

MSJC

Mt. San Jacinto College



EQUAL EMPLOYMENT OPPORTUNITY PLAN **2023-2026**

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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 attracting, hiring, and retaining faculty and staff who are sensitive to, and knowledgeable of, the needs of an increasingly diverse student body as well as the communities we serve.

Roger Schultz, Ph.D.
Superintendent/President

Plan Component 2.

Definitions

References: California Code of Regulations, Title 5, Section 53001

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

Adverse Impact: *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: *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 range of ethnic, racial, age, national origin, religious, gender identity, sexual orientation, disability, and socio-economic backgrounds, in all aspects of the workplace.

Equal Employment Opportunity: *Equal employment opportunity* (EEO) 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:

1. Identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
2. Updating job descriptions and/or job announcements to reflect accurately the knowledge, skills, and abilities of the position, including a commitment to diversity, equity, inclusion, and accessibility (DEIA); and
3. Creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.

Equal Employment Opportunity Plan: The *Equal Employment Opportunity Plan* (EEO Plan) is a written document that describes the District's EEO Program. A district's EEO plan shall include (1) analysis of the district's work force; (2) descriptions of the district's

program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

Equal Employment Opportunity Programs: *All the various methods by which EEO is promoted.* Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking addition steps consistent with the requirements of Title 5, Section 53306.

Ethnic Group Identification: *An individual's identification* in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups may be more specifically defined by the Chancellor consistent with state and federal law.

Monitored Group: *A group identified* in Title 5, section 53004 (b) for which monitoring and reporting is required pursuant to Section 53004 (a).

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

Reasonable Accommodation: *Reasonable accommodation* means the efforts made by the District which may include either: (1) making existing facilities used by District employees readily accessible to, and usable by, individuals with disabilities; or (2) job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities in order to perform the essential functions of their job unless it would cause an undue hardship..

Screening or Selection Procedures: *Screening or selection procedure* means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, teaching demonstrations, presentations, physical, education, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.

Significantly Underrepresented Group: *Underrepresented group* means any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.

Plan Component 3.

Policy Statement

Board Policy 3420 Equal Employment Opportunity

References: California Code of Regulations, Title 5, Section 53002

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 allow potential applicants the opportunity to demonstrate that they meet or exceed the minimum qualifications for employment. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program. Equal Employment Opportunity includes not only a process for equal opportunity in hiring, but also practices, procedures, and processes that create inclusive and respectful work environments.

The Superintendent/President shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation. The Superintendent/President shall develop hiring procedures driven by diversity, equity, inclusion, and accessibility (DEIA), and consistent with the Board's intent described above.

Board Policy 7100 – Commitment to Diversity

References: California Code of Regulations, Title 5, Section 53000, Education Code Section 87100 et seq.

The district is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity, equity, inclusion, and accessibility (DEIA) in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, equity, inclusion, and accessibility while providing equal consideration for all qualified candidates and creating an anti-racist academic and employment environment.

Plan Component 4.

Delegation of Responsibility, Authority, and Compliance

References: California Code of Regulations, Title 5, Sections, 53003(c)(3) and 53020

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 District staff responsible for implementation and oversight of the Plan are making measurable progress toward equal employment opportunity by the strategies described in the District's Plan. Pursuant to a recommendation of the Superintendent/President, the Governing Board has delegated an Equal Employment Opportunity Officer, as identified below, to oversee the day-to-day implementation of EEO Regulations under Title 5. The Governing Board oversees the Superintendent/President's responsibility to ensure the EEO Plan shall:

- (1) be developed in collaboration with the District's Equal Employment Opportunity Advisory Committee;
- (2) be reviewed and adopted at a regular meeting of the Governing Board where it is agendaized as a separate action item, and not part of the consent agenda;
- (3) cover a period of three (3) years, after which a new or revised plan shall be adopted; and
- (4) be submitted to the Chancellor's Office at least ninety (90) days prior to the Plan's adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the Governing Board prior to adoption.

Superintendent/President. The Governing Board delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting and articulating 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.

Equal Employment Opportunity Officer. The Governing Board designates the Director of Human Resources (EEO/Diversity) as the Equal Employment Opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity officer is responsible for administering, implementing, and

monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity officer is also responsible for receiving complaints described in Plan Component 6 (Complaints), and for ensuring that District workforce, applicant pools, and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committee. To promote understanding and support of equal employment opportunity policies and procedures, the district has established an Equal Employment Opportunity Advisory Committee (EEOAC), as further detailed in Plan Component 5 (Advisory Committee), and as specified in Title 5, section 53005. The EEOAC acts as an advisory body to the Equal Employment Opportunity Officer and the District as a whole; 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.

District Employees. Consistent with applicable state and federal laws and applicable collective bargaining agreements and employee handbooks, employees shall actively promote equal employment opportunity and the diversity goals of the Plan in all facets of District operations and processes, including, but not limited to, recruitment, selection, evaluation, and tenure.

Screening Committees. A screening committee member or 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 subject to the requirements of the EEO Plan and applicable Title 5 provisions.

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.

Good Faith Effort. The District will make a continuous good-faith effort to comply with all the requirements of its Plan.

Plan Component 5.

Advisory Committee

References: California Code of Regulations, Title 5, Section 53005

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

References: California Code of Regulations, Title 5, Sections 53003(c)(4), and 59300 et seq.; BP 3410, Nondiscrimination; AP 3410, Responding to Discrimination and Harassment

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 conducted in a manner that seeks to balance issues of confidentiality and privacy with the need to conduct thorough, objective investigations of all complaints. The rights of complainant's freedom from retaliation shall be protected.

Upon completion of the investigation, the Superintendent/President or their designee shall review the complaint and investigation findings and issue a notice of conclusion of the investigation and summary of findings on all accepted complaints, to the complainant and any respondents.

To the extent practicable, the District will issue a notice of conclusion of investigation and summary of findings within ninety (90) days of the filing of the complaint but may extend this deadline for good cause. A written notification will be provided to the complainant as to the reasons for the extension.

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

Complaints Alleging Discrimination or Harassment (Title 5, Section 59300 et seq).

Complaints alleging unlawful discrimination or harassment follow the procedures set forth in Title 5, section 59300 et. seq. The District has adopted procedures for complaints alleging unlawful discrimination or harassment in Board Policy 3430: Nondiscrimination and Administrative Procedure 3410: Responding to Discrimination and Harassment,

Which can be found here:
<https://go.boarddocs.com/ca/msjc/Board.nsf/goto?open&id=CSKUCS7B57C2>.

Plan Component 7.

Notification to District Employees

References: California Code of Regulations, Title 5, Section 53003(c)(5)

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.

The Plan and subsequent revisions will be distributed to the Governing Board, the Superintendent/President, administrators, the Faculty Senate's leadership, union and employee group representatives, and members of the District's Equal Employment Opportunity Advisory Committee. The Plan will also be available on the District's website and notifications of updates and revisions will be made via the website and e-mail notification.

Each year, the District will provide all employees with a copy of the District's equal employment opportunity policy statement, Board Policy 3420 (located in Plan Component 3, Policy Statement of the Plan) and written notice summarizing the provisions of the Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
2. A list of locations where complete copies of the Plan is available, to include, at minimum, the District's website, the President's Office, the Human Resources Department, the District's libraries, and at each department office.

Plan Component 8.

Training for Screening/Selection Committees

References: California Code of Regulations, Title 5, Section 53003(c)(4)

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 9.

Annual Written Notice to Community Organizations

References: California Code of Regulations, Title 5 Section 53003(c)(7)

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan for the purpose of seeking assistance from the community in identifying qualified applicants. The notice will inform these organizations of how they may obtain a copy of the Plan and shall request their assistance in identifying diverse, qualified candidates. The notice will include a summary of the Plan and the website address where the District advertises its job openings, as well as contact information for District employees and departments from which employment information may be obtained.

The District will actively seek to reach those institutions, organizations, and agencies that may serve as recruitment resources.

Plan Component 10.

Periodic Longitudinal Analysis of District Workforce and Applicant Pool

References: California Code of Regulations, Title 5, Section 53003(c)(8), 53004, 53006

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 or community attachment.

g. Two or More Races

All persons who identify with more than one of the above five races (White, Black, or African American, Native Hawaiian or Other Pacific Islander, Asian, American Indian, or Alaska Native). For the purposes of this group, identifying as Hispanic or Latino and only one of the listed five race groups does NOT qualify under this category.

3. Disability Identification

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

a. "Disabled person"

Any person who (1) has a physical or mental impairment which limits one or more of such person's major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

b. "Major life activities"

Functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

When the District requests the above information, the information requested should also state clearly that this personal information is for data analysis purposes only and shall not be shared with anyone involved in the selection process.

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 status with the District. The District shall make every effort to accurately capture this information and encourages all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO data and will not mandate employees or applicants to respond to District inquiries requesting such data.

Analysis of District Workforce. The District's current employee demographic data is shown below per our 2022 IPEDS data submission. Data on employees with disabilities is not currently available. The District will endeavor to collect such data.

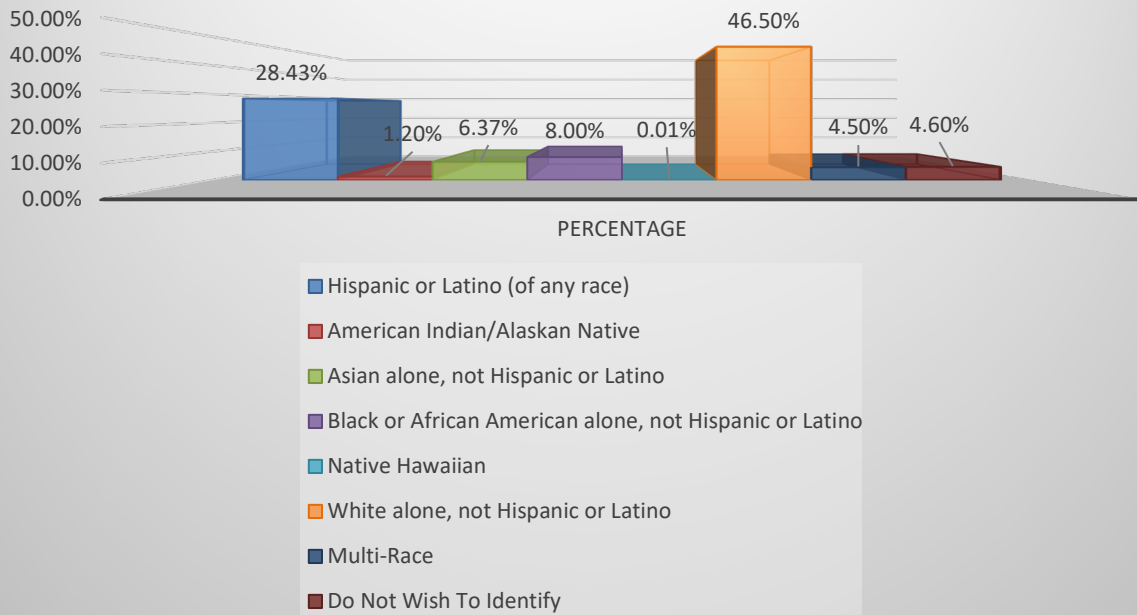
2022 IPEDS Data for Mt. San Jacinto Community College

Employee Count	Gender												
	African American	Asian	Filipino	Hispanic	Multi-Race	Native American	Pacific Islander	Unknown	White	F	M	U	Grand Total
Board Member				1				4		1	2	2	5
Business and Financial	2		1	2	1	1		2	4	10	3		13
Classified Part Time	3	1	1	31	3			2	23	44	20		64
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media				1				0	5	1	5		6
Computer, Engineering, and Faculty	1		1	5	1			9	1	16			17
Faculty	9	7	4	43	6	3	2	8	96	94	84		178
Faculty Associate	44	30	9	89	9	6		22	274	268	215		483
Healthcare Practitioners and Librarians, Curators, and				1					1	1	1		2
Management	10	1	2	8	1	1		6	30	37	22		59
Natural Resources, Construction, and	3		1	10					8		21	1	22
Office and Administrative	6	2	1	39	8	1			22	70	9		79
Research				1					1		2		2
Sales and Related									2	2			2
Service Occupations				6	1				7	1	13		14
Student and Academic Affairs and Other Education Services	3		1	18	2			1	14	27	12		39
Student Worker	7	3	7	43	13			8	22	56	46	1	103
Unknown	8	4		41	8	3		2	33	53	44	2	99
Grand Total	96	48	28	339	54	15	2	55	555	671	515	6	1192

Data broken down to percentages:

2022 IPEDS Current Workforce	Percentage	Total Employees
Hispanic or Latino (of any race)	28.43%	339
American Indian/Alaskan Native	1.20%	15
Asian alone, not Hispanic or Latino	6.37%	76
Black or African American alone, not Hispanic or Latino	8.00%	96
Native Hawaiian	0.01%	2
White alone, not Hispanic or Latino	46.50%	555
Multi-Race	4.50%	54
Do Not Wish To Identify	4.60%	55

Mt. San Jacinto Community College Current Workforce (2022 IPEDS Data)

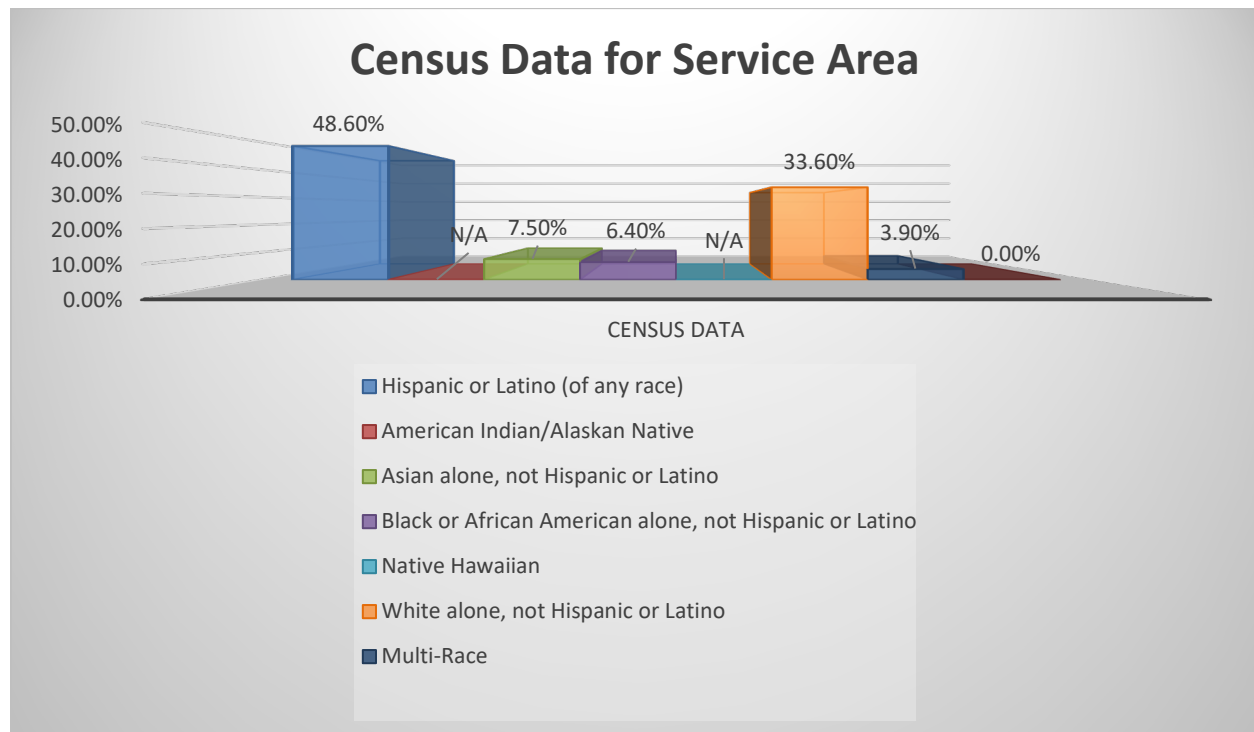


The Districts workforce is currently 43.5% male and 56.5% female.

Analysis of the Districts Service Area. Data provided by data.census.gov:

2022 ACS Riverside County	Age 18 and over	%
Hispanic or Latino (of any race)	914,335	48.60%
White alone, not Hispanic or Latino	632,095	33.60%
Black or African American alone, not Hispanic or Latino	119,638	6.40%
Asian alone, not Hispanic or Latino	140,456	7.50%
Multi-Race	73,825	3.90%
total	1,880,349	100%
data.census.gov		
2022 ACS Riverside County	Male	Female
Percentage	50.30%	49.70%
Total Population per gender	945815	934533
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:

Variance Analysis of Current WorkForce as Compared to Service Area Statistics provided by data.census.gov	Hispanic Latino	American Indian - Alaskan Native	Asian	Black or African American	Native Hawaiian - Other Pacific Islander	White	Do Not Wish to Identify	Multi - Race
MSJC District Current Workforce	28.43%	1.20%	6.37%	8.00%	0.01%	46.50%	4.60%	4.50%
MSJC Service Area from data.census.gov	48.60%	Data not Available	7.50%	6.40%	Data not Available	33.60%	Data not Available	3.90%
Variance	-20.17%	N/A	-1.13%	+1.60%	N/A	+12.90%	N/A	+0.60%

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 Full-Time Faculty employees where Hispanic Faculty members are underrepresented by negative 24.4% and White Faculty members are overrepresented by positive 20.4% as compared to the service area. All other faculty ethnicities are close to the service area breakdown. Hispanic Latino Full-Time Faculty members are identified as an underrepresented group. Part-Time Faculty positions consist of 57% White, 18.4% Hispanic, 9.1% African American, and 8.0% Asian. There is a statistical variance of Part-Time Faculty employees where Hispanic Part-Time Faculty are underrepresented by negative 30.2% and White Faculty members are overrepresented by positive 23.4%. All other part-time faculty ethnicities are close to the service area breakdown. Hispanic Latino Part-Time Faculty are identified as an underrepresented group.

Classified employees are aligned with demographics from the service area with Whites representing 24.5%, Hispanic representing 43%, African American representing 6.9%, and Asian representing 5.6%.

Executive and Management positions currently consist of 50.9% White, 13.6% Hispanic, 16.9% African American, and 5.1% Asian. There is a statistical variance of Executive and Management employees where Hispanic Managers are underrepresented by negative 35.0% and White Managers are overrepresented by positive 17.4%. African American Managers are also overrepresented by positive 10.5% and Asian Managers are negatively represented by 2.4%. Hispanic Managers are identified as an underrepresented group.

The following chart displays Mt. San Jacinto Community College current EEO Statistics for July 1, 2022, through June 30th, 2023, based on our current occupational categories.

APPLICANTS July 1, 2022 through June 30, 2023																												
Permanent Recruitment Applicants																												
Faculty (Teaching & Non Teaching)	408																											
Administrative (Academic/Classified)	132																											
Classified	961																											
	Faculty (FR)			Faculty Non Teaching (I)			Academic Administrator (MR)			Classified Administrator (LR)			Classified (CR)			Confidential (OR)			Supervisor (UR)									
Gender																												
Ethnicity	DNI			F			M			DNI			F			M			DNI			F			M			Total
Total	2548																											
Hispanic Latino	28	62	46	3	8	8	5	17	14	5	7	7	115	535	266	20	122	38	5	6	24				1341			
American Indian - Alaskan Native		4	1		2	0		1	0		0	0		15	11		2	3		0	2				41			
Asian		11	26		1	2		2	4		3	1		38	39		18	6		4	2				157			
Black or African American		28	8		12	2		4	5		6	7		85	85		32	9		1	5				289			
Native Hawaiian - Other Pacific Islander		0	0		0	0		1	1		0	1		10	1		1	0		0	0				15			
White		77	65		12	2		6	15		7	13		214	130		67	16		6	28				658			
Total	28	182	146	3	35	14	5	31	39	5	23	29	115	897	552	20	242	72	5	17	61				2501			

Interviewed July 1, 2022 through June 30, 2023																						
Permanent Recruitment Interviews																						
Faculty (Teaching & Non Teaching)		86																				
Administrative		41																				
Classified		410																				
Faculty (FR)		Faculty Non Teaching (FNT)						Academic Administrator (MR)			Classified Administrator (LR)			Classified (CR)			Confidential (OR)			Supervisor (UR)		
Gender																						
Ethnicity	DNI	F	M	DNI	F	M	DNI	F	M	DNI	F	M	DNI	F	M	DNI	F	M	DNI	F	M	Total
Total																						
82																						
Hispanic Latino	7	15	13	0	3	3	1	5	5	1	5	4	14	99	64	3	17	4	3	0	15	281
American Indian - Alaskan Native		0	0		0	0		0	0		0	0		7	1		1	0		0	0	9
Asian		1	6		0	0		0	0		0	0		7	13		4	0		0	2	33
Black or African		3	1		0	0		2	3		2	1		1	14		9	2		0	5	64
Native Hawaiian -		0	0		0	0		0	0		0	0		4	0		0	0		0	0	4
White		19	14		1	0		2	1		2	7		7	32		11	2		4	19	146
Total	7	38	34	0	4	3	1	9	9	1	9	12	22	163	124	3	42	8	3	4	41	537

HIRED July 1, 2022 through June 30, 2023																							
Permanent Recruitment Hires																							
Faculty (Teaching & Non Teaching)		15																					
Administrative (Academic/Classified)		6																					
Classified		74																					
Faculty (FR)		Faculty Non Teaching (FNT)						Academic Administrator (MR)			Classified Administrator (LR)			Classified (CR)			Confidential (OR)			Supervisor (UR)			
Gender																							
Ethnicity	DNI	F	M	DNI	F	M	DNI	F	M	DNI	F	M	DNI	F	M	DNI	F	M	DNI	F	M	Total	
Total																							
93																							
Hispanic Latino	0	3	1	0	1	0	0	1	0	1	1	0	1	24	14	0	3	0	1	0	1	0	51
American Indian - Alaskan Native		0	0		0	0		0	0		0	0		2	0		0	0		0	0	0	2
Asian		1	0		0	0		0	0		0	0		1	3		0	0		0	0	0	5
Black or African		0	0		0	0		0	0		1	0		2	5		1	0		0	0	0	9
Native Hawaiian -		0	0		0	0		0	0		0	0		1	0		0	0		0	0	0	1
White		1	5		0	1		1	0		0	1		3	6		2	0		1	1	3	25
Total	0	5	6	0	1	1	0	2	0	1	2	1	1	35	28	6	0	1	1	1	4	0	93

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

required and whether underrepresentation exists. Specifically, the District will compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview to identify any adverse impact of the District's pre-hiring, and hiring, and post-hiring (e.g., retention) strategies, which exists where the selection rate for a monitored group is less than four-fifths (or 80%) of the selection rate for the group with the highest rate.

DISTRICT STRATEGIES OT MITIGATE IDENTIFIED ADVERSE IMPACT

When the District identifies an adverse impact in its longitudinal analysis, the District shall take the following steps:

1. Review the longitudinal hiring process analyses results for potential adverse impact affecting the identified monitored group at any phase(s) of the hiring process or employment.
2. Conduct additional quantitative analyses of phases where the District identifies adverse impact to determine, where possible, the specific elements of the hiring process or employment stage creating an adverse impact.
3. Review the identified hiring process elements or employment stage contributing to the adverse impact to determine whether they can be modified, eliminated, or replaced with a procedure that can decrease the adverse impact.
4. Consider the implementation of additional measures designed to promote diversity in the hiring process and employment.
5. Analyze retention of monitored group employees in the impacted area and other employment processes that impact the District's ability to attract and retain a diverse workforce.
6. Present the findings to the EEOAC, and other relevant stakeholder groups to identify other potential good faith efforts to make positive progress towards eliminating the adverse impact.

Additionally, if the EEO Officer determines that any selection technique or procedure may have adversely impacted any monitored group during the initial applicant screening process, while the application period is still open, the EEO Officer will advise the District's Vice President of Human Resources, and the Vice President may, but is not required to, extend the search period for the position to engage in further recruitment prior to filling the position.

Plan Component 11.

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

References: California Code of Regulations, Title 5, Sections 53003(c)(9) and 53006

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 whether monitored groups are underrepresented within District job categories, as defined in Plan Components 2 and 3. Data collection will be done for each college in the District and the District Administrative Center.

DATA COLLECTION

The District shall utilize data available from reliable public and private sources, including but not limited to IPEDS Data for current district employees and census.gov data to capture the demographics of our service area for this analysis.

ANALYSIS TO IDENTIFY UNDERREPRESENTATION

Once the District gathers the EEO data described in Plan Component 10 and the data from public and private sources described in this Plan Component and assigns every employee and applicant to one of the seven job categories identified in Plan Component 2, the District will then review the EEO data of its employees, broken down by number of persons from monitored group status in each job category.

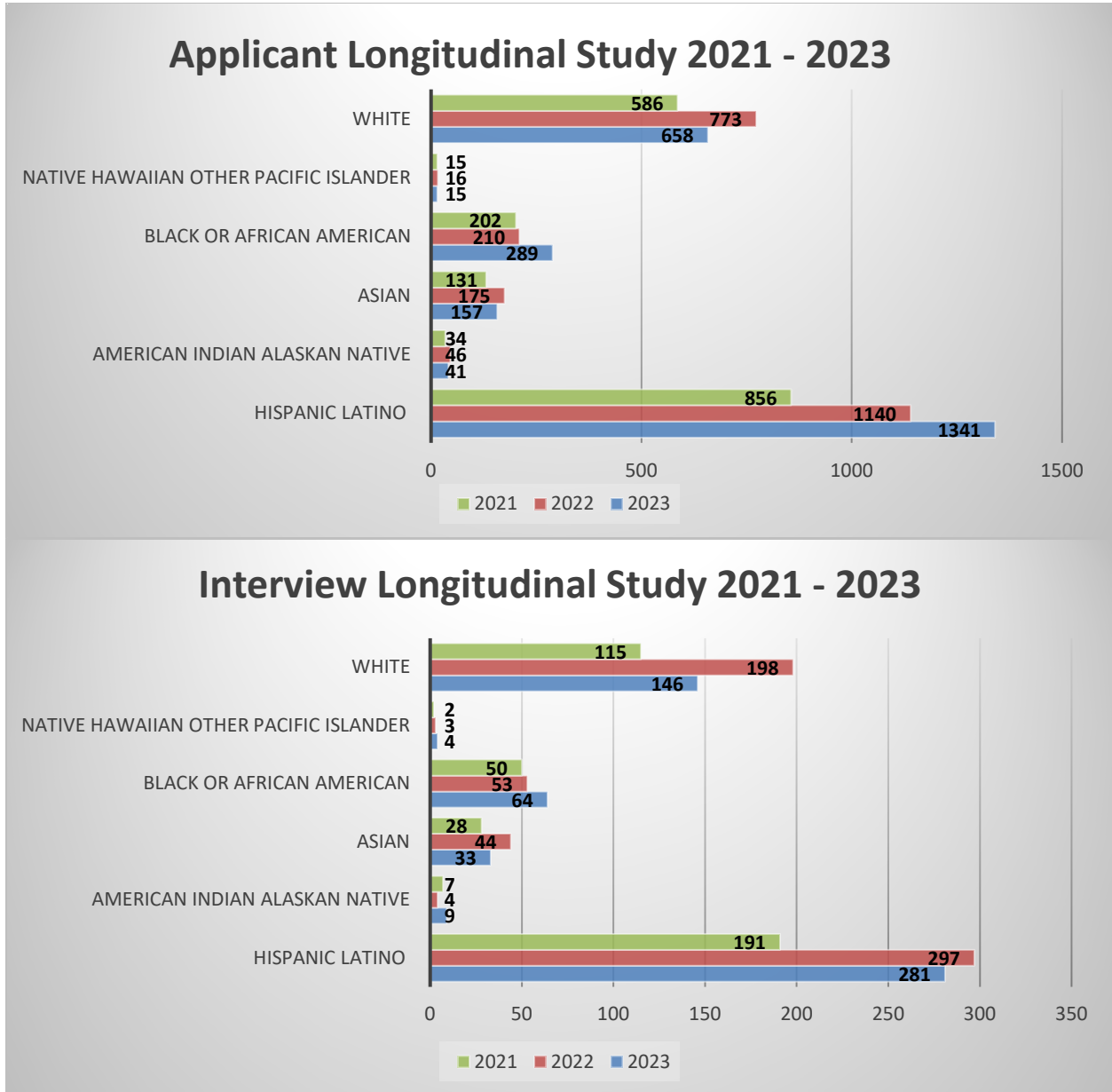
The District will then analyze this employee EEO data to compare the percent of a monitored group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation.

Moving forward, the District will begin capturing data for the seven (7) categories so a more comprehensive analysis can be performed for each category.

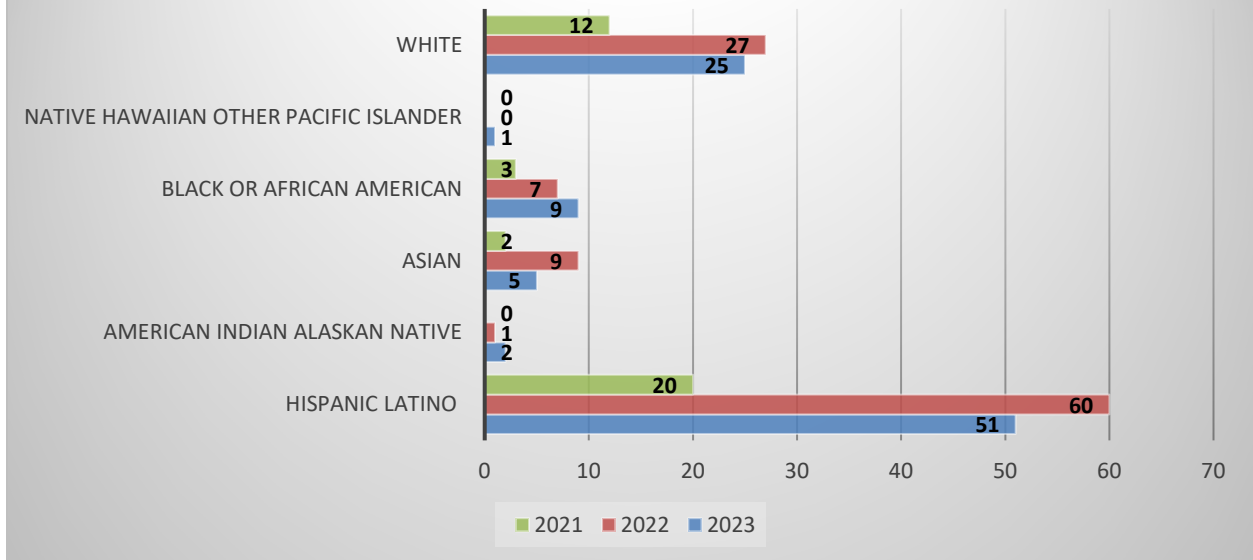
THE DISTRICT'S LONGITUDINAL WORKFORCE ANALYSES

Analysis of Applicant, Interview, and Hiring Pools. The District collects applicant demographic data for completed recruitments each fiscal year commencing on July 1 and ending on June 30. This information consists of the ethnic, gender, and disability composition of applicant pools, interviewees, and hires. The applicant demographic data for the past three fiscal years of 2020-21, 2021-22, 2022-23 is presented below. Data on applicants with disabilities is not available. This information will be provided at such a time that the Chancellor's Office provides applicant availability data to all districts.

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.



Hires Longitudinal Study 2021 - 2023



Based on the data collected, we have seen an increase in applications, interviews and hires for both African American candidates and Hispanic Latino candidates over the last three (3) years. This data was gathered from our last three (3) years of EEO analysis. This is significant as it shows that we have an increase for Hispanic Latino which was identified as an underrepresented group in our analysis.

Since Hispanic/Latino was identified as an underrepresented group for both Faculty and Administrative Management positions, our study shows that we have had an overall higher average of applicants, interviewees and hires within the Mt. San Jacinto Community College District over the last three (3) years.

We will continue to monitor these ethnicity metrics to identify any adverse impacts.

The District shall annually report to the State Chancellor the employee demographic data as required by Title 5, sections 53003 and 53004.

Plan Component 12.

Methods for Addressing Underrepresentation

References: California Code of Regulations, Title 5, Sections 53003(c)(1)-(2) and 53024.1

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 federal law. The District will not apply the EEO Plan in a rigid manner that has the purpose or effect of discriminating.

The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not achieve the objectives of the EEO Plan, the District will request that the EEOAC recommend new methods to achieve the EEO Plan objectives, or if

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:

- 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.
- 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).
- 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

References: CCR, Title 5, sections 53003(c)(1)-(2) 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, 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
PRE-HIRING			
<p>Convey in publications and website the district's commitment to diversity & EEO.</p> <p>(53024.1(j))</p>	<p>Vice President, Human Resources; Director, Human Resources , Human Resources Systems Coordinator, Academic Senate, Faculty, Classified, Students, IDEA Implementation Team, Dean of Technology, and Research</p>	<p>Y1: Build out a DEIA section on the Human Resources website and develop metrics to study the use and effectiveness of the website for continuous improvement</p> <p>Y2: Develop a DEIA newsletter that will be published monthly and available on our DEIA website. The newsletter will be published in collaboration with college constituents and divisions across the college community</p> <p>Y3:</p>	<p>Successful completion of DEIA website, data collection for analysis. Increased awareness to constituents and community of the District's commitment to EEO and DEIA. Exam and measure the effectiveness by collecting the data on hits to the DEIA website and by creating campus climate surveys for both students and employees which will allow the district to analyze the results, the climate surveys will occur every two years.</p>
<p>Review and update District EEO/DEIA policy statement.</p> <p>(53024.1(k))</p>	<p>Vice President, Human Resources, Director of Human Resources, President's Office, EEOAC, and Community College League of California</p>	<p>Y1: Annually Review and Update of Board Policies (BP) 3420 Equal Employment Opportunities and BP 7100 Commitment to Diversity as needed to ensure compliance</p> <p>Y2:</p> <p>Y3:</p>	<p>Provide to the constituents and college community the District's on-going commitment to EEO compliance and DEIA initiatives by annually reviewing and updating its AP 3420 and BP 7100 Board Policies .</p>

<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>

<p>Recurring activities related to improving student access and student success—with a nexus to EEO hiring.</p> <p>(53024.1(m))</p>	<p>Vice President, Human Resources; Student Employment Specialists, Hiring Managers, Timesheet Monitors,</p>	<p>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 Y2: Continue outreach and in-reach efforts for SWP employment, create refresher workshops for all stakeholders and make improvements as needed with a regular ongoing review of the processes. Y3: Based on the data gathered, target underrepresented student populations and increase outreach and in-reach efforts with other departments to encourage the use of student employment.</p>	<p>Tangible data in student success can be measured by the number of students inquiring about student employment, number of student applications received, number of students referred to hiring managers in NEOED, as well as the number of students hired overall.</p> <p>Institutional Research and Human Resources Systems Coordinator can pull data from Colleague and NEOED to gather information that is not used to determine employment (race, ethnicity, gender, etc). Surveys may also be used a measure to gauge the knowledge and awareness of SWP and conducted at the end of the workshops. Success in reaching students, greater student participation, increase in application of student workers, increase in hiring of MSJC student workers.</p>
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<p>Additional Strategy Specific to Mt. San Jacinto CCD: Advertising on new platforms for specialized and hard-to-hire areas/disciplines.</p>	<p>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</p>	<p>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:</p>	<p>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 applicants, as well review the EEO data to validate the increase in diversity of applicants.</p>
<p>Additional Strategy Specific to Mt. San Jacinto CCD: Create additional educational resources for potential and current applicants to learn more about Diversity, Equity, Inclusion and Accessibility initiatives at the college and within the California Community College System, in order to better equip them with the knowledge and skills necessary to address those questions on applications and</p>	<p>Vice President, HR, Director of HR, Academic Senate, Academic Deans, Career Education Deans, Vice Presidents, Associate Faculty, and students</p>	<p>Y1: Create Best Practices instructional video for external and internal candidates (especially associate faculty) to provide added education and support in completing applications in order to reduce the exclusion of candidates and increase the volume and diversity of the pool Y2: Post best practices instructional video Y3: Post sample diversity questions on the DEIA section of the Human Resources website</p>	<p>Effective measure includes creating an applicant survey to gain qualitative feedback on the application process. Track the number of hits on the section of the Best Practices Instructional video, continued EEO/DEIA training for all committee members. Publication of a DEIA newsletter, review of data on hiring of current associate faculty and continued commitment that supports "growing our own."</p>

within their supporting materials.			
HIRING			
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 Accessibility.
Update and improve the EEO training for all hiring committee participants; expand training to other employees. (53024.1(c)).	President, Vice President, Human Resources, Director, Human Resources, EEO Officers, HR Employees, Administrators, Hiring Managers, Hiring Panels, Academic	Y1: Launched updated EEO training (screening and selection committee members) to all administrators, Human Resources staff, EEO Officers, Academic Senate, Classified and all District	Completion of mandated training by all employees by December 2023. Increase in completion rates, reduction in EEO concerns, and an increase in diversity

	Senate , CSEA, Professional Development	employees Y2: Continue to identify robust EEO/DEIA on-going training for all District employees Y3:	of first and second level interviewees. Increase of diversity in hiring and review of EEO Data that measures the effectiveness. Increased awareness of EEO policies that support diverse hiring/on-boarding outside of a formal hiring committee structure.
Integrate EEO/DEIA training to the Board of Trustees during their evaluation cycle. (53024.1(g))	President; Vice President, Human Resources, Director of HR, Board of Trustees	Y1: Provide Equal Employment Opportunity Legal Requirements and Best Practices/Anti-bias training to the Board of Trustees Y2: Continue to identify robust EEO/DEIA on-going training for board members every two years Y3:	Increased awareness and training on a regular basis. The District is working on how to establish and identify the effectiveness of this strategy.
Maintain updated curricula, texts, and/or course descriptions. Integrate, adopt and implement DEIA requirements into objectives, content and processes. DEIA and accessibility OER (Open Educational Resources) Textbooks are	Vice President of Instruction, Academic Deans; Faculty	Y1: Establish curriculum committee to evaluate Course Outline of Record to be in alignment with the college mission and advancement of diversity, equity, inclusion and accessibility Y2: Review, adjust, and document teaching strategies and teaching materials to be more inclusive to the student population	Through reviewing the Course Outline of Record (COR) and the curriculum used, faculty can advance DEIA initiatives in important system ways. This will ensure that students will have the same access to course content and objectives that are culturally responsive in line with the

<p>recommended as part of the curriculum update.</p> <p>(53024.1(n))</p>		<p>Y3: Provide professional development to faculty members based on the findings of curriculum committee and perform ongoing yearly analysis to meet the DEIA standards established in year 1.</p>	<p>college's DEIA objectives.</p>
<p>Dedication of specified staff to EEO.</p>	<p>President, Vice President, Human Resources, Director, Human Resources, EEO Officers, HR Employees, Administrators, Hiring Managers, Hiring Panels, Academic Senate , CSEA, Professional Development, EEOAC</p>	<p>Y1: Mandated Diveristy in Hiring training for the VPHR, Director of Human Resources and HR Analyst (EEO Officers) Y2:Mandated Diversity in Hiring /EEOAC training and support for the (EEOAC) Equal Employment Opportunity Advisory Committee Y3:</p>	<p>Increased understanding that supports the role of an EEO Officer and administrators overseeing the recruitment/hiring process. Increased understanding that supports the role of all EEOAC members and to support the ongoing efforts of accomplishing the goals and meeting the components outlined in the District’s EEO Plan.</p>
<p>Recruitment efforts and strategies such as:</p> <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges 	<p>Vice President, Human Resources, Director of Human Resources, HR Analyst, Academic Deans</p>	<p>Y1: Continued Participation with CCC Registry Los Angeles Job Fair, CCC Registry publications, and Community Job Fairs Y2: Post in job boards and websites that specialize in diversity and inclusion Y3:Recruit with professional associations and</p>	<p>Increase in the number of applicants and the diversity of applicants. The District will begin to disaggregate hiring demographics by division and departments to determine whether underrepresentation exists in direct</p>

		affinity groups that represent specific demographic groups	relation to the District's service areas.
<p>Additional Strategy Specific to Mt. San Jacinto CCD: Cultivate and foster relationships with 'feeder' universities. Build internal advertising and partnerships, educate and create a culture of engagement and participation.</p>	<p>Vice President, Human Resources; Director of Human Resources, Student Services, Director of Transfer, Instruction, Academic/Career Education Deans, EEOAC</p>	<p>Y1: Expand working relationships with four year colleges and universities ,including professional organizations, cultural organizations, undergraduate and graduate programs, and career services to form a robust network Y2: Work with deans and hiring managers to identify the hiring needs of their respective departments and to network with our four year college and university contacts Y3: Analyze the data on contacts and hires from our college and university networks</p>	<p>Increased participation from surrounding universities. Recruit with professional associations and affinity groups that represent specific demographic groups, such as the National Black MBA Association, Society of Hispanic Professional Engineers, or the National Association of Asian American Professionals; offer job boards, and career development resources that could also help MSJC connect with diverse candidates in specific fields or industries.</p>

<p>Additional Strategy Specific to Mt. San Jacinto CCD: Continue the partnership with and support of SDICCCA and Region 9 Rising year-long Faculty/Counselor internship/fellow programs as well as the annual Student Diversity workshop for interns/fellows.</p>	<p>Vice President, Human Resources, Director of Human Resources, Academic Dean, Career Education Dean, SDICCCA, Region 9 Rising, and HR Analyst</p>	<p>Y1: Cultivate working relationships with neighboring universities and/or community organization to expand faculty/counselor fellow recruitment opportunities Y2: Evaluate the effectiveness of enhance recruitment networks and opportunities in an effort to develop best practices Y3:</p>	<p>Increase in the number of interns, and the diversity of the interns, as well as an increase in the hiring of these interns in temporary or permanent positions. The District will begin monitoring/tracking the success of SDICCCA/Region 9 Rising fellows using our NEOed/EEO Data Reporting.</p>
<p>Additional Strategy Specific to Mt. San Jacinto CCD: Research the advantages and disadvantages of implementing a structured rubric for all the interview questions to decrease bias and fully understand the dynamics and risk of marginalizing diverse voices.</p>	<p>Vice President, Human Resources, Director of HR, EEO Officers, Hiring Managers, and Hiring Committees</p>	<p>Y1: Identify an EEO Subcommittee Y2: Present final report and analysis of the use of a rubric and recommendation for possible adoption and/or pilot Y3: Develop structured rubric for interviews</p>	<p>This strategy has not been implemented. Following identification of subcommittee members, in-depth discussion/dialogue will need to occur. The District needs to identify effectiveness measures and a pilot program will be initiated before implementation.</p>
<p>Additional Strategy Specific to Mt. San Jacinto CCD: Build partnerships and marketing efforts across the District to educate employees about the value of</p>	<p>President, Vice President, Human Resources, Director, Human Resources, EEO Officers, HR Employees, Administrators, Hiring Managers, Hiring Panels, Academic Senate, CSEA,</p>	<p>Y1: Add EEO/DEIA Presentation to New Employee Orientation Y2: Maintain involvement with affinity groups and DEIA Workgroups Y3:</p>	<p>Increased participation in hiring committees for each of the constituent groups.</p>

<p>participating in hiring committees.</p>	<p>Professional Development, EEOAC</p>		
<p>Additional Strategy Specific to Mt. San Jacinto CCD: 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 Y3:</p>	<p>The District will be working on strategies for this category that will create an increased growth from our internal employees to prevent less turnover, and have greater retention.</p>
<p>Additional Strategy Specific to Mt. San Jacinto CCD: Implement a pilot program to include student participation on</p>	<p>President, Vice President, Human Resources, Director, Human Resources, Employees, Administrators, Hiring Managers, Hiring</p>	<p>Y1: Develop a EEO subcommittee to begin the discussion and planning of student participation Y2: Work with SGA to develop a survey for student interest</p>	<p>Student participation and student voices being heard during the hiring process.</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>Additional Strategy Specific to Mt. San Jacinto CCD: 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>Additional Strategy Specific to Mt. San Jacinto CCD: 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>			
<p>Additional Strategy Specific to Mt. San Jacinto CCD: Implement travel incentives for out of state candidates to come to in person interviews.</p>	<p>President, Vice President, Human Resources, Director, Human Resources, Human Resources Systems Coordinator, Business Services (Budget), Academic Senate ,and CSEA</p>	<p>Y1: Work with Categorical Accountants to discuss the monetary/reimbursement aspects of this strategy Y2: Add travel incentive language to current job descriptions Y3: Work with Human Resources Systems Coordinator on reporting the data of out of state hires</p>	<p>Increase in diverse pool of applicants. The reporting of out of state hiring data will be included in the EEO Plan analysis.</p>
POST-HIRING			
<p>Conduct campus climate surveys & use this information. (53024.1(a))</p>	<p>Vice President, Human Resources; Director, Human Resources, HR Analyst, Human Resources Systems Coordinator, Research, IT , EEOAC</p>	<p>Y1: Identify an EEO Subcommittee to develop and recommend a set of core questions reflective of diversity and inclusion Y2: Work directly with the Human Resources Systems Coordinator and research on the creation of the campus</p>	<p>Increase in qualitative data to improve practices. Increased rating of the experience over time. The Campus Climate Survey should be conducted every two years. The District will work to determine how we</p>

		climate survey Y3:Implement Survey	will measure the effectiveness.
Conduct exit interviews & use this information. (53024.1(b))	Vice President, Human Resources; Director, Human Resources, HR Analyst, Human Resources System Coordinator, CTA and CSEA Bargaining groups	Y1: Begin reviewing sample exit interviews that address EEO and DEIA Issues, open the discussion with bargaining groups Y2: Review exit survey results for inequities and make appropriate recommendation to address those issues Y3: Implement updated exit interview questionnaire that focuses on DEIA	Establish and publish policies and procedures surrounding exit interviews to provide clarity and transparency in the ways in which information provided in exit interviews will be used, who will have access to the information provided and an explanation as to how confidentiality will be maintained. This will include developing a statement on the offboarding exit interview that provides employees a safe platform to share their experience with an understanding their disclosure will not impact them negatively

<p>Professional development, mentoring, support and leadership opportunities for new employees and aspiring leaders. (53024.1(e))</p>	<p>Vice President, Human Resources, Director of Human Resources, Professional Development Coordinator, Deans, Administrators, Bargaining Unit groups</p>	<p>Y1: Create surveys for employees to assess their long term goals with the district and identify how many employees would be interested in training and support programs aimed at supporting their advancement into faculty and/or administrative positions Y2. Create, in conjunction with the Professional Development department a training and mentorship program for all new hires and aspiring managers across all constituent groups (Administrator, Faculty, and Classified) Y3: Continue with President's Leadership Seminar and Mentorship programs offered through Professional Development and ensure training components cover diversity, equity, inclusion, and accessibility</p>	<p>Increased overall retention and a higher retention rate of those in the program versus the entire population of employees. A greater sense of community and morale among participants. Increased engagement with employees, fostering relationships built on trust and commitment to the growth and success of our District employees. The survey's will help with promotional opportunities, as well as support the needs of our college community that will assist and support the understanding and commitment of EEO compliance and the District's contribution to offering a sense of belonging.</p>
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<p>Timely and thoroughly complete investigations as outlined in the District's AP 3410 Responding to Discrimination and Harassment complaints.</p> <p>(53024.1(h))</p>	<p>Superintendent/President, Board of Trustees, Vice President, Human Resources; Director, Human Resources. Respondents, Complainants, Legal Counsel</p>	<p>Y1: Review and update District's AP 3410 during the annual Policy and Procedure Workshops Y2: Review current procedures and process to identify areas of concern Y3:</p>	<p>Successful completion of timely investigations and processing of all harassment and discrimination complaints. Decrease in reported violations.</p>
<p>Develop and implement an applicant survey for applicant's to share their experience of the hiring process, specifically those who declined offers of employment in order to provide clarity and transparency that will assist HR with making improvements as needed.</p> <p>(53024.1(p))</p>	<p>Vice President, Human Resources, Director of Human Resources, EEO Officers, HR Analyst,</p>	<p>Y1: Identify an EEO Subcommittee to develop and recommend a set of core questions reflective of the hiring practices and recommendations for improvement Y2: Work directly with the Human Resources Systems Coordinator and research on the creation of the campus climate survey Y3: Implement Survey</p>	<p>Successful completion of surveys that will allow Human Resources to evaluate the current processes and consider recommendations as needed.</p>

<p>Additional Strategy Specific to Mt. San Jacinto CCD: Implement bias and harassment, retaliation bullying training to all Board members and District employees, including administrators and employees with any influence over performance evaluations for any position (paid or unpaid, students). Create a process for employees to share anti-retaliation concerns with Human Resources</p>	<p>President; Vice President, Human Resources, Director of Human Resources, Vice President of Instruction, Administrators, Bargaining Unit Groups, Academic Senate, Classified</p>	<p>Y1: Incorporate anti-harassment, bullying, bias, anti-racism language into proposed Board Policies that require completion of training every two years by Board members and District employees. Y2: Provide qualitative data of anti-retaliation concerns for Human Resources to identify the need for additional training. Y3:</p>	<p>Build an awareness as measured by competency scores at the end of the training. The number of people who completed the training, reduction in grievances and harassment/bullying concerns. Increase awareness of discrimination that supports fair and equitable evaluation processes. This strategy is currently being negotiated and the IDEA Implementation team are finalizing the criteria before implementation.</p>
<p>Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.</p>	<p>Vice President, Human Resources; Director, Human Resources, Human Resources Systems Coordinator, HR Analyst, EEO Officers, Committee Members</p>	<p>Y1: Collaboratively work to develop strategies to address any adverse impacts identified in carrying out the requirements of Component 10 of the EEO Plan. Y2: Y3:</p>	<p>Successful development of strategies to address adverse impact within year one of the plan. MSJC's Human Resources Systems Coordinator is currently working with our HRIS system (NEOed) and the programmers to create the reporting criteria each respective analyst may use for their recruitments. The</p>

			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:

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

Asian and Pacific Islander Organizations:

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

Black/African American Organizations:

- NAACP Riverside County - <https://naacp-riverside.org/>
- Riverside County Black Chamber of Commerce - <https://riversidecountybcc.org/>
- National Pan-Hellenic Council – Inland Empire - <https://www.nphc-ie.org/>
- African American Male Education Network & Development (A2MEND) - <http://www.a2mend.org/>
- [National Council on Black American Affairs](https://www.ncbaa-national.org/about-us/our-history/) - <https://www.ncbaa-national.org/about-us/our-history/>

Disability Organizations:

- Ability Counts - <https://abilitycounts.org/>
- Disability Rights California, Ontario Office - <https://www.disabilityrightsca.org/>
- Goodwill Riverside Career Resource Center - <https://www.goodwillsocial.org/riverside-career-resource-center/>
- Inland Regional Center - <https://www.inlandrc.org/>

Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Organizations:

- LGBTQ+ Center for Riverside County - <https://www.rivcocenter.org/>
- Inland Region Equality network - <http://inlandregionequalitynetwork.org/>
- Parents, Families & Friends of Lesbians and Gays, (Temecula <https://www.pflagtemecula.org/> & Riverside - <https://www.facebook.com/pflagriverside/>)

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

- California Community Colleges Organización de Latinx - Colegas - <https://cccolegas.org/>
- Riverside County Hispanic Chamber of Commerce - <https://greaterriversidehispanicchamberofcommerce.org/>
- Chicano Federation - <https://www.chicanofederation.org/>
- League of United Latino American Citizens of Riverside - https://lulac.org/members/directory/lulac_of_riverside -

Native American Organizations:

- Pechanga Band of Luiseno Mission Indians - <https://www.pechanga-nsn.gov/>
- Morongo Band of Mission Indians - <https://morongonation.org/>
- Soboba Band of Luiseno Indians - <https://www.soboba-nsn.gov/>
- Cabazon Band of Mission Indians - <http://www.fantasyspringsresort.com/cbmi/index.html>
- Agua Caliente Band of Cahuilla Indians - <https://www.aguacaliente.org/>

Veterans Organizations:

- Operation Silver Star - <https://operationsilverstar.org/about-us/>
- Veteran's Services County of Riverside - <https://veteranservices.co.riverside.ca.us/>

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