



MONTEREY PENINSULA
College

Equal Employment Opportunity Plan

2023-2026

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Component 1: Introduction

I am pleased to introduce Monterey Peninsula Community College District's (MPCCD's) Equal Employment Opportunity Plan (EEO Plan) for 2023-2026. The Governing Board of Trustees adopted MPCCD's EEO Plan on January 24, 2024. The plan provides the structure by which MPCCD will advance equal employment opportunity and reflects our commitment to inclusivity, diversity, equity, anti-racism, and accessibility (IDEAA). Hiring an IDEAA Director exemplifies our support of and commitment to expanding our efforts to ensure equal employment opportunities.

MPCCD believes that a diverse workforce, achieved through equal employment opportunity, benefits our students, employees, and community. This plan delineates the vigorous steps we are taking to ensure equal employment opportunities and a welcoming environment that supports diversity and promotes excellence. To best serve our service area's populations, MPCCD will hire and retain faculty and staff who are reflective of, sensitive to, and knowledgeable about the needs of the diverse and continually changing student body we serve.

I invite you to read the EEO Plan and learn about the methods and procedures MPCCD has implemented to support and promote equal employment opportunities and ensure nondiscriminatory practices. This plan will spark conversations about IDEAA, and I encourage you to share any thoughts that may assist the MPCCD in sustaining our welcoming and inclusive work environment.

Dr. Marshall T. Fulbright III
Superintendent/President

Component 2: Definitions

CCR Title 5, §53001

- a) **Adverse Impact:** a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) **Diversity:** means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.
- c) **Equal Employment Opportunity:** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - 1. Identifying and eliminating barriers to employment that are not job related; and
 - 2. Creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- d) **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.
- e) **Equal Employment Opportunity Programs:** all the various measures by which equal employment opportunity is ensured. Such measures include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- f) **Ethnic Group Identification:** means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- g) **In-house or Promotional Only Hiring:** means that only existing District employees are allowed to apply for a position.

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

Component 3: Policy Statement

CCR Title 5 §53002, 53000

The Monterey Peninsula Community College District is committed to the concept and the principles of equal employment opportunity. To this end, the District has established and will maintain a comprehensive program to put that concept and those principles into practice. The District will adopt this policy statement that is committed to an Equal Opportunity plan that is grounded in the IDEAA principles of inclusion, diversity, equity, accessibility, and anti-racism. As such, the policy shall recognize “equal employment opportunity” includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments.

It is the District’s policy to ensure that all qualified applicants for employment and all employees have full and equal access to employment opportunity. To achieve this end, the District will ensure that applicants for employment and all employees are not subjected to discrimination in any program or activity of the district on the basis of age, ancestry, color, gender, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, national origin, physical or mental disability, pregnancy, race or ethnicity, religion, sex, sexual orientation, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to all individuals to ensure an inclusive educational and employment environment which fosters cooperation, acceptance, democracy and free expression of ideas. The District will incorporate evidence-based and equity-minded practices into existing recruitment, hiring, retention, and promotion activities to promote equal employment opportunities.

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

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

CCR Title 5 §53003(a), 53003(c)(1) , 53005, 53020

It is the goal of the Monterey Peninsula Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the timely and effective implementation of this Plan are set forth below.

1. Governing Board

The Governing Board is ultimately responsible for proper implementation of the District’s Plan at all levels of District and college operation, ensuring equal employment opportunity as described in the Plan, and for making measurable progress toward equal employment opportunity by strategies described in the District’s EEO plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Further the Board of Trustees will oversee the Chancellor’s responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District’s Equal Employment Advisory Committee;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; and not part of the consent agenda;
- c. Cover a period of 3 years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the State Chancellor’s Office at least 90 days prior to its adoption.

Comments received from the Chancellor’s Office on the proposed plan must be presented to the governing board prior to its adoption.

2. Superintendent/President

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

3. Equal Employment Opportunity Officer

The District has designated the Vice President of Human Resources, 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 described in Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. Participatory Governance Groups

Groups in the participatory governance structure, including the Academic Affairs Advisory Group (AAAG), Student Services Advisory Group (SSAG), Administrative Services Advisory Group (ASAG), Associated Students of Monterey Peninsula College (ASMPC), Academic Senate, Classified Senate, and President's Advisory Group (PAG), may review proposed EEO Plans, policies, procedures and initiatives as appropriate.

5. Equal Employment Opportunity Advisory Committee

Monterey Peninsula College established and will maintain an Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole. To promote understanding and support of equal employment opportunity policies and procedures, the EEOAC shall assist in the development of the Plan, 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.

6. 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.

7. Good Faith Effort

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

Component 5: Advisory Committee

CCR Title 5 §53005

The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the District in the development, implementation, and revision of its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

Members of this advisory committee as well as members of the District governing board shall receive training in all of the following:

- a) The requirements of this subchapter and of state and federal nondiscrimination laws;
- b) Identification and elimination of bias in hiring;
- c) The educational benefits of workforce diversity; and
- d) The role of the advisory committee in drafting and implementing the District's EEO Plan.

This advisory committee shall be composed of a diverse membership and include members from district stakeholder groups, including but not limited to, students, faculty, and classified staff. The ideal committee make up would be a minimum of the following:

- Up to three (3) community members (Community representatives shall represent organizations that have a priority interest in equal employment opportunity and the fair treatment of all.)
- One (1) faculty member appointed by the Academic Senate,
- One (1) classified member appointed by the Classified Senate
- One (1) faculty member appointed by MPCTA
- One (1) classified member appointed by MPCEA
- Two (2) Manager/Supervisors
- The IDEAA Director
- ASMPC shall be invited to appoint up to two (2) student representatives.
- The EEO Officer (or designee) who shall chair the committee.

At the discretion of the EEO Officer or designee, up to two more individuals may be appointed for the purpose of ensuring the committee's diversity. The total membership shall not exceed 15. A quorum is six (6) or more members.

The EEOAC shall hold a minimum of four (4) meetings per fiscal year. When appropriate, the advisory committee shall make recommendations to the Governing Board, the Superintendent/President, the EEO Officer, and/or any other appropriate college entity it deems necessary.

Component 6: Complaints

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

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation.

Complaints alleging violations of EEO regulations, pursuant to Title 5 Section 59300 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300. Please see [AP 3435](#).

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.) The District has adopted procedures for complaints alleging unlawful discrimination or harassment, *Procedures for Complaints of Unlawful Discrimination, Including Sexual Harassment*. The Vice President of Human Resources and Employee Relations is responsible for receiving such complaints and for coordinating their investigation.

Component 7: Notification to District Employees

CCR Title 5 §53003 (c)(3)

The commitment of the Governing Board and the Superintendent/President 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 Governing Board, the Superintendent/President, administrators, College Council, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District's website and employees will be notified electronically. Hard copies will be available in Human Resources. The Office of Human Resources will provide all new employees with a copy of the written notice described above when they commence their employment with the District. Each year, all employees will be sent an annual notice containing the following:

- a) The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
- b) Where complete copies of the Plan are available, including Office of Human Resources and on the District's internet site.

Component 8: Training for Screening/Selection Committees

CCR Title 5 §53003(c)(4)(A)

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel, shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; and the District's policies on nondiscrimination, recruitment, and hiring. The training shall also include the educational benefits of workforce diversity, the elimination of bias in hiring decisions, and best practices of selection and/or screening committees. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The training provide will be live training to hiring committees that goes above and beyond the required mandatory training. This includes not only addressing DEI principles, but adding in training on anti-racist principles and accessibility principles. The Office of Human Resources is responsible for providing the required training. The training will be given every two years. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

Component 9: Annual Written Notice to Community Organizations

CCR Title 5 §53003(c)(5)

Once per year, the Office of Human Resources will notify diverse local community groups and professional organizations which have been identified by the EEOAC that they may obtain a copy of the District's Plan, and the need for assistance from these groups in identifying qualified applicants. Annually, the EEOAC shall identify these community groups.

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

CCR Title 5 §53003(c)(6), 53004

The Office of Human Resources will annually review the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians/Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification and, if applicable, their disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians will be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories.

This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). The District will annually report to the Chancellor the results of its annual survey of employees. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

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

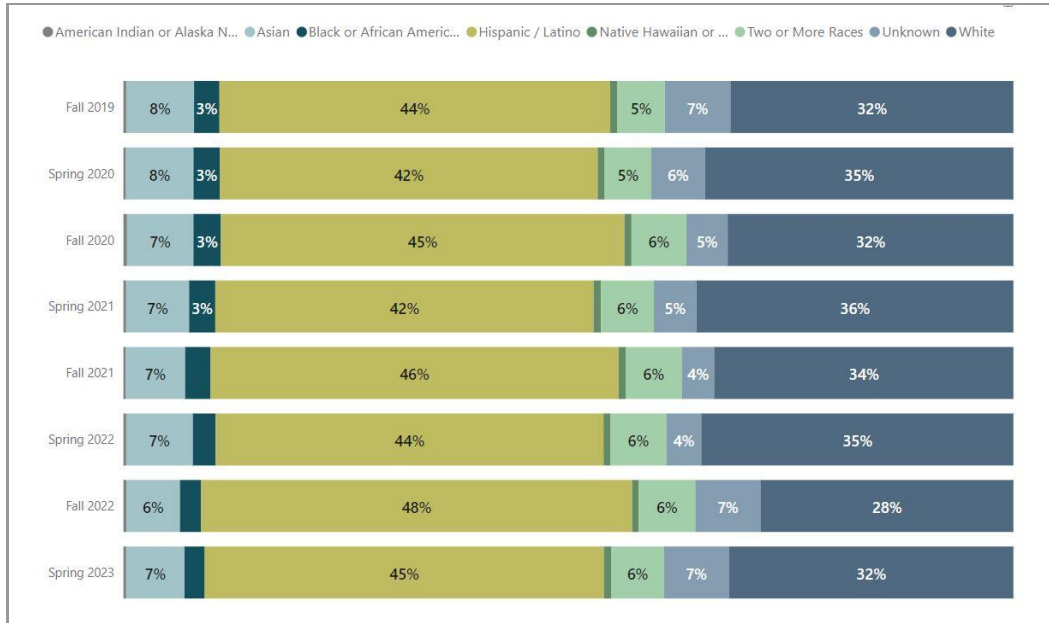
The District examined data for its community, its student population, its applicant pools, and its employees to identify opportunities to eliminate barriers and improve hiring outcomes to increase the diversity of the workforce.

MPCCD Student Demographics

The District examined the race/ethnicity and gender distributions of the student population to provide context for the EEO data.

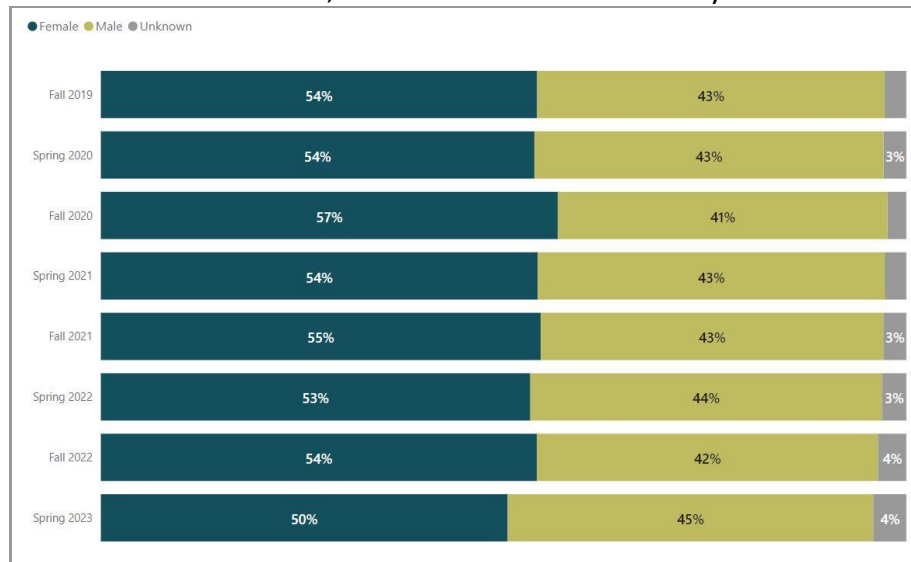
Race/Ethnicity

The graph below shows that approximately 45% of students at the District identify as Hispanic/Latino. The next largest group is White students (32%).



Gender

In most semesters since Fall 2019, over 50% of students identify as female.

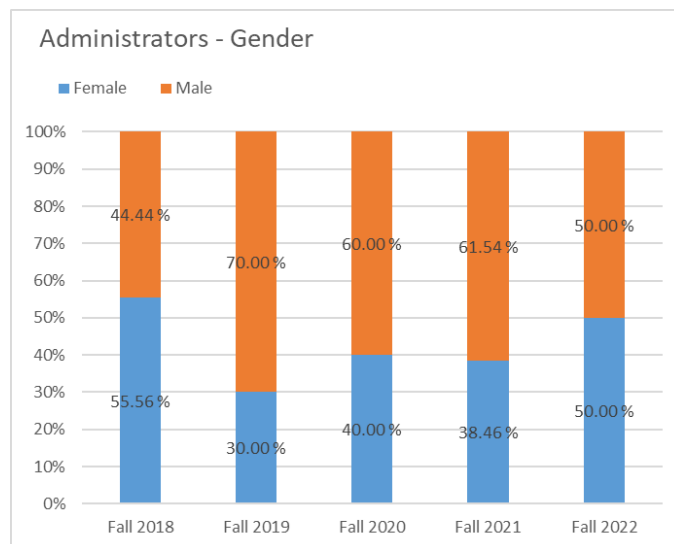
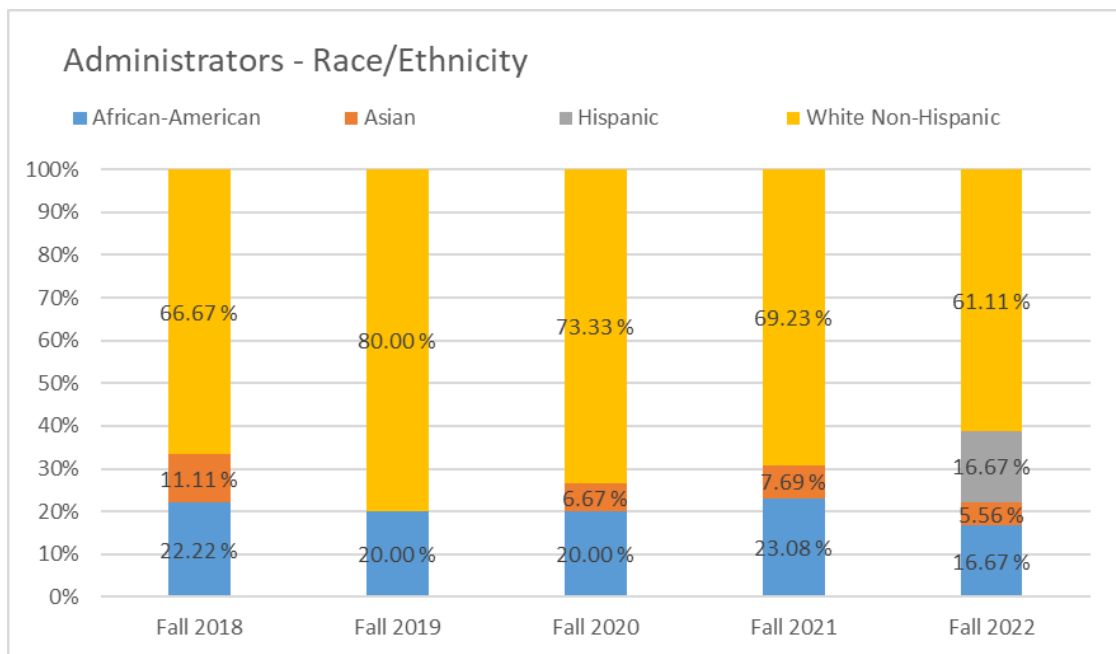


MPCCD Longitudinal Employee Demographics

In this section, the District examines employee demographic trends to see how race/ethnicity and gender have changed over time. Employee demographics are compared to student demographics.

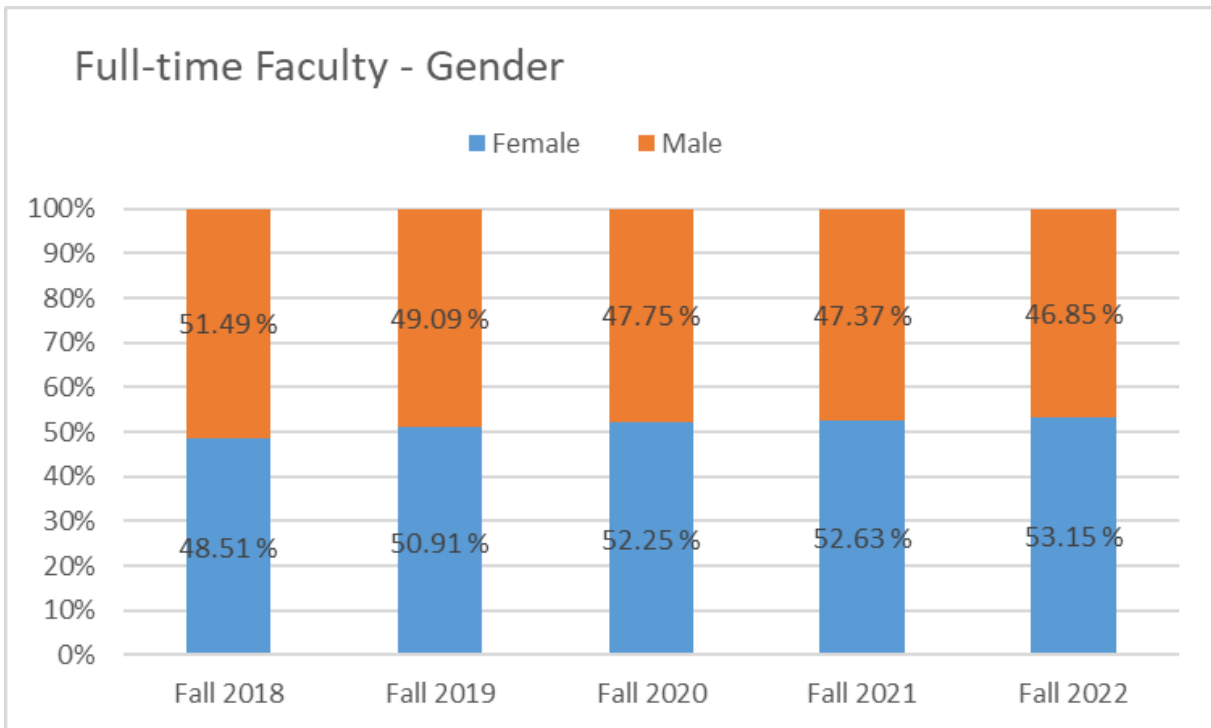
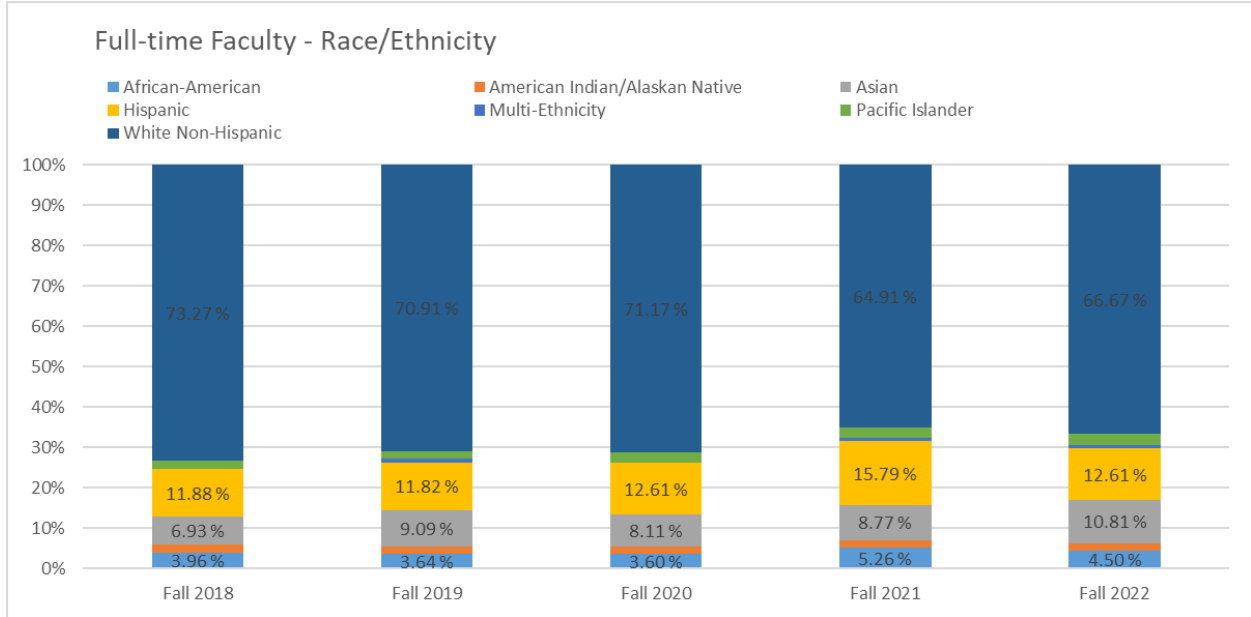
Educational Administrators

The composition of educational administrators is less diverse than that of the student population; however, diversity increased with the addition of Hispanic/Latinx administrators in Fall 2022. Generally speaking, there is a higher percentage of males among administrators than among students.



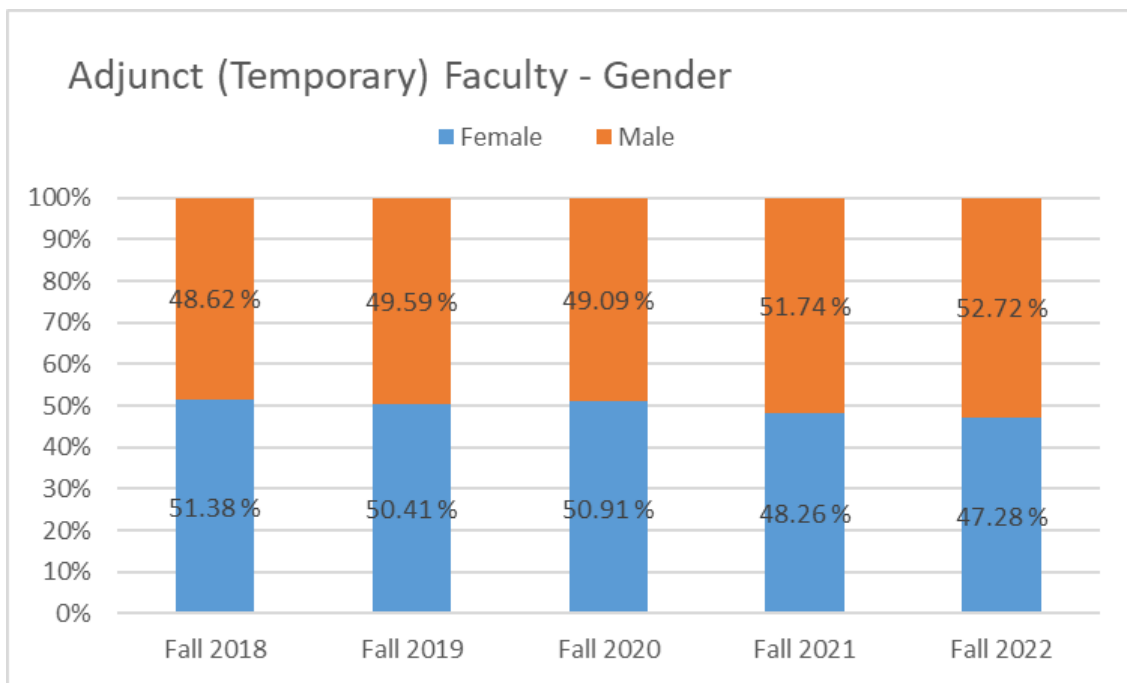
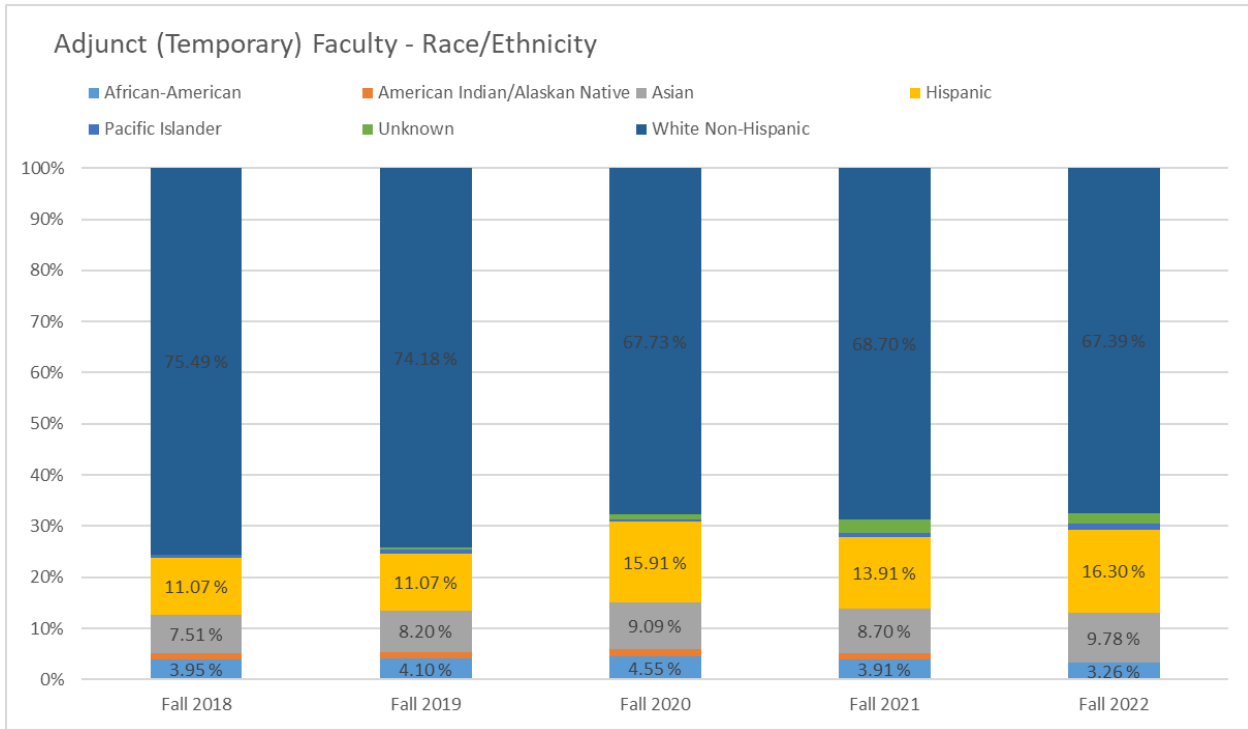
Full-time Faculty

The *race/ethnicity* composition of full-time faculty has been less diverse than that of the student population for the past five years; however, the *gender* composition of full-time faculty reflects that of the students.



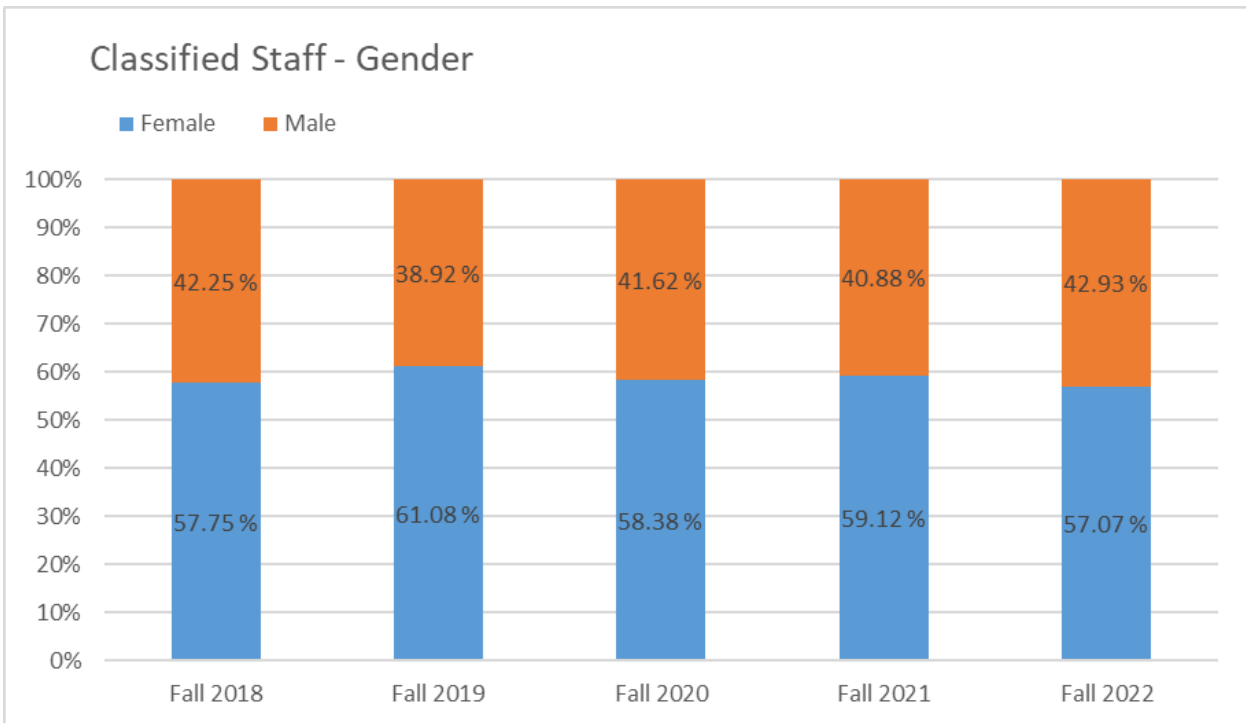
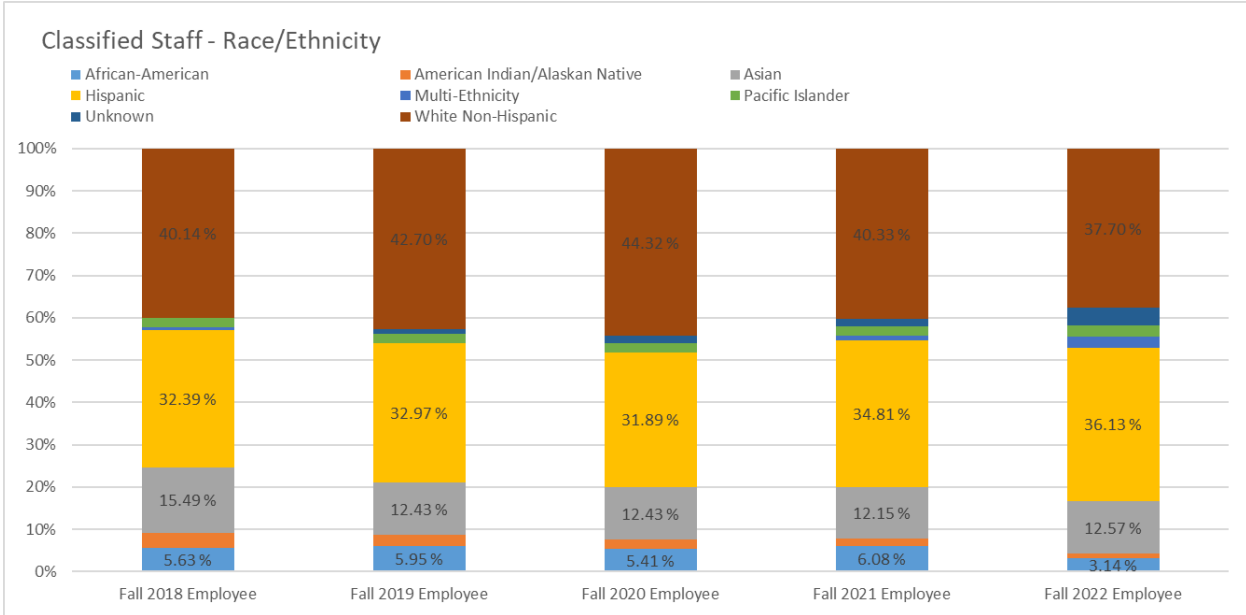
Adjunct (Temporary) Faculty

Like full-time faculty, the composition of adjunct faculty has been less ethnically diverse than that of the student population for the past five years. In addition, there is a higher percentage of males among adjunct faculty than among students.



Classified Staff

Classified staff are the most ethnically diverse employee group; moreover, the percentage of classified staff who are Hispanic/Latinx has increased in the last two years. Over the past five years there has been a higher percentage of female staff than male staff.



Component 11: Process for Utilizing Data to Determine Whether Monitored Groups are Underrepresented Within District Job Categories

CCR Title 5, §53003(c)(7)

In the previous section, the demographics of employees were compared to that of students. In this section, the demographics of employees are compared to the community. Furthermore, an **underrepresented group analysis** is conducted to determine whether any race/ethnicity groups are underrepresented among our employee groups.

The employee data is based on the Fall 2021 employee census, the most recent year for which the District can examine race/ethnicity by employee group. The community data is based on the civilian labor force. Specifically, an EEO tabulation was examined for the identified metropolitan statistical area (MSA) from the U.S. Census Bureau, which is based on the 2014-2018 American Community Survey.

The underrepresented group analysis compares the *actual* employee demographics to *projected* demographics. For this analysis, the assumption is made that the civilian labor force for the District's MSA provides a reasonable projection of employee demographics for our District. Per the Title 5 "80% rule", an actual/projection ratio that is equal to or less than 80%, or .80, means that the given race/ethnicity group is underrepresented at the District.

By analyzing this data, it is possible to discern certain trends. The EEOAC will conduct an annual review of applicant pool data during the spring season. This evaluation aims to identify any groups that are being inadequately represented in various job categories within the District.

Upon identifying underrepresentation among monitored groups, the following steps will be taken:

- a) Refer to the District's longitudinal analysis to determine which monitored group is being adversely affected and determine which stage of the interview process is negatively impacted.
- b) Review previous recruitment efforts to gain insight into the overarching challenges associated with the position and assess whether the outcomes align with the expectations.
- c) Promptly implement corrective actions for the recruitment process, such as diversifying advertising or outreach efforts and conducting an impartial review of the candidate pool.
- d) If by the end of the recruitment period, the candidate pool lacks diversity, implementing measures that may include an analysis of the job announcement language to emphasize the District's commitment to IDEAA principles, reviewing minimum qualifications to ensure they are truly essential, or retraining committee members involved in the application review.
- e) Collaborate with the EEOAC, IDEAA Director and of the District and community stakeholders to improve recruitment strategies.

Administrators (N=16)

Based on the 80% rule, Hispanic/Latinx employees are underrepresented. As noted in a previous section, the number and percentage of Hispanic administrators increased in Fall 2022. Regarding the two or more races/unknown group, the findings need to be interpreted with caution as the numbers in the population groups are too small to draw meaningful conclusions.

Race/Ethnicity group	Civilian Labor Force	MPCCD Employees	Actual/Projected	80% rule (.80)
Asian/Filipino	4%	6%	>1.0	
Black or African American	2%	25%	>1.0	
Hispanic/Latinx	39%	0%	0.0	underrepresented
Native American/Alaska Native	0%	0%	—	
Native Hawaiian/ Pacific Islander	0%	0%	—	
White	53%	69%	>1.0	
Two or more races/ Unknown	3%	0%	0.0	underrepresented

Faculty and other instructional staff (N=114)

Based on the 80% rule, two groups—Asian/Filipino and Hispanic/Latinx—are underrepresented at the District. Regarding the two or more races/unknown group, the findings need to be interpreted with caution as the numbers in the population groups are too small to draw meaningful conclusions

Race/Ethnicity group	Civilian Labor Force	MPCCD Employees	Actual/Projected	80% rule (.80)
Asian/Filipino	13%	9%	.69	underrepresented
Black or African American	3%	5%	>1.0	
Hispanic/Latinx	30%	16%	.53	underrepresented
Native American/Alaska Native	0%	2%	>1.0	
Native Hawaiian/ Pacific Islander	0%	3%	>1.0	
White	51%	65%	>1.0	
Two or more races/ Unknown	3%	1%	.33	underrepresented

Classified Professional (N=18)*(Professional Nonfaculty)*

Based on the 80% rule, White employees are underrepresented.

Race/Ethnicity group	Civilian Labor Force	MPCCD Employees	Actual/Projected	80% rule (.80)
Asian/Filipino	12%	22%	>1.0	
Black or African American	3%	11%	>1.0	
Hispanic/Latinx	25%	28%	>1.0	
Native American/Alaska Native	0%	0%	—	
Native Hawaiian/ Pacific Islander	1%	0%	0.0	
White	53%	33%	.62	underrepresented
Two or more races/ Unknown	5%	6%	>1.0	

Classified Support (N=160)*(Secretarial/Clerical, Technical and Paraprofessional, Skilled Crafts, & Service and Maintenance)*

Based on the 80% rule, Hispanic/Latinx employees are underrepresented.

Race/Ethnicity group	Civilian Labor Force	MPCCD Employees	Actual/Projected	80% rule (.80)
Asian/Filipino	5%	11%	>1.0	
Black or African American	3%	5%	>1.0	
Hispanic/Latinx	57%	36%	.63	underrepresented
Native American/Alaska Native	0%	2%	>1.0	
Native Hawaiian/ Pacific Islander	1%	3%	>1.0	
White	31%	41%	>1.0	
Two or more races/ Unknown	3%	3%	1.0	

MPCCD Applicants - Adverse Impact Test

We used the The Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures” was used to determine whether the pre-hiring processes resulting in adverse impact for any race/ethnicity or gender group. Adverse impact occurs when the selection rate for any

group is less than 4/5ths, or 80%, of the selection rate for the group with the highest selection rate. The District operationalized “selection” as the selection for an interview.

Race/Ethnicity

The District examined applicant data for the Summer-Fall 2023 year. To ensure meaningful interpretation of the data, an adverse impact test was only conducted when there were five (5) or more applicants in a race/ethnicity group. Furthermore, the analyses was restricted to employment categories where there were at least four race/ethnicity groups that met the threshold of five (5) or more applicants. As a result, an adverse impact analysis was only able to be conducted for race/ethnicity for classified applicant pools.

The District recognizes that the current applicant data is inadequate and will be committed to utilizing the District’s applicant tracking system to its fullest capability to track applicant data over an extended period of time. This will allow the District to gain valuable insights into the recruitment processes which will enable the District to develop and implement effective strategies to positively influence applicant pools and address any adverse impacts on the hiring process.

As noted above, the *selection rate for interviews* was examined for this analysis. In the classified applicant pools, the race/ethnicity group with the highest selection rate was Asian applicants with a 69% selection rate. When the 4/5ths test was applied, three groups—Hispanic, White, and Other—were found to fall below the threshold. Thus, applicants who identify as Hispanic, White, and Other are considered to be adversely impacted at the interview selection stage of the pre-hiring process.

Classified

Race/Ethnicity group	Number of applicants meeting Minimum Qualifications (MQs)	Number of applicants identified for interviews	Selection rate	Adverse Impact Test
Asian	13	9	69%	100%
Filipino	8	5	63%	90%
Hispanic	59	30	51%	73%
White	83	38	46%	66%
Other	5	1	20%	29%

Gender

The same approach was used to examine adverse impact for gender. The threshold of five or more female and male applicants for three broad employment categories (executive/administrative/managerial, faculty, and classified staff) was met. In addition, applicants with unknown gender were able to be included in the analysis of classified employees.

Executive/Administrative/Managerial

Gender group	Number of applicants meeting Minimum Qualifications (MQs)	Number of applicants identified for interviews	Selection rate	Adverse Impact Test
Female	47	26	55%	100%
Male	60	25	42%	76%

Faculty

Gender group	Number of applicants meeting Minimum Qualifications (MQs)	Number of applicants identified for interviews	Selection rate	Adverse Impact Test
Female	10	5	50%	100%
Male	21	5	24%	48%

Classified

Gender group	Number of applicants meeting Minimum Qualifications (MQs)	Number of applicants identified for interviews	Selection rate	Adverse Impact Test
Female	110	58	53%	100%
Male	62	30	48%	90%
Unknown	7	3	43%	81%

Component 12: Methods to Address Underrepresentation

CCR Title 5, §53003(c)(8)

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories.

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all individuals. In doing so, the district places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening and selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community.

To demonstrate the District's on-going, institutional commitment to diversity and equal employment opportunity, additional measures to enhance diversity may include:

- 1) Inviting guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 2) Highlighting the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- 3) Organizing diversity and cultural awareness dialogues, forums, and workshops.
- 4) Ensuring that District's publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
- 5) Establishing an "Equal Employment Opportunity and Diversity" online presence by posting the District's equal employment opportunity, ADA, nondiscrimination policies including sexual harassment, procedures and programs on the District's website, including contact persons for further information on all of these topics.
- 6) Encouraging and supporting various cultural celebrations on campus.
- 7) Considering multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for employees.
- 8) Conducting exit interviews with employees, who voluntarily separate from the District's employment, maintain and analyze data for patterns impacting monitored groups.
- 9) Auditing and maintaining updated job descriptions and job announcements.
- 10) Requiring that applicants for all positions demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender

- identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.
- 11) Conveying a commitment to diversity and equal employment opportunity in the District's mission statement.
 - 12) Investigating all complaints of harassment and discrimination, and promptly and thoroughly taking corrective action as warranted.
 - 13) Providing sexual harassment and discrimination prevention training for all employees.
 - 14) Supporting all employees in strengthening their sensitivity to and ability to work effectively with others from diverse backgrounds.
 - 15) Training for the Governing Board on the elimination of bias in hiring and employment at least once every election cycle.
 - 16) Conducting longitudinal analysis of monitored groups throughout the employment lifecycle such as: hiring, promotion, longevity, voluntary resignation, termination, and discipline.
 - 17) Supporting Grow your Own Programs in the District to develop leadership from within.

Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation

(Appendix A – Next Page)

(Multiple Methods Integration)

CCR Title 5, §53003(c)9, 53006, 53024.1

APPENDIX A



**EEO PLAN COMPONENT 13
DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT
DIVERSITY**

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
<p>Provide training to employees & trustees.*</p> <p>*This applies if you are planning training that goes beyond mandatory training for hiring committees.</p> <p>(53024.1(d))</p>	<p>Entire Human Resources Team</p>	<p>Provide coaching to HR professionals who would conduct live trainings to hiring committees that goes above and beyond the mandatory requirements. This includes addressing Diversity Equity Inclusion Anti-racist and Accessibility (IDEAA) job criteria, and concludes with a participant evaluation of the training.</p> <p>Y1: Research external sources for training that goes above and beyond the mandatory requirements.</p> <p>Y2: Provide validated trainings to HR staff who can effectively provide this training to hiring committees and employee groups.</p> <p>Y3: Schedule trainings for presentation to the Board of Trustees.</p>	<p>Measure, over time, any changes in the proportion of individuals in underrepresented categories that advance in the hiring process to interview and/or hire.</p>
<p>Convey in publications and website the district's commitment to diversity & EEO.</p> <p>(53024.1(j))</p>	<p>Human Resources</p>	<p>Include District Diversity Statement in all job announcements for permanent positions:</p> <p>Monterey Peninsula Community District is committed to achieving educational equity for all students. As outlined in the District's Governing Board Goals, Educational Master Plan, Equal Employment Opportunity Plan, and Student Equity Plan. We provide students with a rich and dynamic learning experience that embraces differences - emphasizing collaboration, engaging students in and out of the classroom, and encouraging them to realize their goals and become global citizens and socially responsible leaders. When you join our team at Monterey Peninsula College, you can expect to be part of an inclusive, innovative, and equity-focused community that approaches higher education as a matter of social justice requiring broad collaboration among faculty, classified staff, administration, students, and community partners.</p> <p>Monterey Peninsula College is designated as a Hispanic Serving Institution (HSI) and is an affiliate of the statewide Umoja Community of California Community Colleges. Monterey Peninsula College has a diverse student population that is a reflection of the communities it serves. MPC serves</p>	<p>Measure, over time, any changes in the proportion of individuals in underrepresented categories who apply for positions with Monterey Peninsula College. If the strategy does not achieve desired results, the District will re-evaluate the District Diversity Statement.</p>

approximately 13,000 students, MPC's comprehensive curriculum and student services are designed to meet the needs of a diverse student body and include transfer, career and technical education, basic skills, and continuing education offerings.

We value the ability to serve students from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities, and orientations. Therefore, we prioritize applicants who demonstrate they understand the benefits diversity brings to a professional educational community. The successful candidate will be an equity-minded individual committed to collaborating with faculty, classified staff, administration, students, and community partners who are also committed to closing equity gaps. An equity-minded individual is a person who already does or has demonstrated the desire to:

- (1) Understand the importance of holding ourselves accountable as educators for closing equity gaps and engaging in equitable practices;
- (2) Reframe inequities as a problem of practice and view the elimination of inequities as an individual and collective responsibility;
- (3) Encourage positive race-consciousness and embrace human difference;
- (4) Reflect on institutional and teaching practices and aim to make them more culturally responsive; and
- (5) Strategically build buy-in and participation among colleagues for equity-related initiatives.

Monterey Peninsula College seeks employees who value mentorship and working in a collegial, collaborative environment, guided by a commitment to helping all students achieve their educational goals. All departments strongly encourage collaboration across disciplines to create inclusive, integrated, and interdisciplinary learning experiences. College faculty are expected to be knowledgeable about, and willing to use, different learning and teaching methods appropriate to the students they serve.

- Y1: This strategy is already implemented. However, the measurement piece will begin to be tracked.
- Y2: This strategy is already implemented. However, the measurement piece will begin to be tracked.
- Y3: This strategy is already implemented. However, the measurement piece will begin to be tracked.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
HIRING			
<p>Consistent and ongoing training for hiring committees.</p> <p>(53024.1(c))</p> <p>*Cross reference Plan Component 8.</p>	<p>Include both:</p> <ul style="list-style-type: none"> The Vice President of HR, the HR Manager, and the HR Specialists are all responsible for providing this training. Anyone serving on a hiring committee must receive this training at least every two years. 	<p>As required in Plan Component 8, everyone serving on a hiring committee must receive this training. The requirement will be for every two years. HR will establish a database to track the training dates for all employees, as well as students and community members that serve on hiring committees within the District.</p> <p>Y1: Ensure all persons serving on hiring committees receive LIVE training, not just the former requirement to watch a video. Y2: Establish a database of who received training tied to the Banner database which is currently being implemented. Y3: Continue training and tracking training.</p>	<p>Measure, over time, any changes in the proportion of individuals in underrepresented categories that advance in the hiring process to interview and/or hire.</p>
<p>Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle.</p> <p>(53024.1(g))</p>	<p>The Board of Trustees</p>	<p>Board Policy 2200 states, among other things, that the Board is “committed to fulfilling its responsibilities to...establish policies that ensure the District operates in a manner that supports and promotes inclusivity, diversity, equity, and anti-racism.” Given this language and the requirements under Title 5, the Board will be asked to consider an Administrative Procedure 2200 that specifically addresses the requirement that the Board receives training on elimination of bias in hiring and employment at least once every election cycle.</p> <p>Y1: No action. Y2: AP is drafted and presented to the Board subcommittee on policies. Y3: New AP is already in effect.</p>	<p>Ensure that the training is appropriately implemented as required by Title 5 and explained in the new AP.</p>
<p>Dedication of specified staff to EEO.</p>	<p>Creation of a position with responsibility to support the Superintendent/President directly as well as the college as a whole in addressing inclusion, diversity, equity, anti-racism, and accessibility.</p>	<p>The position of IDEAA Director was recently approved by the Board of Trustees, but has not yet been filled. This position provides leadership in increasing visibility and awareness of Inclusivity, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) initiatives at Monterey Peninsula College. Coordinates efforts across the District to support an inclusive teaching, learning, and working environment for all students, faculty, and staff. The Director will be charged with coordinating activities such as providing and/or securing training, developing and conducting forums, building and enhancing community partnerships, administering a campus climate survey, and facilitating the offering of safe spaces. Works with all District constituents to fulfill the District’s mission to serve our diverse students and communities.</p> <p>Y1: Funding identified and position advertised. Y2: Position filled. Y3: Ongoing funded position.</p>	<p>Whether or not the position is filled.</p>
IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review

POST-HIRING			
<p>Professional development, mentoring, support and leadership opportunities for new employees.</p> <p>(53024.1(e))</p>	<p>Classified</p>	<p>The classified professionals of Monterey Peninsula College have organized in order to create a Classified Senate at MPC. The creation of this new body will enable classified professionals to have a more direct impact in participatory governance of the college. It will also create opportunities for classified professionals to have a greater say in their professional development and create more opportunities for leadership as a classified professional.</p> <p>Y1: Elect Senators. Y2: Begin operations as a Senate. Y3: Continue operations as a Senate.</p>	<p>Measure growth of participation by classified professionals in their senate. Also, conduct surveys to determine satisfaction with the progress of the newly established classified senate.</p>