



**EQUAL EMPLOYMENT OPPORTUNITY PLAN  
2025 – 2028**

## Plan Component 1: Introduction

The San Bernardino Community College District (SBCCD) was founded in 1926, and is the proud home of Crafton Hills College, San Bernardino Valley College, Empire KVCR 91.9 FM, and Channel 24. We provide access to quality affordable higher education and career training to more than 20,000 students each year. SBCCD is formally designated a Hispanic-Serving Institution by the United States Department of Education. Over 70% of our students pay zero tuition fees through financial aid as they explore nearly 150 academic programs and hands-on career certificates. Our student population is constantly evolving, and our goal is to maintain and train a workforce that is equipped with the cultural competence to support their achievement.

The same level of excellence that we seek for our students, is the standard we judge our performance as a district against. The San Bernardino Community College District (SBCCD) recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. We have identified the demographics of our workforce as an opportunity area for growth.

To bolster this commitment we have begun, and will continue to take, a critical approach to reimagining our recruitment, hiring, and retention strategies. SBCCD is actively implementing a well-rounded approach to EEO hiring, with the goal of eventually mirroring the diversity of our student body and service area.

The District's Equal Opportunity Plan (hereinafter referred to as The Plan) demonstrates our commitment to providing equal consideration for all qualified candidates, hiring staff, and fostering staff development in support of our EEO and DEI goals. We recognize that this work is morally and logistically integral to creating a climate of inclusion at SBCCD.

The Plan's immediate focus is equal employment opportunity in recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et. Seq.), and the steps the district will take to establish and maintain sound pre-hiring, hiring, and post-hiring EEO strategies. The Plan includes the following:

1. Title IV regulations and provisions in support of the Equal Opportunity Plan
2. Methods to support Equal Opportunity Employment
3. Selection of specific pre-hiring, hiring, and post-hiring EEO strategies

Our foremost goal is to assure equity, educational opportunity, and success for all students. We will execute this goal by growing our capacity for hiring and retaining faculty and staff who are sensitive to, and knowledgeable of the needs of our community.

Sincerely,  
Diana Z. Rodriguez  
Chancellor

## Plan Component 2: Definitions

- a) *Adverse Impact*: a statistical measure (such as those outlines in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender or disability. A disparity identified in a selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) *Business Necessity*: circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity does not exist where there is an alternative that will serve business needs equally well.
- c) *Diversity*: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.
- d) *Ethnic Group Identification*: An individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5, section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- e) *Ethnic Minoritized Group*: American Indians or Alaskan natives (Native Americans), Asians, Pacific Islanders, Blacks/African-Americans, and Hispanic/Latinos.
- f) *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 in the seven job categories staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Ensuring equal employment opportunity also involves:
  - a. Identifying and eliminating barriers to employment that are not job related; and
  - b. Creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Government Code section 12940.

- g) *Equal Employment Opportunity Plan*: A written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- h) *Equal Employment Opportunity Programs*: All the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with Title 5 regulations and this plan.
- i) *Goals for Persons with Disabilities*: a statement that the district will strive to attract and hire additional qualified persons with disabilities, consistent with its commitment to promoting equal employment opportunity and diversity at all levels of the workforce. To the extent Title 5 sets forth specific obligations to foster the representation of qualified and disabled individuals in the workplace; "goals for persons with disabilities" also means a statement in compliance with those obligations. The term "goals" does not refer to quotas or rigid proportions.
  - a. Target Date: a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a job category.
  - b. Timetable: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.
- j) *In-house Hiring*: refer to Title 5 Section 53021.
- k) *Monitored Group*: Those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to sections 53004 (a).
- l) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- m) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question. In the absence of a determination by the Chancellor, projected representation is given no alternate meaning or application in this plan.
- n) *Reasonable Accommodation*: the efforts made on the part of the district to allow disabled applicants to access 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 California Fair Employment and Housing Act. “Reasonable accommodations” may include the items designated in Title 5, section 53025.

- o) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
  
- p) *Significantly Underrepresented Group*: 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 3 Component: EEO & Nondiscrimination in Employment Policy Statement

The San Bernardino Community College District (SBCCD) is committed to the principles of equal employment opportunity and will implement and maintain a comprehensive program to put those principles into practice. It is the district's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity and are not subjected to discrimination in any program or activity.

San Bernardino Community College District (SBCCD) has undertaken various efforts to address workplace diversity, student equity and inclusive ("DEI") practices. These efforts include the District's Equal Employment Opportunity Plan, Student Equity Plans at each respective college, a commitment to diversity (BP7100), as well as strategic goals in the Districtwide Support Services Strategic Plan (2017-22).

The district strives to achieve an anti-racist and anti-discrimination workforce that embraces all, persons with disabilities and individuals from all ethnic and cultural groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. Our Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that align with our District's commitment to diversity, equity and inclusion.

## Plan Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan

[Reference – Title 5, § 53003(c)(3) and 53020]

It is the policy of the SBCCD that all employees promote and support equal employment opportunity. Equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of the Plan are set forth below.

### ***1. Board of Trustees***

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

### ***2. Chancellor***

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

### ***3. Equal Employment Opportunity Officer***

The District has designated the Director of Diversity, Equity, and Inclusion as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing, 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 and for ensuring that applicant pools and selection procedures are properly monitored.

### ***4. Equal Employment Opportunity Advisory Committee***

Each college will designate representatives to serve on the Equal Employment Opportunity Advisory Committee, which acts as an advisory body to the Equal Employment Opportunity Officer and the District. The purpose of the Equal Employment Opportunity Advisory Committee is to promote understanding and support of equal employment opportunity policies

and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

***5. District Human Resources, Diversity, Equity and Inclusion Advisory Taskforce***

The District shall maintain the District Human Resources, Diversity, Equity and Inclusion Advisory Taskforce that will include representatives from each campus, and each constituency group whenever possible, to help guide the discussion and implementation of our DEI framework. This group will meet at least twice a year to discuss District wide efforts surrounding diversity, equity and inclusion for students and employees. This group will review measurable methods for the district to advance diversity and cultural competency.

***6. Agents of the District***

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

***7. Good Faith Effort***

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



## Plan Component 5: EEO Advisory Committee

The District will maintain an Equal Employment Opportunity Advisory Committee (“Advisory Committee”) to assist the District in implementing the Plan. The Advisory Committee shall include a diverse membership whenever possible. Ex officio members shall include the Equal Employment Opportunity Officer, the Title IX Officer and ADA Compliance Officer, and the Director of Human Resources. Each stakeholder group within the district shall have the opportunity to appoint members to the EEO Advisory Committee. Meeting access will remain open to members of the SBCCD community, with meeting minutes posted publicly.

Every year, the Advisory Committee shall receive training in the following:

- The requirements of all applicable federal, state, and local laws, including Title 5 of the California Code of Regulations, Section 53000 *et seq.*;
- Identification and elimination of bias in hiring;
- The educational benefits of workforce diversity; and
- The role of the Advisory Committee in carrying out the District’s EEO Plan.

The Vision Resource Center will also be utilized as a training tool for committee members. The Advisory Committee shall hold a minimum of four (4) meetings per academic year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Chancellor, College Presidents, or the Equal Employment Opportunity Officer. The Advisory Committee will review the EEO Plan at least once every three years, and any revised Plan will be submitted to the Chancellor’s Office.

## Plan 6: **Complaints** [Reference – Title 5, § 53003(c)(2), 53026 and 59300 et seq.]

The procedure for filing complaints alleging violation of the Equal Employment Opportunity regulations shall be set forth in the District's Administrative Regulation regarding EEO & Discrimination Complaint Procedure (SBCCD AP3430). This Administrative Regulation shall be made accessible on the District's website, as well made accessible at the Office of Human Resources.

As stated in the District's Administrative Regulation regarding EEO & Discrimination Complaint Procedure, complaints alleging a violation of the EEO regulations shall be filed with the Equal Employment Opportunity Officer.

The San Bernardino Community College District has identified the Vice Chancellor Human Resources and Police Services to the State Chancellor's Office and to the public as the single District officer responsible for receiving unlawful discrimination complaints filed pursuant to title 5, section 59328, and for coordinating their investigation and resolution. Informal charges of unlawful discrimination should be brought to the attention of the Vice Chancellor Human Resources and Police Services, who shall oversee the informal resolution process pursuant to section 59327. The actual investigation of complaints may be assigned to other staff or to outside persons or organizations under contract with the District. Such delegation procedures will be used whenever the Vice Chancellor is named in the complaint or is implicated by the allegations in the complaint. Administrators, faculty members, other District employees, and students shall direct all complaints of unlawful discrimination to the Vice Chancellor Human Resources and Police Services.

### **Threshold Requirements Prior to Investigation of a Formal Written Complaint**

When a formal written complaint is filed it will be reviewed to determine if the complaint meets the following requirements:

- The complaint must be filed on a form prescribed by the State Chancellor's Office.
- The complaint must allege unlawful discrimination prohibited under title 5, section 59300.
- The complaint must be filed by one who alleges that he or she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his or her official capacity as a faculty member or administrator.
- In any complaint alleging discrimination in employment, the complaint shall be filed within 180 days of the date the alleged unlawful discrimination occurred, except that this period will be extended by no more than 90 days following the expiration of that 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of 180 days.

Authority: Cal. Code Regs., tit. 5, § 59328.

### **Defective Complaint**

If a complaint is found to be defective it will be immediately returned to the complainant with a complete explanation of why an investigation will not be initiated under California Code of Regulations, title 5, section 59300 et seq. The notice will inform the complainant that the complaint does not meet the requirements of section 59328 and shall specify in what requirement the complaint is defective. A copy of the notice to the complainant will also be sent to the State Chancellor's Office.

### **Administrative Determination**

In any case not involving employment discrimination, within 90 days of receiving an unlawful discrimination complaint filed under title 5, sections 59300 et seq., the responsible District officer will complete the investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all the following to both the complainant and the State Chancellor:

- the determination of the chief executive officer or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint;
- a description of actions taken, if any, to prevent similar problems from occurring in the future;
- the proposed resolution of the complaint; and
- the complainant's right to appeal to the District governing board and to file a complaint with the Department of Fair Employment and Housing.

The District will keep these documents on file for a period of at least three years after closing the case, and make them available to the State Chancellor upon request.

The San Bernardino Community College District recognizes the importance of and is therefore committed to completing investigations and resolving complaints as quickly as possible, consistent with the requirements for a thorough investigation.

Authority: Cal. Code Regs., tit. 5, § 59336.

### **Complainant's Appeal Rights**

Complainants have appeal rights that they may exercise if they are not satisfied with the results of the District's administrative determination. At the time the administrative determination and summary is mailed to the complainant, the responsible District officer or his/her designee shall notify the complainant of his or her appeal rights as follows:

- First level of appeal: The complainant has the right to file an appeal to the District's governing board within 15 days from the date of the administrative determination. The District's governing board will review the original complaint, the investigative report, the administrative determination, and the appeal.
- The District's governing board will issue a final District decision in the matter within 45 days after receiving the appeal. Alternatively, the District's governing board may elect to

take no action within 45 days, in which case the original decision in the administrative determination will be deemed to be affirmed and shall become the final District decision in the matter. A copy of the final decision rendered by the District's governing board will be forwarded to the complainant and to the State Chancellor's Office.

Complainants must submit all appeals in writing.

### **Extensions**

If for reasons beyond its control, the District is unable to comply with the 90-day or 150-day deadlines specified above for submission of materials to the complainant and the State Chancellor's Office, the Vice Chancellor of Human Resources and Police Services will file a written request that the State Chancellor grant an extension of the deadline. Where an extension is deemed necessary by the District, it must be requested from the State Chancellor regardless of whether the case involves employment discrimination. The request will be submitted no later than 10 days prior to the expiration of the deadlines established by title 5 in sections 59336 and/or 59340 and will set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.

A copy of the request for an extension will be sent to the complainant, who will be advised that he or she may file written objections with the State Chancellor within 5 days of receipt. The State Chancellor may grant the request unless delay would be prejudicial to the investigation. If an extension of the 90-day deadline is granted by the State Chancellor the 150-day deadline is automatically extended by an equal amount.

## Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and the District Policy Statement

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, Administrators/Managers, the Academic Senate and Classified Senate leadership, Bargaining Unit representatives, and members of the SBCCD Equal Employment Opportunity Advisory Committees.

The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. The Human Resources Department will provide all new employees with a copy of the Board of Trustees' Equal Employment Opportunity Policy Statement.

The Human Resources Department will distribute an annual written notice summarizing the provisions of the District's Equal Employment Opportunity Plan and emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implementation along with where locations of copies of the Plan are available.

## Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training

Screening committees shall include a diverse membership whenever possible, appointed by stakeholder groups, to ensure a variety of perspectives are included in the assessment of applicants. Human Resources encourages a regular rotation of appointees to ensure multiple perspectives are included in designing the employee body of our district. The composition of the committee is evaluated for diversity in educational background, gender and ethnicity, and experience at SBCCD. Each member of a selection committee will receive training prior to participation in a recruitment.

The District's search committee trainings are designed specifically to education members on how to engage in an equitable hiring process. Live EEO trainings will be offered on a bi-monthly basis at minimum. This training has integrated several neuroscience principals into its bias training to allow participants to understand the impact of bias on the hiring process and the district. This level of training and self-awareness will better facilitate committee members' ability to implement techniques of eliminating bias from the hiring process.

## Plan Component 9: The Process for Providing Annual Written Notice to Community-Based and Professional Organizations

The EEO 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 diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the District advertises its job openings 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, especially for significantly underrepresented groups. A list of organizations, which will receive this notice, is attached to this Plan (*Appendix A*). This list may be revised from time to time as necessary.

## Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants

The District is committed to diversity and inclusion, and recognizes that a diverse and inclusive workforce promotes its educational goals and values. The district strives to achieve a workforce that is welcoming and inclusive, and we believe this effort begins pre-hiring.

The District, through its Office of Human Resources, shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the efficacy of its equal employment opportunity plan and to provide data needed for the analyses required by Sections 53003, 53006, 53023, and 53024 of Title 5 of the California Code of Regulations. The District shall annually report to the Chancellor, in a manner prescribed by the Chancellor, this data for employees of the District. Each employee shall be reported so that they may be identified as belonging to one of the following seven job categories:

- (1) Executive/administrative/managerial; (2) Faculty and other instructional staff; (3) Professional non-faculty;
- (4) Administrative Support;
- (5) Technical and paraprofessional; (6) Skilled crafts; and
- (7) Service and maintenance.

For purposes of the data collection and reporting required under this section, each applicant or employee shall be afforded the opportunity to identify their gender, ethnic group identification and, if applicable, their disability. A person may designate multiple ethnic groups with which they identify but shall be counted in only one ethnic group for reporting purposes. Consistent with all applicable federal, state, and local laws, the District may collect additional data as needed to determine underrepresentation in these or other protected areas.

The Office of Human Resources shall review the data at least once every 3 years, but more often if determined as necessary by the Vice Chancellor of Human Resources or his/her designee. The Office of Human Resources shall review the data to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. The analyses used in the review shall include, but need not be limited to:

- Longitudinal analysis of data regarding job applicants 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;
- 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
- Analysis pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is significantly underrepresented.

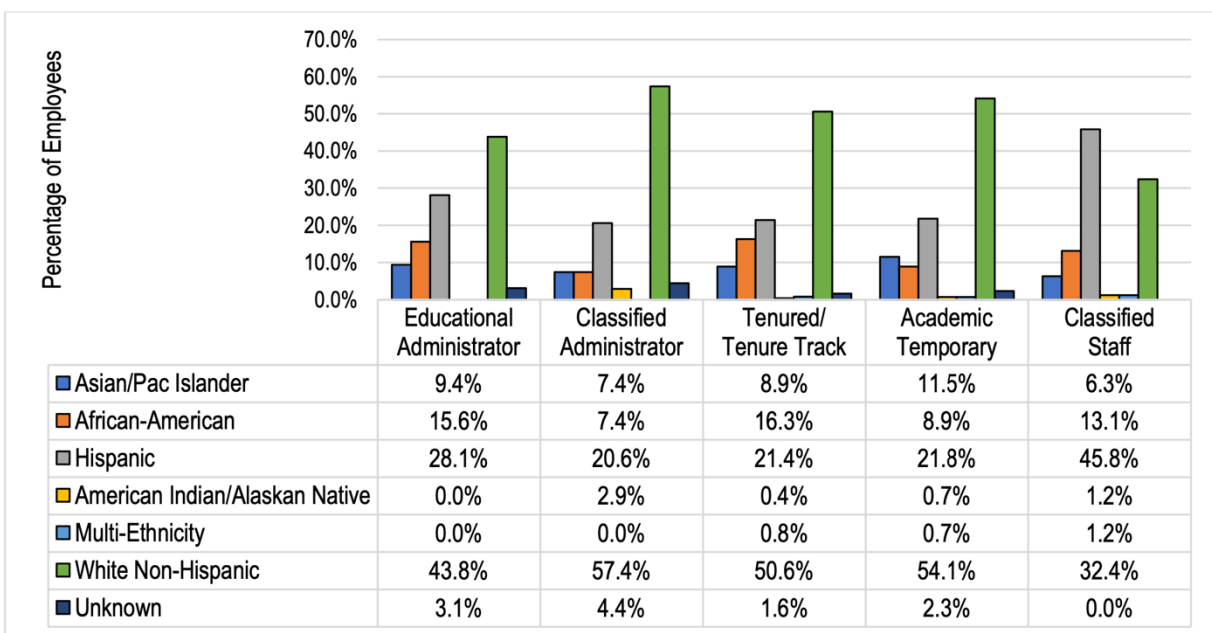


Additionally, each year, the Employee Climate Survey of District Central Services is administered by the Research, Planning, and Institutional Effectiveness department in April, with results posted online in May. The full report includes all data collected, including demographics, questions about interactions with each office and the services they provide, shared governance and inclusion, in addition to written comments and feedback. The summary report provides a brief overview of the survey results with an emphasis on response rate, overall satisfaction, and three examples of the types of questions asked about each service area. This information is utilized by the district to predict trends in our workforce, measure trends and concerns, and provide support and training accordingly.

## Plan Component 11: A Process for Utilizing Data to Determine whether Monitored Groups are Underrepresented Within District Job Categories

In the Fall 2020 semester, approximately 51.1% OF SBCCD employees were from historically underrepresented racial/ethnic groups. Over this five-year period, the largest increase was observed among the Hispanic employee group. Between Fall 2016 and Fall 2020, the percentage of employees who were Hispanic increased by 20.9%. The SBCCD Office of Research, Planning, and Institutional Effectiveness will continue to collect and analyze employee characteristic data for underrepresentation for the purpose of alleviating adverse impacts.

### Racial/Ethnic Frequency Distribution, Fall 2020: SBCCD



	Educational Administrator	Classified Administrator	Tenured /Tenure Track	Academic Temporary	Classified Staff	Fall 2020 Total
Asian/Pacific Islander	3	5	23	79	26	136
African American	5	5	42	61	54	167
Hispanic	9	14	55	150	189	417
American Indian/Alaskan Native	0	2	1	5	5	13
Multi-Ethnicity	0	0	2	5	5	12
White Non-Hispanic	14	39	130	372	134	689
Unknown	1	3	4	16		24
<b>Total</b>	<b>32</b>	<b>68</b>	<b>257</b>	<b>688</b>	<b>413</b>	<b>1,458</b>

Source: CCCCO MIS Referential Data Files

## Plan Component 12: Methods for Addressing Underrepresentation

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, Cafeteria and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a San Bernardino Community College District.

### **Region 9 Rising**

To support the efforts of preparing graduate students for future employment at SBCCD, we have committed to participate in Region 9 Rising. The **REGION 9 RISING** Faculty Fellowship Program is an internship program for diverse candidates aspiring toward faculty or administrative roles within one of the California Community Colleges throughout the Inland Empire. **Region 9 Rising** was established to increase the diversity of our future faculty and administrators who can better represent and support the diverse students we serve here in the Inland Empire and throughout the California Community College System. In addition to providing the skills and resources necessary to effectively compete for permanent positions, our goal is to provide comprehensive program training and direct mentorship within one of our participating colleges to prepare these candidates to effectively support our diverse student bodies and build more equitable and inclusive institutions throughout the region.

The program goals are as follows:

- Arrange successful mentoring relationships that support the development of fellows and mentors as master counseling or classroom faculty members.
- Provide training emphasizing assessment of student learning outcomes, strategies for providing students with basic skills, and strategies to engage a diverse population of adult learners.
- Demonstrate job search techniques and address other issues integral to preparation for a career as a faculty member.
- Nurture the highest levels of integrity and ethics in every aspect of the professional life of each fellow.
- Introduce industry practitioners to the community college environment as they complete degrees that would qualify them to teach at the community college.

The Region 9 Rising program allows our institutional leaders to draw upon the wealth of diverse colleagues by intentionally recruiting, training, mentoring, and hiring counseling, instruction, library faculty and administrators of color who better represent the diversity of our students.

## Plan Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration)

### **Pre-Hiring Strategies**

The San Bernardino Community College District actively works to implement practices that demonstrate that diversity, equity, and inclusion are core values within our organizational culture. These values are demonstrated by our participation in the Region 9 Rising faculty fellowship program, our deep commitment to diversifying the applicant pool, and the EEO training required of committee members prior to serving on a selection committee. Additionally, will implement the following combination of pre-hiring interventions during the recruitment cycle:

- Deploying targeted recruitment efforts to market to diverse groups.
- Developing a process for reviewing and revising job descriptions to reflect the District's commitment to equity.

### **Hiring Strategies**

The District is building momentum and is committed to becoming a model in the areas of equal employment opportunity best practices and addressing adverse impact by integrating DEI principles consistently throughout its recruitment, hiring, professional development, and evaluation processes—addressing the issue of adverse impact comprehensively at all stages of its work in human resources. The vision for this initiative is focused on addressing deficiencies in recruitment, and fully integrating DEI values into the selection process for new hires. The District will implement the following combination of hiring/selection strategies:

- Developing and implementing District Equity Questions and Rubric to review as part of the application for all faculty (full and part-time), faculty lead or reassign roles, classified professionals, and manager positions.
- Developing and implementing an Equity Rubric for the interview process for all faculty (full and part-time), faculty lead or reassign roles, classified professionals, and manager positions.
- Incorporating training on equity questions and rubrics into the EEO training process for hiring committees.
- Establishing a formalized process for adverse impact analysis in the hiring process.

### **Post-Hiring Strategies**

Our plan focuses on initiating DEI principles at each stage of the EEO employment cycle, including post-hiring and throughout the duration of employment. We will implement the following combination of post-hiring strategies:

- Promoting participation in new onboarding and mentoring programs, which specifically address each member's role in supporting racial equity for faculty, staff, and management.
- Encourage participation in employee resource groups including but not limited to: Asian Pacific Islander Association (APIA), Black Faculty and Staff Association (BFSA), and Latino Faculty and Staff Association (LFSA).

**EEO PLAN COMPONENT 13**  
**DISTRICT & COLLEGE ACTIVITIES**  
**DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY**

Developed in collaboration with Liebert Cassidy Whitmore

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
<b>PRE-HIRING</b>			
<b>Review and update District EEO/DEI policy statement.*</b> <b>(53024.1(k))</b> *Cross-reference Plan Component 3	Office of Human Resources	<ul style="list-style-type: none"> <li><b>The Office of Human Resources and EEO Advisory Committee will review and update, if necessary, the District EEO Policy Statement on an annual basis following the results of the district wide climate survey.</b></li> </ul>	
<b>Recurring activities related to improving student access and student success—with a nexus to EEO hiring.</b>	The Office of Human Resources	<ul style="list-style-type: none"> <li><b>Human Resources will facilitate districtwide participation in the Region 9 Rising Faculty Fellowship Program. The program is an internship program for diverse candidates aspiring toward faculty or administrative roles within one of the California Community Colleges throughout the Inland Empire.</b></li> </ul> <p><b>Y1: Participate in program pilot, accepting a cohort of 4 fellows.</b>  <b>Y2: Increase number of fellows in SBCCD cohort.</b>  <b>Y3: Design hiring pipeline for fellows who successfully complete the full program cycle.</b></p>	Program success will be measured by fellows' successful job placement within the California Community College system.
<b>HIRING</b>			
<b>Consistent and ongoing training for hiring committees.</b> <b>(53024.1(c))</b> *Cross reference Plan Component 8.	The Office of Human Resources will provide ongoing EEO training to the district. Selection Committee members will be required to receive training.	<ul style="list-style-type: none"> <li><b>Human Resources will facilitate ongoing district-wide training designed specifically to educate SBCCD employees on how to engage in an equitable hiring process and understand the impact of bias.</b></li> </ul> <p><b>Y1: Establish and maintain a regular training schedule for revamped EEO training</b>  <b>Y2: Roll out deadline for EEO training requirement.</b>  <b>Y3: By year three, successfully train 750 employees, or half of the SBCCD workforce.</b></p>	If successful, the Office of Human Resources will see a reduction in failed recruitments, and a potential decrease in the length of the recruitment cycle from job posting to onboarding.
<b>Assess "sensitivity to diversity" of all applicants.</b> <b>(53024.1(l))</b>	Office of Human Resources	<ul style="list-style-type: none"> <li><b>Starting Fall 2023, the Office of Human Resources will develop a pool of equity questions and rubrics for everyone who applies to the District. This project will be completed by Spring 2024 with full implementation by Spring 2025.</b></li> </ul> <p><b>Y1: Develop pool of equity questions and rubrics for all district applicants</b>  <b>Y2: Complete pool of questions applicable to all stakeholder groups.</b>  <b>Y3: Implement hiring process with assessments for "sensitivity to</b></p>	If successful, the district will see an increase in the proportion of Hispanic district employees, classified, faculty and staff and an increase in the number of Black instructional faculty at Crafton Hills College and Valley College.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
		diversity at all levels.	
<b>POST-HIRING</b>			
<b>Conduct campus climate surveys &amp; use this information.</b> (53024.1(a))	Office of Research, Planning, and Institutional Effectiveness  Office of Human Resources	<ul style="list-style-type: none"> <li>• <b>The Office of Research, Planning and Institutional Effectiveness will annually administer the employee survey of district central services in April with results posted online in May. Human resources will use this data to predict trends, measure trends and concerns, and provide training accordingly.</b></li> </ul> <p><b>Y1: Conduct a multi-year analysis of past concerns and trends.</b>  <b>Y2: Develop a DEIA academy based on the needs of the district as indicated by the campus climate survey.</b></p>	Each group of results will be analyzed annually for response rate, overall satisfaction, and DEI data trends.