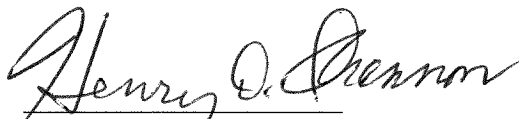
Plan Component 1: Introduction

This Plan reflects the District's on-going commitment to equal employment opportunity and nondiscrimination in employment consistent with Board Policy 7100, Commitment to Diversity, and the applicable Title 5 regulations (sections 53000 *et seq.*). It further reflects the District's commitment to utilize lawful EEO practices to develop and sustain a diverse, highly qualified workforce by recognizing and acting on the following:

- Equal employment opportunity and diversity is an integral component of the District's core values;
- Meaningful collection of longitudinal data plays a vital role in achieving the EEO goals of the District;
- A diverse academic environment supports the mission of the District and the California Community College system—i.e., to prepare our students for success in a global society;
- A diverse workforce has greater capacity for creativity and service to our diverse student body;
- Diversity will be promoted through lawful, nondiscriminatory measures under which the District seeks to attract the most qualified candidates at every level; and
- Successful implementation of EEO strategies requires sustained, institutional commitment, action, and accountability.

The Plan provides the process that the District will use to promote equal employment opportunity in its recruitment and hiring policies and practices in conformance with the applicable Title 5 regulations (section 53000 *et seq.*). The Plan is intended to foster a working and learning environment that promotes diversity, inclusion, and equal employment opportunities. To properly serve our growing diverse population, the Plan also reflects the District's commitment to hire and retain managers, faculty and staff who are sensitive to, and knowledgeable of, the needs of our continually changing and diverse student body and community we serve.

As Superintendent/President, I am committed to the successful implementation of this EEO Plan and overseeing the sustained, institutional effort necessary for its success.



Henry D. Shannon, Ph.D.
Superintendent/President
Chaffey Community College District

Plan Component 2: Definitions

CCR, Title 5, § 53001

- (a) **Adverse Impact.** "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- (b) **Chancellor's Office.** California Community College's Chancellor's Office.
- (c) **Diversity.** "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability, and socio-economic backgrounds.
- (d) **Equal Employment Opportunity.** "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels, including in the seven job categories identified in the Title 5 regulations, namely: executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related; and
 - (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- (e) **Equal Employment Opportunity Plan.** An "equal employment opportunity plan" is a written document that provides the guidelines for how a District's work force will be analyzed and specific plans and procedures for promoting equal employment opportunity.
- (f) **Equal Employment Opportunity Programs.** "Equal employment opportunity programs" means all the various methods by which equal employment opportunity is promoted. Such methods include, but are not limited to, actively recruiting, using nondiscriminatory employment practices, monitoring and taking additional steps consistent with the requirements of Title 5 and this Plan.

- (g) **Ethnic Group Identification.** "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- (h) **In-house or Promotional Only Hiring.** "In-house or promotional only" hiring means that only existing District employees are allowed to apply for a position.
- (i) **Monitored Group.** "Monitored group" means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- (j) **Person with a Disability.** "Person with a disability" means any person who (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.
- (k) **Reasonable Accommodation.** "Reasonable accommodation" means the efforts made on the part of the District to afford disabled applicants access to the job application process and allow disabled employees to perform the essential functions of their positions, consistent with the District's legal obligations under the Americans with Disabilities Act and the Fair Employment and Housing Act.
- (l) **Screening or Selection Procedure.** "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, interviews, review of job application, traditional paper and pencil tests, performance tests, and physical, educational, work experience requirements, and interviews.
- (m) **Significantly Underrepresented Group.** "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Plan Component 3: Policy Statement

Chaffey Community College District Nondiscrimination Policy BP 3410, Education Code Sections 87100 *et seq.*, and Title 5 Sections 53000 *et seq.*)

The Chaffey Community College District is committed to the principles of equal employment opportunity. By adoption of this Equal Employment Opportunity Plan, the District implements a comprehensive program to put those principles into practice.

As reflected in the Plan, the District is committed to a continuing, good faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities, and are not subject to discrimination in any program or activity of the District on the basis of age, ancestry, color, gender, gender identity, gender expression, gender stereotypes, marital status, medical condition, national origin, parental status, physical or mental disability, race, religion, sexual orientation, veteran status, 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 further firmly believes that an inclusive educational and employment environment fosters cooperation, acceptance, democracy, and the free expression of ideas essential to a robust academic community and the preparation of students for success in a global society. The District understands, and reflects in this Plan that the maintenance of a diverse and inclusive work and educational environment is an on-going process that requires sustained efforts.

Plan Component 4: Delegation of Responsibility, Authority and Compliance

Because equal employment opportunity requires a commitment and a contribution from every segment of the District, Chaffey Community College District's goal is that all employees promote and support equal employment opportunity. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

1. *Governing Board*

The Governing Board of the Chaffey Community College District is ultimately responsible for proper implementation of the District's Plan at all levels of District operation, and for making measurable progress toward equal employment opportunity by the methods described in the Plan.

2. *Superintendent/President*

The Governing Board delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the 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 Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. *Equal Employment Opportunity Officer*

The District has designated the Chief Human Resources Officer as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. The Equal Employment Opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and employment selection procedures are properly monitored. Operational implementation of this Plan includes but is not limited to:

- i. Overseeing the collection and lawful use of longitudinal data analysis, as well as data reporting as required. This includes ensuring that employee/applicant demographic data is not available to selection committees or otherwise utilized in making individual employment decisions;
- ii. Ensuring that those involved in implementation of the EEO Plan, including the President's Equity Council and those serving on screening committees, receive training regarding EEO hiring and the EEO Plan in compliance with Title 5 and this EEO Plan;
- iii. Developing and implementing hiring procedures consistent with the EEO Plan;

- iv. The Chief Human Resources Officer is also responsible for receiving and investigating complaints by individuals who believe that the District has violated the District's Equal Employment Opportunity regulations of Title 5 of the California Code of Regulations; and
- v. General oversight of the implementation of the EEO Plan.

If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee.

4. *Equal Employment Opportunity Advisory Committee*

The President's Equity Council serves as the equal employment opportunity advisory committee to the Equal Employment Opportunity Officer and the District as a whole. The President's Equity Council aims to promote understanding and support of equal employment opportunity policies and procedures. The President's Equity Council shall participate in monitoring equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the 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 this Plan.

6. *Good Faith Effort*

A good faith effort is one that is honest and taken with sincere intent. The District shall make a continuous good faith effort to comply with all the requirements of its Plan.

Plan Component 5: Equal Employment Opportunity Advisory Committee

The District has an EEO Advisory Committee known as the President's Equity Council ("PEC" or "Council"). The Council serves as an advisory body and assists the District in implementing its EEO Plan. The Council also helps formulate and recommend activities to promote diversity, cultural competence, and inclusion. The Council may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Council may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

The Council shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. The current make-up of the Council is: 34% Hispanic, 31% White, 28% African American, and 6% Asian/Pacific Islander.

The Equal Employment Opportunity Officer shall ensure that the President's Equity Council receives training on equal employment compliance and the EEO Plan itself. The Council will receive training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 *et. seq.*); identification and elimination of bias in hiring; the educational benefits of workforce diversity; and the role of the Council in carrying out the District's EEO Plan.

Plan Component 6: Complaints

CCR, Title 5, §§ 53003(c)(2), 53026 and 59300 *et seq.*

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

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated:

Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. When a person files an EEO complaint, the officer must:

- Undertake efforts to resolve the charge informally;
- Advise the complainant that he/she need not participate in an informal resolution of the complaint;
- Notify the complainant of the procedures for filing a formal complaint; and
- Notify the complainant that he/she may file a complaint with the Office of Civil Rights of the U.S. Department of Education.

If the complainant, a student or an employee, files a formal complaint, the responsible District officer must also forward a copy of the complaint to the Chancellor's Office.

Complaints alleging violations of the EEO Plan 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. In such a case, a complaint can be filed with the 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 District level using the process provided by section 53026.

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

The complaint shall be filed with the Equal Employment Opportunity Officer, Chief Human Resources Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the Superintendent/President. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety

(90) days of the filing of the complaint. The Equal Employment Opportunity Officer will forward copies of all written complaints to the Chancellor's Office upon receipt. A complainant may not appeal the District's determination pursuant to Title 5 section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid.

Complaints Alleging Unlawful Discrimination or Harassment
CCR, Title 5, § 59300 *et seq.*

The District has adopted separate procedures for processing complaints alleging unlawful discrimination or harassment. These procedures (AP 3435) can be found on the District's website. The Chief Human Resources Officer is responsible for receiving such complaints and coordinating the investigations. The discrimination and harassment complaint procedures are available on the District's website.

Student Complaint Procedure

A student who feels he/she has been or is being subjected to discriminatory treatment, including harassment, or who has learned of such unlawful discrimination, should immediately contact the Office of the Associate Superintendent, Student Services and Legislative Engagement or the District's Title IX Coordinator. The student complaint process is set forth in AP 3435, which is accessible on the District's website.

Plan Component 7: Notification to District Employees

CCR, Title 5, § 53003(c)(3)

The Governing Board and the Superintendent/President emphasize their commitment to equal employment opportunity through the broad dissemination of the Equal Employment Opportunity Policy Statement and EEO Plan. The Equal Employment Opportunity 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 Superintendent/President, administrators, the academic senate leadership, union representatives and members of the President's Equity Council. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the Office of Human Resources will provide all employees with a copy of the Governing Board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Office of Human Resources will also provide all new employees with a copy of the Plan when they commence their employment with the District. In addition, new employees will receive the following:

- (1) Information regarding the importance of the employee's participation and responsibility in ensuring the Plan's implementation; and
- (2) Where complete copies of the Plan are available, including in the District's public folders on the District's website, and in the Offices of the Superintendent/President and Human Resources.

Plan Component 8: Training for Screening/Selection Committees

CCR, Title 5, § 53003(c)(4)

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 the following:

- Requirements of the Title 5 regulations on equal employment opportunity (section 53000 *et. seq.*);
- Requirements of federal and state nondiscrimination laws;
- Requirements of the District's Equal Employment Opportunity Plan;
- District policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency;
- The value of a diverse workforce; recognizing and eliminating bias in hiring decisions; and
- Best practices in serving on a selection committee.

Persons serving on screening/selection committees will be provided with training in the above-referenced Title 5 requirements during the initial screening/selection committee meeting. In addition, all committee members are required to participate in annual diversity training through training modules developed by the Bringing Light to Ourselves and Others through Multiculturalism committee, otherwise known as BLOOM. Training must be completed prior to serving in the screening/selection process. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees.

The Office of Human Resources or designee is responsible for providing the required training, which is described above. Any individual, whether or not an employee of the District, who acts on behalf of the District with regard to recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

Plan Component 9: Annual Written Notice to Community Organizations
CCR, Title 5, § 53003(c)(5)

The Equal Employment Opportunity Officer or designee will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying candidates from diverse backgrounds. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its vacancies and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources.

Plan Component 10: Analysis of District Workforce and Applicant Pool

CCR, Title 5, § 53003(c)(6)

The Office of Human Resources will collect the District's employee demographic data annually and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan. The Office of Human Resources will also provide data needed for the reports required by this Plan. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders (to include Cambodian, Chinese, Filipino, Indian, Japanese, Korean, Vietnamese, and Hawaiian), African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the 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. 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). All applicants and employees will be placed in one of the following 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

The Chief Human Resources Officer shall monitor initial and qualified applicant pools for employment on an ongoing basis. The Chief Human Resources Officer shall use this data to evaluate the District's progress in implementing the Plan, and to provide data needed for reports required by the Plan. Data shall be maintained year-to-year and a longitudinal analysis will be conducted where there is at least three years of data to review, or sooner if the Chief Human Resources Officer concludes there is sufficient data for the analysis to be meaningful.

Beginning in 2019-20, the relevant information collected from exit surveys for all voluntary resignations shall be included in future data analysis reports.

Beginning in 2019-20, the District shall conduct a demographic analysis of probationary releases (classified and academic) and include this data in the 2020-21 data analysis report.

Longitudinal Data: Workforce Demographics¹
Workforce Analysis
2016-17 Academic Year

Employee Category	Total	Gender		Race/Ethnicity							Persons with Disability
		Male	Female	Native Amer.	African Amer.	Asian/ P.I.	Hisp./ Latino	White	Other	Unknown	
Administration											
Academic	19	9	10	0	3	0	1	14	0	1	0
Classified	16	5	11	1	0	2	6	7	0	0	0
Faculty											
Full-Time	234	88	146	3	12	21	45	150	3	0	9
Part-Time	811	353	458	3	59	122	177	437	5	8	21
Classified Professionals											
Professional, Non-Faculty	20	12	8	0	5	0	5	8	1	1	0
Clerical/Secretarial	148	12	136	1	16	10	73	47	0	1	9
Technical/ Paraprofessional	76	39	37	2	8	7	28	31	0	0	4
Skilled Crafts	9	9	0	0	0	2	2	5	0	0	0
Service/Maintenance	52	43	9	4	7	2	25	14	0	0	2
TOTAL	1,385	570	815	14	110	166	362	713	9	11	45

Source: California Community College Management Information System (MIS) Employee Demographic Data Record (EB) File

Workforce Analysis
2017-18 Academic Year

Employee Category	Total	Gender		Race/Ethnicity							Persons with Disability
		Male	Female	Native Amer.	African Amer.	Asian/ P.I.	Hisp./ Latino	White	Other	Unknown	
Administration											
Academic	21	8	13	0	4	0	3	13	0	1	0
Classified	19	6	13	0	0	3	8	8	0	0	0
Faculty											
Full-Time	234	92	142	4	11	19	44	154	2	0	8
Part-Time	839	367	472	1	62	138	203	426	4	5	17
Classified Professionals											
Professional, Non-Faculty	25	15	10	0	6	1	8	8	1	1	0
Clerical/Secretarial	153	15	138	1	16	11	78	46	0	1	8
Technical/ Paraprofessional	80	38	42	2	12	8	26	32	0	0	3
Skilled Crafts	9	9	0	0	0	2	2	5	0	0	0
Service/Maintenance	50	44	6	4	7	2	26	11	0	0	2
TOTAL	1,430	594	836	12	118	184	398	703	7	8	38

Source: California Community College Management Information System (MIS) Employee Demographic Data Record (EB) File

¹ See, Appendix A for additional Detailed Workforce Graphs and Data for the 2016-2017, 2017-2018, and 2018-2019 years for Asian/Pacific Islander Subgroups.

Workforce Analysis 2018-19 Academic Year

Employee Category	Total	Gender		Race/Ethnicity							Persons with Disability
		Male	Female	Native Amer.	African Amer.	Asian/P.I.	Hisp./Latino	White	Other	Unknown	
Administration											
Academic	23	9	14	0	6	0	3	13	0	1	0
Classified	18	5	13	0	0	2	8	8	0	0	0
Faculty											
Full-Time	245	94	151	3	14	24	49	153	2	0	8
Part-Time	881	390	491	1	65	135	215	454	4	7	19
Classified Professionals											
Professional, Non-Faculty	30	20	10	0	10	1	8	11	0	0	0
Clerical/Secretarial	152	15	137	1	14	13	77	46	0	1	7
Technical/Paraprofessional	84	42	42	2	13	8	29	32	0	0	4
Skilled Crafts	9	9	0	0	0	2	2	5	0	0	0
Service/Maintenance	52	46	6	4	7	3	28	10	0	0	2
TOTAL	1,494	630	864	11	129	188	419	732	6	9	40

Source: California Community College Management Information System (MIS) Employee Demographic Data Record (EB) File

Overall Workforce

In viewing the total workforce for the District between 2016-17 and 2018-19, there was an increase in the percentages and numbers of African American, Hispanic, and Asian employees employed at the District. There was a decrease in the percentage of Caucasian employees during that same period. For example, African Americans represented 8% (110 employees) of the workforce in 2016-17, 8.3% (118 employees) in 2017-18, and 8.6% (129 employees) in 2018-19. For the same periods, Asian Americans represented 12% (166), 12.9% (184), and 12.6% (188) respectively, and Hispanics represented 26.1% (362), 27.9% (398), and 28% (419) of the District's workforce. Caucasians represented 51.5% (713), 49.2% (703), and 49% (732) respectively. The percentage of employees with self-reported disabilities has consistently remained at approximately 3%. The percentage of Native American employees has remained below 1% in each period.

Academic and Classified Management Positions

There has been a steady and significant increase of the percentage of African Americans employed in Academic Administrator positions at the District. African Americans represented 15.8% of Academic Administrators in 2016-17, 19% in 2017-18, and 26% in 2018-19.

There has been a sizable increase of the percentage of Hispanics employed in Academic Administrator positions. Hispanics represented 5.2% of Academic Administrators 2016-17, and now Hispanics make up 13% of Academic Administrators at the District.

Similarly, there has been a significant increase in the percentage of female Academic Administrators. In 2016-17, females made up 52.6% of the Academic Administrators. In 2018-19, 60.8% of Academic Administrators were female.

There has been a growing and noticeable increase in the percentage of Hispanics employed in as Classified Managers as well. Hispanics made up 37.5% of Classified Managers in 2016-17, 42% in 2017-18, and 44.4% in 2018-19.

There has also been a steady and significant increase in the percentage of females working in Classified Management positions at the District. Females represented 68.8% of Classified Managers in 2016-17. That percentage increased to 72.2% percent in 2018-19.

Full-time and Part-time Faculty Positions

Collectively, there has been an increase in the percentage of African American, Asian American, and Hispanic full-time faculty members at the District between 2016-17 and the present. In 2016-17, this group represented a 33.3% of full-time faculty members and in 2018-19 this group represented 35.5% of full-time faculty members. The actual number of full-time faculty members in each respective group is as follows:

	2016-17	2018-19
African American	12	14
Hispanic	45	49
Asian	21	24

We have seen a noticeable increase for this same group (African American, Asian American, and Hispanic) among the part-time faculty positions as well. In 2016-17, this group represented a 44.1% of part-time faculty members and in 2018-19 this group represented 47.1% of the part-time faculty members.

Classified Positions

There has been a significant increase in the percentage of African Americans employed as Classified Professionals (non-faculty). These are positions that require a college degree or comparable work experience. African Americans represented 25% of the Professional, non-faculty positions at the District in 2016-17 and represent 33.3% of the Professional, non-faculty positions in 2018-19. Likewise, the percentage of African Americans working in the Technical/Paraprofessional sector has shown a marked increase. In 2016-17, African Americans made up 10.5% of the Technical/Paraprofessional workforce, and now 15.5% of the Technical/Paraprofessional workforce at Chaffey is African American.

Longitudinal Data: Recruitment²

Total Positions Districtwide	2015-16	2016-17	2017-18
Total Positions Recruited/Filled	74	85	80
Total Number of Applicants	2,751	4,174	4,531
Total Number of American Indian, African American, Hispanic, or Asian Applicants	1,409 (51.2%)	2,632 (63.1%)	3,018 (66.6%)
Percentage of American Indian, African American, Hispanic, or Asian Applicants Hired for the Positions	64.9%	63.5%	73.8%

As is evidenced by the above chart, the District has seen a steady and significant increase in American Indian, African American, Hispanic, or Asian Applicants applying for positions Districtwide. The District attributes this to, among other things, its focused recruitment efforts.

Importantly, in each period, the percentage of individuals hired from the respective group is higher than the percentage of the applicants applying for the jobs in that group. In other words, American Indian, African American, Hispanic, or Asian Americans did not simply make up a large percentage of the applicant pool—the District also hired applicants from these groups at significant and meaningful rates.

Management Positions Districtwide	2015-16	2016-17	2017-18
Total Positions Recruited/Filled	5	6	3
Total Number of Applicants	170	245	130
Total Number of American Indian, African American, Hispanic, or Asian Applicants	75 (44.1%)	140 (57.1%)	77 (59.2%)
Percentage of American Indian, African American, Hispanic, or Asian Applicants Hired for the Positions	80%	83.3%	66.7%

The District has seen a decrease in American Indian, African American, Hispanic, or Asian applicants applying for Management positions Districtwide. However, in each period, the percentage of individuals hired from the respective group of applicants (American Indian, African American, Hispanic, or Asian) is higher than the percentage of the applicants applying for the jobs in that group. In other words, American Indian, African American, Hispanic, or Asian Americans did not simply make up a large percentage of the applicant pool for Management positions—the District also hired applicants from these groups at significant and meaningful rates.

² See, Appendix B for Detailed Recruitment Graphs and Data for the 2015-16, 2016-17, and 2017-18 years.

Total Full-time Faculty Positions	2015-16	2016-17	2017-18
Total Positions Recruited/Filled	22	15	17
Total Number of Applicants	730	827	1,486
Total Number of American Indian, African American, Hispanic, or Asian Applicants	418 (57.3%)	321 (38.8%)	809 (54.4%)
Percentage of American Indian, African American, Hispanic, or Asian Applicants Hired for the Positions	36.4%	46.7%	70.6%

As is evidenced by the above chart, the District has seen a steady and significant increase in American Indian, African American, Hispanic, or Asian Applicants applying for full-time faculty positions. The District attributes this to, among other things, its focused recruitment efforts. Moreover, in 2016-17 and 2017-18, the percentage of individuals hired from the respective group was higher than the percentage of the applicants applying for the jobs in that group. This means that American Indian, African American, Hispanic, or Asian Americans did not just make up a large percentage of the applicant pool in 2016-17 and 2017-18—the District also hired applicants from these groups at meaningful rates.

Total Classified/Confidential Positions	2015-16	2016-17	2017-18
Total Positions Recruited/Filled	47	64	60
Total Number of Applicants	1,851	3,102	2,915
Total Number of American Indian, African American, Hispanic, or Asian Applicants	916 (49.5%)	2,171 (70%)	2,132 (73.1%)
Percentage of American Indian, African American, Hispanic, or Asian Applicants Hired for the Positions	76.6%	65.6%	75%

As is evidenced by the above chart, the District has seen an increase in American Indian, African American, Hispanic, or Asian applicants applying for classified positions from 2015-16 to 2017-18. The District attributes this to, among other things, its focused recruitment efforts. In 2016-17 and 2017-18, the percentage of individuals hired from the respective group was higher than the percentage of the applicants applying for the jobs in that group. This means that American Indian, African American, Hispanic, or Asian Americans did not just make up a large percentage of the applicant pool—the District also hired applicants from these groups at meaningful rates.

Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation

Section 53003(c)(7) of Title 5 requires that, in the event that the State Chancellor provides new availability data regarding job applicants, Districts must analyze the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in which they are applying. The Office of Human Resources shall be responsible for developing procedures to implement this requirement if and when availability data becomes available. The District utilizes the “80 Percent Rule” analysis in order to assess underrepresentation.

In an “80 Percent Rule” analysis, the District compares the percentage of individuals from a monitored group in a job category with the District’s projected representation for the same group. Title 5 does not define “projected representation” for purposes of the 80 Percent Rule – it is a local decision. Districts have the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or district, community demographics in the district’s service area, labor market availability for the job category or previous demographics of job applicants.

The District has analyzed its 2018-19 workforce, as a whole, to determine if any particular monitored group is a “significantly underrepresented group.” When conducting this analysis, the District used the U.S. Census Bureau’s 2018 Projected Demographics for the City of Rancho Cucamonga to establish its “projected representation.” Rancho Cucamonga is the City where the District is located.

The District found that African Americans, Asian Americans, and American Indians were not “significantly underrepresented groups” when analyzing the District’s 2018-19 workforce as a whole. However, using the same analysis, the District found that Hispanics were a “significantly underrepresented group” in 2018-19, but only by a narrow margin. Hispanics counted for 75% of the projected representation of the entire workforce, which is 5% below Title 5’s desired “80 Percent Rule.”

The District also analyzed its 2017-18 overall applicant pool based on the percentage of applicants who were selected for the jobs. The District found that African Americans, Asian Americans, Hispanics, and American Indians were not “significantly underrepresented groups” when analyzing the District’s 2017-18 overall applicant pool based on the percentage of applicants who were selected for the jobs.

The District will annually survey its workforce composition and shall monitor it on an ongoing basis to evaluate the District’s progress in implementing the Plan. For the 2019-20 year, the District will conduct a detailed significantly underrepresented group analysis of each of the job categories listed in Section 53004(a) as part of its ongoing commitment to carrying out this EEO Plan.

Plan Component 12: Methods to Address Underrepresentation and Significant Underrepresentation

1. Underrepresentation based on availability data.

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

2. Underrepresentation within the District's workforce and/or applicant pools.
CCR, Title 5, §§ 53003(c)(9).

The District will analyze the information gathered pursuant to Plan Component 10, to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 12, the phases of the employment process include, but are not limited to, recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

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

Where the above-described review identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

1. Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
2. Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;

3. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
4. Review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - a. Any requirements of federal law; and
 - b. Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
5. Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;
6. Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
7. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For the purposes of this Plan Component, "a reasonable period of time" means three years, or such longer period as the California Community Colleges Chancellor's Office may approve, upon the request of the President's Equity Council and the District President, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

Nothing in this Plan Component shall be construed to prohibit the District from taking any other steps it concludes are necessary to promote equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law. These steps may include:

1. Having the President's Equity Council, in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
2. Increasing the advertising and recruitment budget for a three-year period so that recruitment is broad and inclusive.
3. Requiring that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment

opportunity officer, a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:

- a) Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - b) Promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
 - c) Additional training for current faculty and staff on the value of a diverse workforce;
 - d) Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
4. Focusing attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the District in the significantly underrepresented discipline.
5. Actively monitoring the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:
- a) Review each locally established “required”, “desired”, or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
 - b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
 - c) Analyze the feasibility of significantly increasing the recruitment budget for another three years.
 - d) Develop a recruitment committee composed of the Superintendent/President, the equal employment opportunity officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the President’s Equity Council to review the effectiveness of the recruitment and hiring program described in *section 3* above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant

underrepresentation. The Superintendent/President will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

Plan Component 13: Other Measures for Further Equal Employment Opportunity

CCR, Title 5, §§ 53003(c)(9) and 53024.1

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.

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an inclusive, equitable and fair working and learning environment. 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.

The District shall take concrete steps to promote, on an on-going basis, equal opportunity, workplace diversity and an inclusive work environment. The District shall also take concrete steps to monitor its progress in these areas.

The Chief Human Resources Officer shall be responsible for the review and update of the specific steps that will be utilized by the District on a regular basis. These concrete steps may include any of the examples listed below, or other measures as identified and developed by the President's Equity Council in close consultation with the Chief Human Resources Officer. In identifying and implementing particular strategies, the Chief Human Resources Officer will:

1. Work closely with the President's Equity Council, as noted above.
2. On an annual basis identify steps that shall be taken.
3. Select strategies that, over time, will produce comparative longitudinal information.
4. Operate collaboratively and transparently with all stakeholders.

A. Recruitment and Hiring Strategies

It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources to promote the diversity of our applicant pools. The President's Equity Council is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants.

The District will include in the recruitment section of its recruitment and hiring procedures the following provisions:

1. Recruitment for all vacancies shall include, but not be limited to, placement of job announcements in the following instruments:
 - a) General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
 - b) Local and regional community newspapers.
 - c) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
 - d) Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
 - e) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.
 - f) At least every two years, or when employment data indicate a necessity, the District shall host an open house for persons interested in employment with the District as part-time (adjunct) faculty. The open house will allow potential part-time faculty candidates to meet deans, division chairs, faculty, and classified employees of the District. Attendees will be provided with information regarding current part-time faculty job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house. For the 2019-2020 year, the District intends to create this same practice for those persons interested in employment with the District as full-time (tenure track) faculty.

The District's recruitment and hiring procedures section on "Job Announcements" will be revised to include the following provisions:

1. Job announcements will clearly state job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Opportunity Employer."

- B. Examples of the additional strategies that may be utilized by the District to promote diversity include:
1. Conduct diversity dialogues, forums, and cross-cultural workshops.
 2. Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees.
 3. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
 4. Conduct campus climate studies to identify areas for attention.
 5. Review and revise District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
 6. Offer a series of diversity workshops for faculty and staff.
 7. Include in administrator evaluations, a focus on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.
 8. Maintain an Equal Employment Opportunity online presence on the District's website by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
 9. Promote various cultural celebrations on campus.
 10. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
 11. Maintain "No Place for Hate" designation that is visible and valued.
 12. 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.
 13. Conduct exit interviews with employees who voluntarily leave the District, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.
 14. Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.

15. Audit and update job descriptions and/or job announcements.
16. Conduct timely and thorough investigations of all harassment and discrimination complaints.

Plan Component 14: Persons with Disabilities

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. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and notetakers.

The Office of Human Resources is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Reasonable Accommodations” form.

Plan Component 15: Graduate Assumption Program of Loans for Education

Education Code §§ 87106, 69618 et seq.

1. The District will encourage community college students to become qualified for, and seek employment as higher education employees. The District will also consider strategies to inform students about the opportunity to participate in the Graduate Assumption of Loans Program for Education when the program is funded and available.
2. The District will inform graduate students in local colleges and universities about the benefits of employment in higher education through participation in area job fairs and similar employee recruitment events.

APPENDIX A
Chaffey College
Workforce Analysis
Asian/Pacific Islander Subgroup
2016-17 Academic Year


Employee Category	Total	Asian/Pacific Islander Racial/Ethnic Subgroups									
		Cambodian	Chinese	Filipino	Indian	Japanese	Korean	Vietnamese	Other/Unknown	Hawaiian	P.I. Unknown
Administration											
Academic	0	0	0	0	0	0	0	0	0	0	0
Classified	2	0	1	1	0	0	0	0	0	0	0
Faculty											
Full-Time	21	1	9	2	1	2	3	2	1	0	0
Part-Time	122	2	19	29	19	10	9	14	18	1	1
Classified Professionals											
Professional, Non-Faculty	0	0	0	0	0	0	0	0	0	0	0
Clerical/Secretarial	10	1	2	1	0	1	1	2	1	1	0
Technical/Paraprofessional	7	2	0	1	1	1	0	1	0	1	0
Skilled Crafts	2	1	0	0	0	0	0	1	0	0	0
Service/Maintenance	2	0	0	1	0	0	0	0	0	1	0
TOTAL	166	7	31	35	21	14	13	20	20	4	1

Source: California Community College Management Information System (MIS) Employee Demographic Data Record (EB) File

Chaffey College
Workforce Analysis
Asian/Pacific Islander Subgroup
2017-18 Academic Year

Employee Category	Total	Asian/Pacific Islander Racial/Ethnic Subgroups									
		Cambodian	Chinese	Filipino	Indian	Japanese	Korean	Vietnamese	Other/Unknown	Hawaiian	P.I. Unknown
Administration											
Academic	0	0	0	0	0	0	0	0	0	0	0
Classified	3	0	1	1	0	0	1	0	0	0	0
Faculty											
Full-Time	19	1	9	1	1	2	3	1	1	0	0
Part-Time	138	3	22	24	21	11	13	17	24	1	2
Classified Professionals											
Professional, Non-Faculty	1	0	0	1	0	0	0	0	0	0	0
Clerical/Secretarial	11	1	2	2	1	1	1	1	1	1	0
Technical/Paraprofessional	8	2	0	1	1	1	0	1	1	1	0
Skilled Crafts	2	1	0	0	0	0	0	1	0	0	0
Service/Maintenance	2	0	0	1	0	0	0	0	0	1	0
TOTAL	184	8	34	31	24	15	18	21	27	4	2

Source: California Community College Management Information System (MIS) Employee Demographic Data Record (EB) File

Chaffey  College
Workforce Analysis
Asian/Pacific Islander Subgroup
2018-19 Academic Year

Employee Category	Total	Asian/Pacific Islander Racial/Ethnic Subgroups									
		Cambodian	Chinese	Filipino	Indian	Japanese	Korean	Vietnamese	Other/ Unknown	Hawaiian	P.I. Unknown
Administration											
Academic	0	0	0	0	0	0	0	0	0	0	0
Classified	2	0	1	1	0	0	0	0	0	0	0
Faculty											
Full-Time	24	1	10	2	3	2	3	1	2	0	0
Part-Time	135	3	22	27	19	10	13	15	23	3	0
Classified Professionals											
Professional, Non-Faculty	1	0	0	0	1	0	0	0	0	0	0
Clerical/Secretarial	13	1	2	2	2	1	1	1	2	1	0
Technical/ Paraprofessional	8	2	0	1	1	1	0	1	1	1	0
Skilled Crafts	2	1	0	0	0	0	0	1	0	0	0
Service/Maintenance	3	0	1	1	0	0	0	0	0	1	0
TOTAL	178	8	36	34	26	14	17	19	28	6	0

Source: California Community College Management Information System (MIS) Employee Demographic Data Record (EB) File

APPENDIX B
2015-16 Recruitment/Selection
Total Pool and Faculty Data

Underrepresented Total Pool	1409	51.2%	Underrepresented Total Selected	48	64.9%
Chinese (AC)	51	1.9%	Asian Indian (AI)	2	2.7%
Asian Indian (AI)	27	1.0%	Japanese (AJ)	1	1.4%
Japanese (AJ)	22	0.8%	Vietnamese (AV)	1	1.4%
Korean (AK)	24	0.9%	Black/African American (B)	7	9.5%
Laotian (AL)	2	0.1%	Hispanic (H)	29	39.2%
Cambodian (AM)	1	0.0%	American Indian/ Alaskan Native (N)	3	4.1%
Vietnamese (AV)	21	0.8%	Other Non-White (O)	4	5.4%
Asian Other (AX)	50	1.8%	Hawaiian (PH)	1	1.4%
Black/African American (B)	370	13.4%			
Filipino (F)	59	2.1%			
Hispanic (H)	545	19.8%			
American Indian/ Alaskan Native (N)	62	2.3%			
Other Non-White (O)	166	6.0%			
Guamanian (PG)	0	0.0%			
Hawaiian (PH)	3	0.1%			
Samoan (PS)	1	0.0%			
Pacific Islander Other (PX)	5	0.2%			

Underrepresented Faculty Pool	418	57.3%	Underrepresented Faculty Selected	8	36.4%
Chinese (AC)	18	2.5%	Asian Indian (AI)	0	0.0%
Asian Indian (AI)	10	1.4%	Japanese (AJ)	1	4.5%
Japanese (AJ)	8	1.1%	Vietnamese (AV)	1	4.5%
Korean (AK)	15	2.1%	Black/African American (B)	0	0.0%
Laotian (AL)	0	0.0%	Hispanic (H)	6	27.3%
Cambodian (AM)	0	0.0%	American Indian/ Alaskan Native (N)	0	0.0%
Vietnamese (AV)	12	1.6%	Other Non-White (O)	0	0.0%
Asian Other (AX)	14	1.9%	Hawaiian (PH)	0	0.0%
Black/African American (B)	89	12.2%			
Filipino (F)	9	1.2%			
Hispanic (H)	218	29.9%			
American Indian/ Alaskan Native (N)	9	1.2%			
Other Non-White (O)	12	1.6%			
Guamanian (PG)	0	0.0%			
Hawaiian (PH)	0	0.0%			
Samoan (PS)	1	0.1%			
Pacific Islander Other (PX)	3	0.4%			

2015-16 Recruitment/Selection Classified and Management Data

Underrepresented Classified Pool	916	49.5%	Underrepresented Classified Selected	36	76.6%
Chinese (AC)	29	1.6%	Asian Indian (AI)	2	4.3%
Asian Indian (AI)	14	0.8%	Japanese (AJ)	0	0.0%
Japanese (AJ)	13	0.7%	Vietnamese (AV)	0	0.0%
Korean (AK)	9	0.5%	Black/African American (B)	6	12.8%
Laotian (AL)	1	0.1%	Hispanic (H)	21	44.7%
Cambodian (AM)	1	0.1%	American Indian/ Alaskan Native (N)	2	4.3%
Vietnamese (AV)	9	0.5%	Other Non-White (O)	4	8.5%
Asian Other (AX)	36	1.9%	Hawaiian (PH)	1	2.1%
Black/African American (B)	242	13.1%			
Filipino (F)	50	2.7%			
Hispanic (H)	315	17.0%			
American Indian/ Alaskan Native (N)	45	2.4%			
Other Non-White (O)	147	7.9%			
Guamanian (PG)	0	0.0%			
Hawaiian (PH)	3	0.2%			
Samoan (PS)	0	0.0%			
Pacific Islander Other (PX)	2	0.1%			

Underrepresented Management Pool	75	44.1%	Underrepresented Management Selected	4	80.0%
Chinese (AC)	4	2.4%	Asian Indian (AI)	0	0.0%
Asian Indian (AI)	3	1.8%	Japanese (AJ)	0	0.0%
Japanese (AJ)	1	0.6%	Vietnamese (AV)	0	0.0%
Korean (AK)	0	0.0%	Black/African American (B)	1	20.0%
Laotian (AL)	1	0.6%	Hispanic (H)	2	40.0%
Cambodian (AM)	0	0.0%	American Indian/ Alaskan Native (N)	1	20.0%
Vietnamese (AV)	0	0.0%	Other Non-White (O)	0	0.0%
Asian Other (AX)	0	0.0%	Hawaiian (PH)	0	0.0%
Black/African American (B)	39	22.9%			
Filipino (F)	0	0.0%			
Hispanic (H)	12	7.1%			
American Indian/ Alaskan Native (N)	8	4.7%			
Other Non-White (O)	7	4.1%			
Guamanian (PG)	0	0.0%			
Hawaiian (PH)	0	0.0%			
Samoan (PS)	0	0.0%			
Pacific Islander Other (PX)	0	0.0%			

2016-17 Recruitment/Selection Total Pool and Faculty Data

Underrepresented Total Pool	2632	63.1%
Asian (A)	354	8.5%
Black/African American (B)	580	13.9%
Filipino (F)	82	2.0%
Hispanic/Latino (H)	1392	33.3%
Native American/Alaskan (N)	104	2.5%
Other Non-White (O)	44	1.1%
Pacific Islander/Hawaiian (P)	19	0.5%
Two or More Races (T)	57	1.4%
White (W)	1319	31.6%
Unknown (X)	223	5.3%
Total Pool	4174	100%

Underrepresented Total Selected	54	63.5%
Asian (A)	4	4.7%
Black/African American (B)	11	12.9%
Filipino (F)	2	2.4%
Hispanic/Latino (H)	34	40.0%
Native American/Alaskan (N)	2	2.4%
Other Non-White (O)	1	1.2%
Pacific Islander/Hawaiian (P)	0	0.0%
Two or More Races (T)	0	0.0%
White (W)	31	36.5%
Unknown (X)	0	0.0%
Total Selected	85	100%

Underrepresented Faculty Pool	321	38.8%
Asian (A)	75	9.1%
Black/African American (B)	76	9.2%
Filipino (F)	16	1.9%
Hispanic/Latino (H)	117	14.1%
Native American/Alaskan (N)	11	1.3%
Other Non-White (O)	17	2.1%
Pacific Islander/Hawaiian (P)	3	0.4%
Two or More Races (T)	6	0.7%
White (W)	426	51.5%
Unknown (X)	80	9.6%
Total Faculty Pool	827	100%

Underrepresented Faculty Selected	7	46.7%
Asian (A)	1	6.7%
Black/African American (B)	2	13.3%
Filipino (F)	0	0.0%
Hispanic/Latino (H)	3	20.0%
Native American/Alaskan (N)	0	0.0%
Other Non-White (O)	1	6.7%
Pacific Islander/Hawaiian (P)	0	0.0%
Two or More Races (T)	0	0.0%
White (W)	8	53.3%
Unknown (X)	0	0.0%
Total Faculty Selected	15	100%

2016-17 Recruitment/Selection Classified and Management Data

Underrepresented Classified Pool	2171	70.0%
Asian (A)	250	8.1%
Black/African American (B)	446	14.4%
Filipino (F)	61	2.0%
Hispanic/Latino (H)	1238	39.9%
Native American/Alaskan (N)	88	2.8%
Other Non-White (O)	23	0.7%
Pacific Islander/Hawaiian (P)	15	0.5%
Two or More Races (T)	50	1.6%
White (W)	800	25.8%
Unknown (X)	131	4.2%
Total Classified Pool	3102	100%

Underrepresented Classified Selected	42	65.6%
Asian (A)	2	3.1%
Black/African American (B)	8	12.5%
Filipino (F)	2	3.1%
Hispanic/Latino (H)	28	43.8%
Native American/Alaskan (N)	2	3.1%
Other Non-White (O)	0	0.0%
Pacific Islander/Hawaiian (P)	0	0.0%
Two or More Races (T)	0	0.0%
White (W)	22	34.4%
Unknown (X)	0	0.0%
Total Classified Selected	64	100%

Underrepresented Management Pool	140	57.1%
Asian (A)	29	11.8%
Black/African American (B)	58	23.7%
Filipino (F)	5	2.0%
Hispanic/Latino (H)	37	15.1%
Native American/Alaskan (N)	5	2.0%
Other Non-White (O)	4	1.6%
Pacific Islander/Hawaiian (P)	1	0.4%
Two or More Races (T)	1	0.4%
White (W)	93	38.0%
Unknown (X)	12	4.9%
Total Management Pool	245	100%

Underrepresented Management Selected	5	83.3%
Asian (A)	1	16.7%
Black/African American (B)	1	16.7%
Filipino (F)	0	0.0%
Hispanic/Latino (H)	3	50.0%
Native American/Alaskan (N)	0	0.0%
Other Non-White (O)	0	0.0%
Pacific Islander/Hawaiian (P)	0	0.0%
Two or More Races (T)	0	0.0%
White (W)	1	16.7%
Unknown (X)	0	0.0%
Total Management Selected	6	100%

2017-18 Recruitment/Selection Total Pool and Faculty Data

Total Pool	4531	100%
Underrepresented Total Pool	3018	66.6%
American Indian/Alaskan Native	40	0.9%
Asian Indian	97	2.1%
Black/African American	718	15.8%
Cambodian	13	0.3%
Chinese	133	2.9%
Filipino	133	2.9%
Guamanian	1	0.0%
Hawaiian	9	0.2%
Hispanic	1664	36.7%
Japanese	17	0.4%
Korean	48	1.1%
Laotian	0	0.0%
Other Asian	80	1.8%
Other Pacific Islander	13	0.3%
Samoaan	1	0.0%
Vietnamese	51	1.1%

Total Selected	80	100%
Underrepresented Total Selected	59	73.8%
American Indian/Alaskan Native	1	1.3%
Asian Indian	4	5.0%
Black/African American	9	11.3%
Cambodian	0	0.0%
Chinese	2	2.5%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	40	50.0%
Japanese	0	0.0%
Korean	1	1.3%
Laotian	0	0.0%
Other Asian	2	2.5%
Other Pacific Islander	0	0.0%
Samoaan	0	0.0%
Vietnamese	0	0.0%

Total Faculty Pool	1486	100%
Underrepresented Faculty Pool	809	54.4%
American Indian/Alaskan Native	16	1.1%
Asian Indian	52	3.5%
Black/African American	237	15.9%
Cambodian	2	0.1%
Chinese	58	3.9%
Filipino	41	2.8%
Guamanian	0	0.0%
Hawaiian	2	0.1%
Hispanic	304	20.5%
Japanese	3	0.2%
Korean	22	1.5%
Laotian	0	0.0%
Other Asian	43	2.9%
Other Pacific Islander	5	0.3%
Samoaan	0	0.0%
Vietnamese	24	1.6%

Total Faculty Selected	17	100%
Underrepresented Faculty Selected	12	70.6%
American Indian/Alaskan Native	0	0.0%
Asian Indian	2	11.8%
Black/African American	3	17.6%
Cambodian	0	0.0%
Chinese	1	5.9%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	5	29.4%
Japanese	0	0.0%
Korean	0	0.0%
Laotian	0	0.0%
Other Asian	1	5.9%
Other Pacific Islander	0	0.0%
Samoaan	0	0.0%
Vietnamese	0	0.0%

2017-18 Recruitment/Selection Total Classified and Management Data

Total Classified Pool	2915	100%
Underrepresented Classified Pool	2132	73.1%
American Indian/Alaskan Native	23	0.8%
Asian Indian	39	1.3%
Black/African American	448	15.4%
Cambodian	11	0.4%
Chinese	73	2.5%
Filipino	91	3.1%
Guamanian	1	0.0%
Hawaiian	7	0.2%
Hispanic	1332	45.7%
Japanese	14	0.5%
Korean	24	0.8%
Laotian	0	0.0%
Other Asian	34	1.2%
Other Pacific Islander	7	0.2%
Samoan	1	0.0%
Vietnamese	27	0.9%

Total Classified Selected	60	100%
Underrepresented Classified Selected	45	75.0%
American Indian/Alaskan Native	1	1.7%
Asian Indian	2	3.3%
Black/African American	4	6.7%
Cambodian	0	0.0%
Chinese	1	1.7%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	35	58.3%
Japanese	0	0.0%
Korean	1	1.7%
Laotian	0	0.0%
Other Asian	1	1.7%
Other Pacific Islander	0	0.0%
Samoan	0	0.0%
Vietnamese	0	0.0%

Total Management Pool	130	100%
Underrepresented Management Pool	77	59.2%
American Indian/Alaskan Native	1	0.8%
Asian Indian	6	4.6%
Black/African American	33	25.4%
Cambodian	0	0.0%
Chinese	2	1.5%
Filipino	1	0.8%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	28	21.5%
Japanese	0	0.0%
Korean	2	1.5%
Laotian	0	0.0%
Other Asian	3	2.3%
Other Pacific Islander	1	0.8%
Samoan	0	0.0%
Vietnamese	0	0.0%

Total Management Selected	3	100%
Underrepresented Management Selected	2	66.7%
American Indian/Alaskan Native	0	0.0%
Asian Indian	0	0.0%
Black/African American	2	66.7%
Cambodian	0	0.0%
Chinese	0	0.0%
Filipino	0	0.0%
Guamanian	0	0.0%
Hawaiian	0	0.0%
Hispanic	0	0.0%
Japanese	0	0.0%
Korean	0	0.0%
Laotian	0	0.0%
Other Asian	0	0.0%
Other Pacific Islander	0	0.0%
Samoan	0	0.0%
Vietnamese	0	0.0%

