

2020 - 2023



COLLEGE OF  
MARIN

Equal Employment Opportunity Plan

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## **Plan Section 1: Introduction**

*Reference: Title 5, § 51010, § 53003*

The Marin Community College District (MCCD) Equal Employment Opportunity Plan (EEO Plan) reflects the District's efforts and commitment to achieve equal employment opportunity in its workforce, academic programs and activities in compliance with Government Code, Section 12940. The District, through its education efforts, policies, procedures, and program planning is taking active steps to ensure that its employees and students are afforded equal employment opportunities.

Marin Community College District's *Equal Employment Opportunity Plan* was originally adopted by the Board of Trustees on May 17, 2016. It was later revised and the updated plan was presented to the Board on December 6, 2016. The plan reflects the District's commitment to equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Title 5, section 53000 et seq.), and creating a work environment that is welcoming, affirming, as well as one that is free of bias and discrimination.

Although Marin County's demographics do not reflect much of California's overall demographic landscape, the diversity of College of Marin has become far more diverse in recent years. Many successful efforts from the Strategic Plan 2015–2018, Student Equity Plan, Educational Master Plan 2019 – 2025, and this Equal Employment Opportunity Plan has directed a sharp focus on creating an inclusive, diverse, equitable, and affirming community. A community committed to employing qualified administrators, faculty, and staff members who are dedicated to student success, recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. Additionally, the College has committed significant resources to support these efforts.

To appropriately serve an increasingly diverse population, the District endeavors to attract, hire, and retain equity-minded employees reflective of the student body and who approach their work with equity-mindedness. Moreover, it is imperative our faculty, staff, and administrator's composition reflect the diversity of the student body we serve, who are sensitive to, and knowledgeable of our diverse student body and community's needs. This plan includes strategies for fulfilling this commitment.

***David Wain Coon, Ed.D.***

Adopted by Board of Trustees: May 17, 2016

Revisions adopted by the Board of Trustees: December 6, 2016

Current Revisions adopted by the Board of Trustees:

## Plan Section 2: Definitions

*Reference: Title 5, § 53001 (a) (1)*

**Adverse Impact.** “Adverse impact” means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's “Uniform Guidelines on Employee Selection Procedures”) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

**Diversity.** “Diversity” means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

**Equal Employment Opportunity.** “Equal employment opportunity” means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels 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.

**Equal Employment Opportunity Plan.** An “equal employment opportunity plan” is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

**Equal Employment Opportunity Programs.** “Equal employment opportunity programs” means 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 the requirements of section 53006.

**Equity:** “Equity” means recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

**Equity-minded:** “Equity-minded” means the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education.

**Ethnic Group Identification.** “Ethnic group identification” means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

**In-house or Promotional Only Hiring.** “In-house or promotional only” hiring means that only existing District employees are allowed to apply for a position.

**Monitored Group.** “Monitored group” means those groups identified in 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 on the part of the district in compliance with Government Code section 12926. (k) Screening or Selection Procedure.

**Screening or selection procedure.** “Screening or selection procedure” means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

**Significantly Underrepresented Group.** “Significantly underrepresented group” means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

### **Plan Section 3: Policy Statement**

*Reference: BP 3410 Non-Discrimination*

*BP 3420 Equal Employment Opportunity*

*BP 7100 Commitment to Diversity*

Marin Community College District is committed to the principles of equal employment opportunity. The District will implement comprehensive programs as articulated in the Equal Employment Opportunity Plan to demonstrate the District's commitment to putting those principles into practice.

District policies ensure that all qualified applicants and employees have full and equal access to employment opportunities, are not subjected to discrimination in any District program or activity on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, gender identity, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, 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 is committed to efforts which achieve a workforce that is welcoming to individuals from all ethnic and other groups, all genders, and persons with disabilities in order to ensure that the District can provide an inclusive educational and employment environment for its students and employees. An inclusive educational and employment environment fosters cooperation, collaboration, acceptance, democracy and free expression of ideas. The District Equal Employment Opportunity Plan will be posted on the College of Marin website under the "President's Office" and will be maintained to ensure the implementation of equal employment opportunity principles that conform to current and evolving federal and state laws and Board Policy.

## **Plan Section 4: Delegation of Responsibility, Authority and Compliance**

*Reference: Title 5, § 53003 (c) (1) and § 53020*

Equal employment opportunity requires a commitment and contribution from all District employees and the governing board. The responsibilities for the effective implementation of the EEO Plan are as follows:

### **1. District Governing Board**

The governing board is ultimately responsible for proper implementation of the District's EEO Plan at all levels of District and college operations, and for ensuring equal employment opportunity as described in the EEO Plan.

### **2. Superintendent/President**

The governing board delegates to the Superintendent/President the responsibility for ongoing implementation of the EEO Plan and for providing leadership in support of the District's equal employment opportunity policies and procedures. The Superintendent/President will advise the governing board concerning statewide equal employment opportunity policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on the EEO Plan implementation. The Superintendent/President will monitor the progress of the EEO Plan implementation and evaluate the performance of administrative staff charged with implementing the EEO Plan.

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

The District has designated the Executive Director of Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the EEO Plan. If the designation of the Equal Employment Opportunity Officer changes before this EEO 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, tracking and reporting on the EEO Plan's progress, including oversight of training and recruitment activities, and ensuring compliance with the requirements of Title 5, Section 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving discrimination complaints described in Section 6 of this EEO Plan, and for ensuring that applicant pools and selection procedures are properly monitored.

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

Marin Community College District will establish an Equal Employment Opportunity Advisory Council to act as an advisory body to the Superintendent/President and the District as a whole to promote understanding and support of equal employment opportunity policies, procedures and programs. The Equal Employment Opportunity Advisory Council will assist in the implementation of the EEO Plan in conformance with state and federal regulations and guidelines, assist with monitoring equal employment opportunity progress in the District, provide strategies to meet the Plan requirements, and recommend EEO Plan revisions in support of evolving equal employment opportunity laws and District goals.

## **5. Agents of the District**

Any organization or individual, whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all requirements of the EEO Plan.

## **6. Good Faith Effort**

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

## **7. Accountability and Corrective Action**

The District shall certify annually to the State Chancellor that it has timely complied with all of the following:

- a. Recorded, reviewed and reported the data required regarding qualified applicant pools;
- b. Reviewed and updated, as needed, the Strategies Component of the Plan;
- c. Investigated and appropriately responded to formal harassment or discrimination complaints filed.

Upon review of a district's certification, data reports, or any complaint filed, the State Chancellor may review a district's EEO Plan and Strategies Component for the required indicia of institutionalized and on-going efforts to support diversity and/or a district's compliance. Where the State Chancellor finds that the district's efforts have been insufficient, they will inform the district of their specific area(s) of concern, and direct the district to submit a revised EEO Plan within 120 days. Upon review of the revised EEO Plan, the State Chancellor will either:

- a. Determine the revisions are sufficient, and provide a deadline by which the district must provide proof that the new measures have been implemented; or
- b. If the State Chancellor finds that the revised plan is still lacking, they will direct the district to implement specific measures from those listed in Title 5, section 53024.1, and provide a timeline for doing so.



## **Plan Section 5: Advisory Council**

*Reference: Title 5, § 53005*

The District has established an Equal Employment Opportunity Advisory Council to assist the District in implementing its EEO Plan. The Council will strive to include a diverse membership of individuals committed to equal employment opportunity, diversity and inclusion. Efforts to maintain a diverse council membership will be documented to demonstrate the District's on-going commitment to recruit and include monitored groups on the Equal Employment Opportunity Advisory Council. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

### **1. EEO Advisory Council Structure**

The EEO Advisory Council will be comprised of individuals interested in and committed to equal employment opportunity – including a minimum of two faculty, two classified professionals, two administrators, and two students. The Council will vote to establish two co-chairs, a secretary and decide on term limits. Other interested employees or students may be invited to support the Council's work through focused work groups. The Executive Director of Human Resources, acting as the Equal Employment Opportunity Officer, will ensure that the Equal Employment Opportunity Advisory Council receives training on the following:

- a. the requirements of Title 5 regulations regarding Equal Employment Opportunity and 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 Equal Employment Opportunity Advisory Council in carrying out the District's EEO Plan.

### **2. Annual Meetings**

The Council will meet a minimum of four times each fiscal year and will set meeting agendas, and take and distribute meeting minutes. Additional Council meetings may be established as determined by the Council.

The Council's primary focus will include promoting an understanding and support of equal employment opportunity and nondiscrimination policies, review and advise on recruitment procedures and program activities. The Council will sponsor training, cultural events, and educational programs that support and promote equal employment opportunity, nondiscrimination, workforce diversity and retention. For more information regarding the Council's responsibilities, please review Administrative Procedures 3420 – Equal Employment Opportunity.

## Plan Section 6: Complaint Procedures

*References: California Code of Regulations, Title 5, § 53000 et seq.*

The District encourages any individual who believes they have been the victim of harassment, discrimination or retaliation based on race, ethnic group identification, ancestry, color, religion, age, sex, national origin, sexual orientation, physical disability, mental disability, gender, gender identity, gender expression, marital status, medical condition, pregnancy, genetic information, family and medical care leave, military or veteran status, or in connection with District facilities, programs, or activities, to file a written complaint.

MCCD has established procedures which allow a person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. A complaint may be filed with the (1) Executive Director of Human Resources, acting as the equal employment opportunity officer, or designee, (2) the United States Department of Education Office of Civil Rights (“OCR”), or (3) United States Equal Employment Opportunity Commission or the California Department of Fair Employment and Housing. If the complaint involves a designated equal employment opportunity officer/coordinator or the Executive Director of Human Resources, the complaint must be filed with the Superintendent/President.

The Complainant may file a verbal or written complaint using the College of Marin [Unlawful Discrimination Complaint Form](#), describing in detail the alleged violation(s), date of the violation(s), individuals involved, and any witnesses to the violation, to the Executive Director of Human Resources. The complaint procedure is outlined in Marin Community College District Administrative Procedure 3435 Discrimination and Harassment Complaint Procedures.

- An Informal Complaint is any of the following: (1) An unwritten allegation of Harassment, Discrimination, or Retaliation; (2) a written allegation of Harassment, Discrimination, or Retaliation that falls outside the timelines for a Formal Complaint; or (3) a written complaint alleging Harassment, Discrimination, or Retaliation filed by an individual who expressly indicates that they do not want to file a Formal Complaint.
- A Formal Complaint is: A written and signed statement filed with the District that alleges Harassment, Discrimination, or Retaliation in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges, as set forth at title 5, sections 59300 et seq.

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

Complaints regarding employment matters must be filed within 180 days and non-employment matters within one year. To enable the District’s prompt and effective action in addressing concerns, the District strongly encourages the filing of complaints within 30 days of the alleged incident or as soon as possible after discovery of discrimination, harassment, or retaliation. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District’s ability to investigate and take remediating action.

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

See California Community Colleges Chancellor’s Office Guidelines for Complaints at: [Unlawful Discrimination Complaint Form Guidelines for Minimum Conditions Complaints](#)

## **Plan Section 7: Notification to District Employees**

The Equal Employment Opportunity Policy Statement is printed in hard-copy and on-line on the District's website. The EEO Policy Statement is also printed in the college catalogs, schedule of courses, program brochures and related materials.

The EEO Plan including revisions thereto will be disseminated annually to the Board of Trustees, college administrators and employees of the District by the Superintendent/President. The annual notice will contain the following provisions:

1. The EEO Plan will be available on the District's website.
2. The EEO Policy Statement and Plan will be made available to new employees through the on-boarding/new employee orientation process.
3. The importance of employees' participation and responsibility in ensuring the EEO Plan's implementation.

## **Plan Section 8: Training for Screening Committees**

*Reference: Title 5, § 53020 (c)*

Prior to serving on a recruitment and screening committee, all individuals will receive mandatory training from the Human Resources Department on the following requirements and topics:

- a. Title 5 regulations on Equal Employment Opportunity (Title 5, section 53000 et. seq.);
- b. Federal and state non-discrimination laws;
- c. The District Equal Employment Opportunity Plan and related District policies on nondiscrimination, recruitment and hiring;
- d. Principles of diversity and cultural proficiency;
- e. The value of a diverse workforce;
- f. Recognizing and eliminating bias in hiring decisions;
- g. Best practices in serving on a screening committee.

Any organization (such as District-retained search firms) or individual that is involved in the recruitment of District personnel is required to participate in the mandatory EEO training. Individuals who have not completed the EEO training will not be permitted to participate in the recruitment or serve on a screening committee.

## **Plan Section 9: Notification to Community Organizations**

The Equal Employment Opportunity Officer will provide an annual notice of the District's EEO Plan to community-based and professional organizations. The notice will include the following:

- a) A copy of the MCCD EEO Plan and where it can be found on the District's website;
- b) A request for their assistance in identifying diverse job candidates;
- c) The Internet address where the District posts its job vacancies;
- d) The contact information for the District's employment team.

The District will conduct active annual outreach activities and will maintain a list of institutions, organizations and agencies that may serve as recruitment and candidate sources to achieve its diversity goals, including the following, which may be revised from time to time as necessary:

### List of Job Opening Advertising Sources:

ACCCA.org

BlacksinHigherEd.com

CalJobs.ca.gov

CCCRegistry.org

Chronicle.com

Craigslist

Diverse Issues in Higher Education

EdJoin.org

HigherEdJobs.com

HispanicsinHigherEd.com

Indeed

## Plan Section 10: Longitudinal Analysis of District Workforce and Applicant Pool

*Reference: Title 5, § 53004 (b)*

The Human Resources Department collects applicant pool demographic data for each search conducted by job vacancy category. On an annual basis, the Human Resources Department will compare this information with the District's workforce data published by the Planning, Research & Institutional Effectiveness Department so that data required for the EEO Plan can be reviewed to determine under-representation by any monitored group based on data required for reporting to the State Chancellor's Office. Monitored groups include: American Indian/Alaskan Native, Asian or Pacific Islander, Black/African American, Hispanic/Latino, White/Caucasian, male, female, and persons with disabilities.

Individuals applying for vacancies at the College are provided with an opportunity to voluntarily identify their gender, age group, veteran status, ethnic group identification, and their disability if applicable. This information is confidential and separated from the applicant's material that is forwarded to the screening committee. The District will collect this data annually and report to the State Chancellor's Office in each of the following identified job categories:

1. Executive/Administrative/Managerial
2. Full-Time Faculty & Instructional Support Services:

Arts and Humanities	Counseling
Educational Success Programs	Part-time
Workforce Development & Career Education	Kinesiology & Athletics
Mathematics, Sciences, and Business	Nursing
Student Accessibility Services	Child Development and Early Childhood Ed. Programs
3. Professional Non-faculty
4. Secretarial/Clerical
5. Technical and Paraprofessional
6. Skilled Crafts
7. Service and Maintenance

Reference: Title 5, § 53003, 53003 (c) (6), 53023, 53023 (c), 53006 (a) (1) the following data presented includes:

COM Student Representation Analysis - Ethnicity Fall 2016 – Fall 2019  
 COM Student Representation Analysis - Gender Fall 2016 – Fall 2019  
 COM Workforce Composition Analysis - Ethnicity Fall 2016 – Fall 2019  
 COM Workforce Composition Analysis - Gender Fall 2016 – Fall 2019  
 COM Workforce Composition Analysis – Ethnicity Fall 2016 – Fall 2019 Administrators  
 COM Workforce Composition Analysis – Gender Fall 2016 – Fall 2019 Administrators  
 COM Workforce Composition Analysis – Ethnicity Fall 2016 – Fall 2019 Faculty  
 COM Workforce Composition Analysis – Gender Fall 2016 – Fall 2019 Faculty  
 COM Workforce Composition Analysis – Ethnicity Fall 2016 – Fall 2019 Classified Staff  
 COM Workforce Composition Analysis – Gender Fall 2016 – Fall 2019 Classified Staff  
 Total Applicant persistence data analysis by ethnicity for Fiscal Year 2017, 2018 and 2019  
 Total Applicant persistence data analysis by gender for Fiscal Year 2017, 2018 and 2019  
 Ratio of Full-time to Part-time Instructors (Ed. Code 87482.6)

#### **COM Student Representation - Ethnicity Fall 2016 – Fall 2019**

<b>Race/Ethnicity</b>	<b>Fall 2016</b>		<b>Fall 2017</b>		<b>Fall 2018</b>		<b>Fall 2019</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Hispanic/Latino	2,304	34.4%	2,438	35.4%	2,301	35.4%	2,399	37.5%
White Non-Hispanic	2,968	44.4%	2,972	43.1%	2,790	43.0%	2,639	41.3%
African-American	229	3.4%	226	3.3%	198	3.0%	179	2.8%
Asian or Pacific Islander	473	7.1%	504	7.3%	516	7.9%	493	7.7%
American Indian/Alaskan Native	13	0.2%	12	0.2%	74	1.1%	22	0.3%
Multi-Ethnicity	307	4.6%	314	4.6%	288	4.4%	261	4.1%
Unknown/Declined to State	398	5.9%	430	6.2%	326	5.0%	397	6.2%
<b>Total</b>	<b>6,692</b>	<b>100.0%</b>	<b>6,896</b>	<b>100.0%</b>	<b>6,493</b>	<b>100.0%</b>	<b>6,390</b>	<b>100.0%</b>

#### **COM Student Representation - Gender Fall 2016 – Fall 2019**

<b>Gender</b>	<b>Fall 2016</b>		<b>Fall 2017</b>		<b>Fall 2018</b>		<b>Fall 2019</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Male	2,740	40.9%	2,862	41.5%	2,614	40.3%	2,697	42.2%
Female	3,840	57.4%	3,811	55.3%	3,478	53.6%	3,577	56.0%
Unknown/Declined to State	112	1.7%	223	3.2%	401	6.2%	116	1.8%
<b>Total</b>	<b>6,692</b>	<b>100.0%</b>	<b>6,896</b>	<b>100.0%</b>	<b>6,493</b>	<b>100.0%</b>	<b>6,390</b>	<b>100.0%</b>

Source: California Community Colleges Chancellor's Office DataMart, December 2020.

### **COM Workforce Composition - Ethnicity Fall 2016 – Fall 2019**

<b>Race/Ethnicity</b>	<b>Fall 2016</b>		<b>Fall 2017</b>		<b>Fall 2018</b>		<b>Fall 2019</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Hispanic/Latino	46	8.6%	47	8.9%	57	10.5%	61	11.6%
White Non-Hispanic	360	67.0%	339	64.0%	327	60.4%	303	57.6%
African-American	24	4.5%	23	4.3%	21	3.9%	22	4.2%
Asian or Pacific Islander	48	8.9%	49	9.2%	41	7.6%	42	8.0%
American Indian/Alaskan Native	5	0.9%	5	0.9%	5	0.9%	4	0.8%
Multi-Ethnicity	8	1.5%	12	2.3%	14	2.6%	14	2.7%
Unknown/Declined to State	46	8.6%	55	10.4%	76	14.0%	80	15.2%
<b>Total</b>	<b>537</b>	<b>100.0%</b>	<b>530</b>	<b>100.0%</b>	<b>541</b>	<b>100.0%</b>	<b>526</b>	<b>100.0%</b>

### **COM Workforce Composition - Gender Fall 2016 – Fall 2019**

<b>Gender</b>	<b>Fall 2016</b>		<b>Fall 2017</b>		<b>Fall 2018</b>		<b>Fall 2019</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Male	229	42.6%	231	43.6%	240	44.4%	229	43.5%
Female	308	57.4%	299	56.4%	301	55.6%	296	56.3%
Unknown/Declined to State	0	0.0%	0	0.0%	0	0.0%	1	0.2%
<b>Total</b>	<b>537</b>	<b>100.0%</b>	<b>530</b>	<b>100.0%</b>	<b>541</b>	<b>100.0%</b>	<b>526</b>	<b>100.0%</b>

*# of [Disaggregated Racial/Ethnic Group] includes Administrators, Faculty, and Staff. Source: California Community Colleges Chancellor's Office DataMart, December 2020.*



**COM Workforce Composition – Administrators - Ethnicity Fall 2016 – Fall 2019**

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Race/Ethnicity	#	%	#	%	#	%	#	%
Hispanic/Latino	1	3.8 %	1	3.4 %	1	3.1 %	1	3.4 %
White Non-Hispanic	14	53.8 %	15	51.7 %	17	53.1 %	14	48.3 %
African-American	3	11.5 %	3	10.3 %	2	6.3 %	2	6.9 %
Asian or Pacific Islander	4	15.4 %	4	13.8 %	6	18.8 %	5	17.2 %
American Indian/Alaskan Native	1	3.8 %	1	3.4 %	1	3.1 %	1	3.4 %
Multi-Ethnicity	0	0.0 %	1	3.4 %	0	0.0 %	0	0.0 %
Unknown	3	11.5 %	4	13.8 %	5	15.6 %	6	20.7 %
Total	26	100.0 %	29	100.0 %	32	100.0 %	29	100.0 %

**COM Workforce Composition - Administrators - Gender Fall 2016 – Fall 2019**

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Gender	#	%	#	%	#	%	#	%
Female	17	65.4 %	19	65.5 %	20	62.5 %	19	65.5 %
Male	9	34.6 %	10	34.5 %	12	37.5 %	10	34.5 %
Non-binary	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Total	26	100.0 %	29	100.0 %	32	100.0 %	29	100.0 %

Source: California Community Colleges Chancellor's Office DataMart, February 2021.

**COM Workforce Composition – Faculty - Ethnicity Fall 2016 – Fall 2019**

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Race/Ethnicity	#	%	#	%	#	%	#	%
Hispanic/Latino	22	6.9 %	19	6.1 %	25	8.0 %	27	9.1 %
White Non-Hispanic	233	72.8 %	212	68.6 %	197	63.1 %	178	60.1 %
African-American	9	2.8 %	11	3.6 %	10	3.2 %	10	3.4 %
Asian or Pacific Islander	21	6.6 %	19	6.1 %	13	4.2 %	14	4.7 %
American Indian/Alaskan Native	4	1.3 %	4	1.3 %	4	1.3 %	3	1.0 %
Multi-Ethnicity	2	0.6 %	3	1.0 %	4	1.3 %	4	1.4 %
Unknown	29	9.1 %	41	13.3 %	59	18.9 %	60	20.3 %
<b>Total</b>	<b>320</b>	<b>100.0 %</b>	<b>309</b>	<b>100.0 %</b>	<b>312</b>	<b>100.0 %</b>	<b>296</b>	<b>100.0 %</b>

**COM Workforce Composition - Faculty - Gender Fall 2016 – Fall 2019**

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Gender	#	%	#	%	#	%	#	%
Female	189	59.1 %	176	57.0 %	174	55.8 %	170	57.4 %
Male	131	40.9 %	133	43.0 %	138	44.2 %	126	42.6 %
Non-binary	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
<b>Total</b>	<b>320</b>	<b>100.0 %</b>	<b>309</b>	<b>100.0 %</b>	<b>312</b>	<b>100.0 %</b>	<b>296</b>	<b>100.0 %</b>

*Source: California Community Colleges Chancellor's Office DataMart, February 2021.*

**COM Workforce Composition – Classified Staff - Ethnicity Fall 2016 – Fall 2019**

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Race/Ethnicity	#	%	#	%	#	%	#	%
Hispanic/Latino	23	12.0 %	27	14.1 %	31	15.7 %	33	16.4 %
White Non-Hispanic	113	59.2 %	112	58.3 %	113	57.4 %	111	55.2 %
African-American	12	6.3 %	9	4.7 %	9	4.6 %	10	5.0 %
Asian or Pacific Islander	23	12.0 %	26	13.5 %	22	11.2 %	23	11.4 %
American Indian/Alaskan Native	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Multi-Ethnicity	6	3.1 %	8	4.2 %	10	5.1 %	10	5.0 %
Unknown	14	7.3 %	10	5.2 %	12	6.1 %	14	7.0 %
<b>Total</b>	<b>191</b>	<b>100.0 %</b>	<b>192</b>	<b>100.0 %</b>	<b>197</b>	<b>100.0 %</b>	<b>201</b>	<b>100.0 %</b>

**COM Workforce Composition - Classified Staff – Gender Fall 2016 – Fall 2019**

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Gender	#	%	#	%	#	%	#	%
Female	102	53.4 %	104	54.2 %	107	54.3 %	107	53.2 %
Male	89	46.6 %	88	45.8 %	90	45.7 %	93	46.3 %
Non-binary	0	0.0 %	0	0.0 %	0	0.0 %	1	0.5 %
<b>Total</b>	<b>191</b>	<b>100.0 %</b>	<b>192</b>	<b>100.0 %</b>	<b>197</b>	<b>100.0 %</b>	<b>201</b>	<b>100.0 %</b>

*Source: California Community Colleges Chancellor's Office DataMart, February 2021.*

### Total Applicant Persistence Data – Ethnicity Fiscal Year 2017-2018

	RECRUITED STEP 1	MIN QUALS STEP 2		STEP 3 SELECTED FOR INTERVIEW		STEP 4 INTERVIEWED		STEP 5 SELECTED FOR 2ND INTERVIEW*		STEP 6 RECOMMENDED FOR HIRE/POOL	
	#	#	%	#	%	#	%	#	%	#	% converts
Hispanic/Latino	170	140	82.40%	44	31.40%	29	65.90%	9	31.00%	6	3.50%
White/Caucasian	887	698	78.70%	194	27.80%	142	73.20%	30	21.10%	59	6.70%
Black/African American	139	98	70.50%	27	27.60%	19	70.40%	6	31.60%	6	4.30%
Asian or Pacific Islander	230	151	65.70%	37	24.50%	24	64.90%	5	20.80%	8	3.50%
American Indian or Alaska Native	12	8	66.70%	1	0.00%	1	0.00%	0	0.00%	1	8.30%
Two or More Races	149	121	81.20%	34	28.10%	26	76.50%	6	23.10%	12	8.10%
Unknown/Declined to State	209	162	77.50%	62	38.30%	47	75.80%	7	14.90%	21	10.00%
<b>Total</b>	<b>1796</b>	<b>1378</b>	<b>76.70%</b>	<b>399</b>	<b>29.00%</b>	<b>288</b>	<b>72.20%</b>	<b>63</b>	<b>21.90%</b>	<b>113</b>	<b>6.30%</b>

### Total Applicant Persistence Data – Gender Fiscal Year 2017-2018

	STEP 1 RECRUITED	STEP 2 MIN Q/EQUIV		STEP 3 SELECTED FOR INTERVIEW		STEP 4 INTERVIEWED		STEP 5 SELECTED FOR 2ND INTERVIEW*		STEP 6 RECOMMENDED FOR HIRE/POOL	
	#	#	%	#	%	#	%	#	%	#	% converts
Male	832	626	75.20%	158	25.20%	112	70.90%	18	16.10%	47	5.60%
Female	886	692	78.10%	217	31.40%	156	71.90%	41	26.30%	56	6.30%
Unknown	78	60	76.90%	24	40.00%	20	83.30%	4	20.00%	10	12.80%
<b>Total</b>	<b>1796</b>	<b>1378</b>	<b>76.70%</b>	<b>399</b>	<b>29.00%</b>	<b>288</b>	<b>72.20%</b>	<b>63</b>	<b>21.90%</b>	<b>113</b>	<b>6.30%</b>

Note: Excludes recruitments that were suspended or cancelled. \*Some recruitments do not include Step 5.  
 # of [Disaggregated Race/Ethnicity or Gender] among STEP [#]: The total number of candidates who successfully met the requirements of the named hiring process step for that racial/ethnic or gender group. % of [Disaggregated Race/Ethnicity or Gender] among STEP [#]: The proportion of candidates who successfully met the requirements of a named hiring process step and the candidates who successfully met the requirements of the immediately preceding hiring process step for that group. % converts is the proportion of initial applicants within that group who were ultimately recommended for hire or adjunct pool.

### Total Applicant Persistence Data – Ethnicity Fiscal Year 2018-2019

	RECRUITED STEP 1	MIN Q/EQL STEP 2		STEP 3 SELECTED FOR INTERVIEW		STEP 4 INTERVIEWED		STEP 5 SELECTED FOR 2ND INTERVIEW*		STEP 6 RECOMMENDED FOR HIRE/POOL	
	#	#	%	#	%	#	%	#	%	#	% converts
Hispanic/Latino	99	79	79.80%	41	51.90%	33	80.50%	7	21.20%	10	10.10%
White/Caucasian	289	244	84.40%	90	36.90%	64	71.10%	14	21.90%	24	8.30%
Black/African American	47	43	91.50%	14	32.60%	13	92.90%	3	23.10%	4	8.50%
Asian or Pacific Islander	89	72	80.90%	23	31.90%	14	60.90%	2	14.30%	7	7.90%
American Indian or Alaska Native	5	5	100.00%	3	0.00%	2	0.00%	0	0.00%	2	40.00%
Two or More Races	54	42	77.80%	19	45.20%	15	78.90%	4	26.70%	4	7.40%
Unknown/Declined to State	74	61	82.40%	31	50.80%	23	74.20%	2	8.70%	7	9.50%
<b>Total</b>	<b>657</b>	<b>546</b>	<b>83.10%</b>	<b>221</b>	<b>40.50%</b>	<b>164</b>	<b>74.20%</b>	<b>32</b>	<b>19.50%</b>	<b>58</b>	<b>8.80%</b>

### Total Applicant Persistence Data – Gender Fiscal Year 2018-2019

	RECRUITED STEP 1	MIN Q/EQL STEP 2		STEP 3 SELECTED FOR INTERVIEW		STEP 4 INTERVIEWED		STEP 5 SELECTED FOR 2ND INTERVIEW*		STEP 6 RECOMMENDED FOR HIRE/POOL	
	#	#	%	#	%	#	%	#	%	#	% converts
Male	319	267	83.70%	105	39.30%	70	66.70%	9	12.90%	30	9.40%
Female	314	261	83.10%	106	40.60%	86	81.10%	22	25.60%	25	8.00%
Unknown/Declined to State	24	18	75.00%	10	55.60%	8	80.00%	1	12.50%	3	12.50%
<b>Total</b>	<b>657</b>	<b>546</b>	<b>83.10%</b>	<b>221</b>	<b>40.50%</b>	<b>164</b>	<b>74.20%</b>	<b>32</b>	<b>19.50%</b>	<b>58</b>	<b>8.80%</b>

*Note: Excludes recruitments that were suspended or cancelled. \*Some recruitments do not include Step 5.*  
*# of [Disaggregated Race/Ethnicity or Gender] among STEP [#]: The total number of candidates who successfully met the requirements of the named hiring process step for that racial/ethnic or gender group. % of [Disaggregated Race/Ethnicity or Gender] among STEP [#]: The proportion of candidates who successfully met the requirements of a named hiring process step and the candidates who successfully met the requirements of the immediately preceding hiring process step for that group. % converts is the proportion of initial applicants within that group who were ultimately recommended for hire or adjunct pool.*

### Total Applicant Persistence Data – Ethnicity Fiscal Year 2019-2020

	RECRUITED STEP 1	MIN Q/EQL STEP 2		STEP 3		STEP 4		STEP 5		STEP 6	
	#	#	%	#	%	#	%	#	%	#	% converts
Hispanic/Latino	74	55	74.30%	22	40.00%	18	81.80%	2	11.10%	10	13.50%
White/Caucasian	325	228	70.20%	92	40.40%	76	82.60%	20	26.30%	18	5.50%
Black/African American	42	30	71.40%	14	46.70%	7	50.00%	2	28.60%	1	2.40%
Asian or Pacific Islander	94	65	69.10%	23	35.40%	21	91.30%	3	14.30%	3	3.20%
American Indian or Alaska Native	3	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	65	44	67.70%	17	38.60%	15	88.20%	4	26.70%	4	6.20%
Unknown/Declined to State	74	52	70.30%	21	40.40%	19	90.50%	2	10.50%	7	9.50%
Total	677	474	70.00%	189	39.90%	156	82.50%	33	21.20%	43	6.40%

### Total Applicant Persistence Data – Gender Fiscal Year 2019-2020

	RECRUITED STEP 1	MIN Q/EQL STEP 2		STEP 3		STEP 4		STEP 5		STEP 6	
	#	#	%	#	%	#	%	#	%	#	% converts
Male	266	185	69.50%	72	38.90%	55	76.40%	12	21.80%	16	6.00%
Female	385	269	69.90%	111	41.30%	95	85.60%	21	22.10%	27	7.00%
Unknown/Declined to State	26	20	76.90%	6	30.00%	6	100.00%	0	0.00%	0	0.00%
Total	677	474	70.00%	189	39.90%	156	82.50%	33	21.20%	43	6.40%

Note: Excludes recruitments that were suspended or cancelled. \*Some recruitments do not include Step 5.  
 # of [Disaggregated Race/Ethnicity or Gender] among STEP [#]: The total number of candidates who successfully met the requirements of the named hiring process step for that racial/ethnic or gender group. % of [Disaggregated Race/Ethnicity or Gender] among STEP [#]: The proportion of candidates who successfully met the requirements of a named hiring process step and the candidates who successfully met the requirements of the immediately preceding hiring process step for that group. % converts is the proportion of initial applicants within that group who were ultimately recommended for hire or adjunct pool.

Education Code Section 87482.6 requires progress in achieving Full-time to Part-time faculty ratios. Marin Community College District achieved the following ratios:

<b>Year</b>	<b>Ratio Achieved</b>
<b>Fall 2016</b>	<i>66.69%</i>
<b>Fall 2017</b>	<i>67.88%</i>
<b>Fall 2018</b>	<i>60.50%</i>
<b>Fall 2019</b>	<i>61.7%</i>

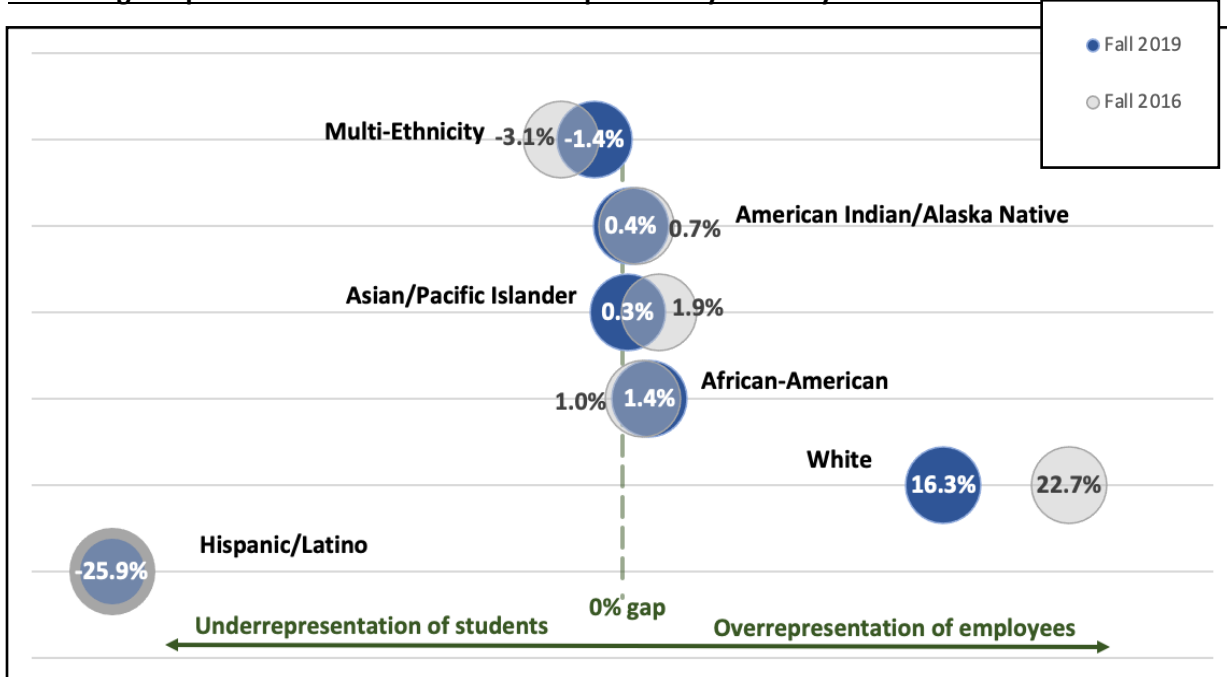
## Plan Section 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation

An analysis of the current hiring data indicated that the District increased its hiring in the monitored Hispanic/Latinx group. However, additional work must take place to ensure applicants from Black/African American, American Indian/Alaskan Native, and Asian or Pacific Islander groups are also included in the final screening process to address the gap between student populations and faculty from these groups.

The graphs in this section present the gap between student and employee composition based on ethnicity and gender. In comparing the student and workforce composition by ethnicity from Fall 2016 and Fall 2019, the Hispanic/Latinx students increased by 3.1%, and White students decreased by the same proportion. Simultaneously, the proportion of Hispanic/Latinx employees increased by 3 %, and White employees decreased by 9.4%. The "unknown" category increased 6.6%. Most of the increase in Hispanic/Latinx employees occurred in our classified staff and full-time faculty job category.

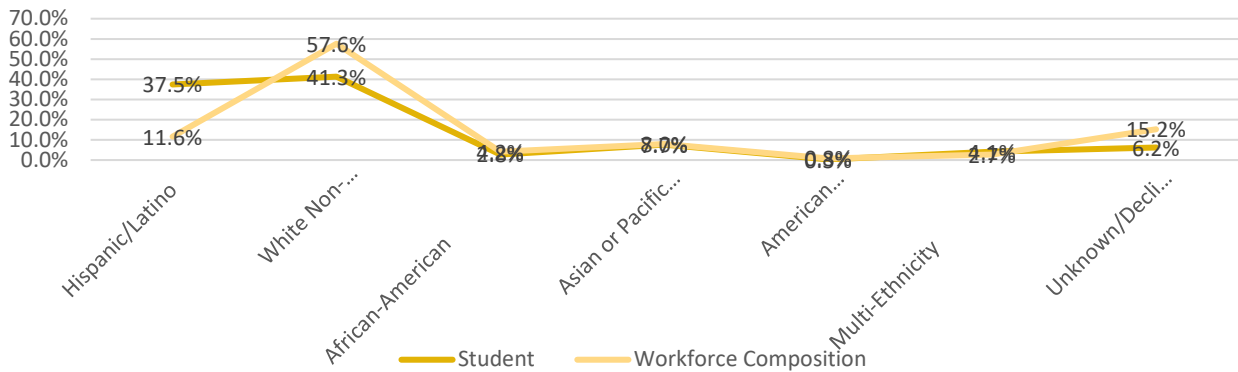
There continues to be a significant difference in the Hispanic/Latinx student demographics as compared to employees. The representation gap in the proportion of Hispanic/Latinx students and employees remained at 25.9%. The College managed to keep up with growth in the Hispanic/Latinx student population; however, the gap remained the same. The College closed the gap in representation for multiracial and Asian students, and the overrepresentation of White employees compared to the student population dropped from 22.7% to 16.3%. Subsequently, students' gender composition compared to employees is consistent, as indicated in the tables of section 10 and below.

### Percentage Gap in Workforce and Student Composition by Ethnicity Fall 2016 and Fall 2019

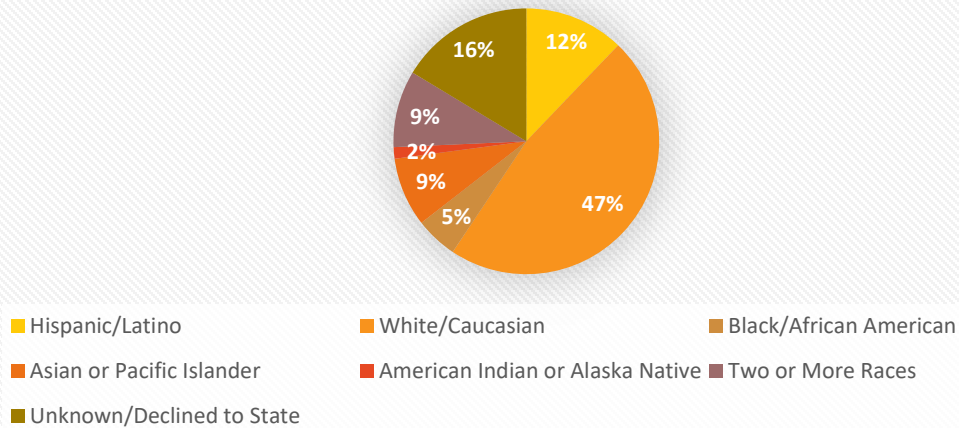




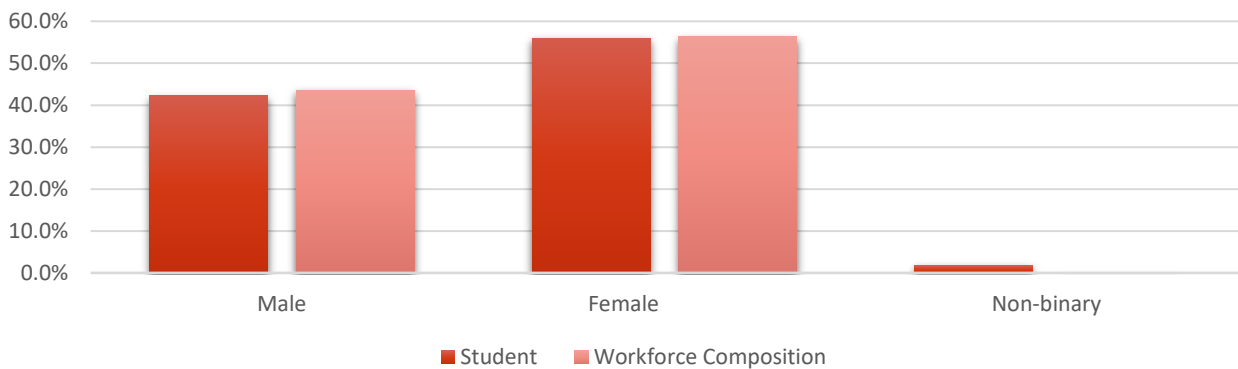
### Workforce and Student Composition Demographic by Ethnicity for Fall 2019



### Percentage of Applicants Hired by Ethnicity 2019



### Workforce and Gender Composition Demographic by Gender for Fall 2019



## **Plan Section 12: Methods to Address Any Underrepresentation**

The District will demonstrate its commitment to Equal Employment Opportunity by actively posting its full-time and part-time job vacancy announcements on its website and external diversity websites, through direct recruitment/outreach to community-based and professional organizations, by training screening committees, and by publishing recruitment data. The District will ensure that employment activities include creating diverse applicant pools with qualified individuals from which to make hiring decisions.

The District will recruit from both inside and outside of its workforce to attract qualified applicants to address the underrepresented monitored group identified in section 11. Participation in outreach activities such as diversity job fairs, California Community Colleges Registry Diversity Job Fairs, California Career Exploration Fairs hosted by COM's Transfer and Career Center, newspapers, publications, professional associations, annual posting subscriptions to Blacks in Higher Education and Hispanics in Higher Education, direct contacts with Historically Black Colleges and Universities (HBCU), Hispanic serving institutions (HSI) and other diversity resources shall be used to source qualified candidates for District vacancies. The provisions below apply to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482. 6.

The District follows policies and practices to attract a diverse and equity-minded workforce and prevent adverse impacts regarding equal employment opportunity (EEO) at each recruitment process stage.

Human Resources (HR) reviews the locally established "required," "desired" or "preferred" qualifications being used to screen applicants for positions in the job category to determine if they are job related and consistent with any requirements of federal and state law. Minimum requirements for job descriptions and announcements include the applicant's ability to demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

The locally-established qualifications that do not satisfy the requirements above will be discontinued; exceptions apply when no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.

All full-time and part-time job vacancy announcements in all job categories and classifications will be posted on the District employment website, the California Community College Equal Employment Opportunity Registry, and to a list of external diversity "bulletin board" websites to ensure that all persons seeking District employment or promotions have an opportunity to apply for job vacancies. All job vacancy announcements will state that the District is an "Equal Employment Opportunity Employer."

In-house recruitment can only be utilized for the minimum time necessary to provide for full and open recruitment; provided that no interim appointment exceeds two years. All District employees will be afforded to apply for interim positions. A vacancy is not created, and the requirements of the paragraph above do not apply when:

- a. There is a reorganization that does not result in a net increase in the number of employees;
- b. One or more lateral transfers are made and there is no net increase in the number of employees;

- c. A position which is currently occupied by an incumbent is upgraded through reclassification, or an existing position classification is renamed without significantly altering assigned job duties and responsibilities;
- d. The position is filled by a temporary, short-term or substitute employee appointed pursuant to Education Code;

An individual who is specially trained and experienced, and meets minimum qualifications for the position, is appointed to serve as an administrator on a professional services contract for no more than two years.

Job announcements will include a). Statement of Diversity; b). Student racial and ethnicity data as a framework to showcase the District's commitment to serving its diverse student population; c). Application requirements include the applicant's description of how their life experiences, studies or work have influenced their commitment to diversity, equity and inclusion; and d). Applications are not considered complete without the applicant's description of their commitment to diversity, equity and inclusion.

The District's Career Opportunities webpage will be continually reviewed and updated to ensure potential applicants have access to the application process and instructions, minimum qualifications and equivalency information for faculty and educational administrators, information for foreign degree holders, the screening process, accommodation information, additional resources for living and working in Marin, frequently asked questions (FAQ), and the District's equal opportunity employer statement.

To create a diverse workforce, and address any identified underrepresentation of monitored groups, the Human Resources Department will revise its employment and recruitment procedures, AP 7120, when necessary to ensure diverse applicant pools. At a minimum, AP 7120 will be revised to include the following provisions:

- a. For any job category where continuing under-representation exists, the District will apply the recruitment procedures set forth in Title 5, section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021 (c) (7) for engaging an administrator through a professional services contract without first notifying the Superintendent/President in writing of the compelling reasons to do so. If the Superintendent/President determines that an exception to a full and open recruitment is warranted, the EEO Advisory Council will be notified.
- b. Recruitment for all open positions shall include, but not be limited to, placement of job vacancy announcements in diversity websites and publications.
- c. Before an individual can serve on a screening committee, they must receive the mandatory equal employment opportunity and diversity training.
- d. Every effort will be made to ensure the diversity of screening committees. If the Executive Director of Human Resources, or designee, does not approve of the Academic and Classified Senate appointments to screening committee due to lack of diversity, they will take necessary steps to remedy the representation.
- e. Screening committee members must adhere to the Standards of Decorum (SOD) for screening committees. The purpose of the SOD is to ensure screening committee members are participating equally and actively throughout the recruitment process. Members are also asked to provide equitable consideration and treatment of all candidates throughout the process, uphold EEO law and Marin Community College District (MCCD) Board policies, and recognize and disclose potential biases or conflicts of interest to the committee chair.

- f. At least one screening criterion must be diversity/equity/inclusion related. Further, interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and their cultural proficiency. Reference checks must also include at least one question addressing diversity/equity/inclusion.
- g. All screening criteria and materials must be approved by Human Resources for compliance with equal employment opportunity.
- h. Monitoring by Human Resources for adverse impact will occur throughout the screening committee process.
- i. The Superintendent/President shall make all hiring decisions based upon careful review of the candidate(s) recommended by the screening committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the EEO Plan or to ensure equal employment opportunity.
- j. The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the EEO Plan, the District will request the EEO Advisory Council to recommend new recruitment methods to meet the EEO Plan objectives, or if necessary, to modify the EEO Plan to ensure equal employment opportunity.

In order to prevent adverse impact with regard to equal employment opportunity, HR monitors and approves all screening criteria and assessment materials during each of the recruitment process.

- a. Screening criteria must identify job-related qualifications that enhance equity, diversity, and inclusion in order to address the College's diverse student population and EEO plan, and to reinforce the knowledge, skills and abilities (KSAs) needed for the position. Screening criteria must be approved by HR and evaluated for adverse impact prior to the release of application materials to the screening committee.
- b. All interview questions should be equity-minded per the adopted definition, and at least two diversity/equity/inclusion questions must be developed in order to assess the equity-mindedness of the candidate.
- c. Following the committee interview, and prior to moving forward finalists for further consideration, HR will evaluate and approve candidate(s) for adverse impact.
- d. Reference checks must be conducted on all finalists, including internal and external candidates, and for both recruited and interim positions. At least one diversity/equity/inclusion question to address the College's diverse student population and EEO plan must be included when checking references. Reference check templates are provided by HR.

## **Plan Section 13: Additional Measures and Methods to Support Equal Employment Opportunity Initiatives**

The District shall 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.

1. The District shall review the information gathered pursuant to section 53003, subdivision(c)(6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:
  - a. The review of longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), 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;
  - b. An 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
  - c. An analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.
1. Where the review described in subdivision (a) above identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the district shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:
  - a. The review of its recruitment process and procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group.
  - b. The District EEO Advisory Council will be encouraged to recommend additional recruitment strategies that may enable the District to obtain greater diversity of its applicant pools. In collaboration with Human Resources, the administrators will be responsible for ensuring job postings, screening criteria, interview questions, presentations, and reference checks are created from an equity-minded lens. As a performance indicator, administrators will be evaluated annually and must demonstrate their ability to consider the views, cultural differences and experiences of others when dealing with any situation; and practice equity-mindedness with a demonstrated awareness of and willingness to address equity issues among institutional leaders, staff and students. The District will develop a comprehensive, equity-minded, ongoing outreach program to build relationships with graduate programs, other institutions, and potential candidates that lead to more diverse applicant pools in alignment with the EEO Plan.
  - c. The District shall determine whether a group continues to be significantly underrepresented that is identified in Section 11 of a category or categories after measures described in (1) and (2) are in place for a period of time.
  - d. The District will continue to review each locally- established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
    - i. any requirements of federal law; and

- ii. qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.
- e. The District will continue to monitor and discontinue the use of any locally-established qualification for existing disciplines and classification, and newly-created disciplines, classifications and reclassification that have not been found to satisfy the requirements set forth in part 2 (d) of this subdivision;
- f. Continue using qualification standards meeting the requirements of part (2) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (2) and be expected to have a less exclusionary effect; and
- g. Continue to explore and consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

## **Plan Section 14: Commitment to Diversity and Equal Employment Opportunity**

The College adopted its most recent Educational Master Plan (EMP) in fall 2019, and implementation is underway. Equity is one of the EMP's six focus areas and is also a lens through which the full plan was developed. The EMP builds on the work from previous plans, acknowledges external and internal obstacles to equity, and sets standard definitions to frame the College's goals and objectives. The equity focuses in the EMP and Strategic plan identify specific goals and objectives for hiring and selection procedures to address the District's diverse student population's needs.

In the Fall of 2020, the EEO Advisory Council developed four key priority areas that align with EMP and Strategic Plan action steps. The key priority areas are as follows:

### **Priority #1: Pipeline Development**

Develop a comprehensive, equity-minded, ongoing outreach process to build relationships with graduate programs, other institutions, and potential candidates that lead to more diverse applicant pools in alignment with the EEO Plan.

1. Embed CCC career exploration activities within career services, learning communities, work-study, tutors, and mentor programs; to identify future COM alumni interested in returning as faculty, classified professionals, or management employees.
2. Develop an internal process to upskill current classified staff for upcoming faculty roles (e.g., career mapping/degree eligibility, COM classified staff mentorship program, job shadow, co-teaching opportunities, etc.).
3. Expand interim roles to support an internal formalized process to ensure current managers have opportunities to pursue Dean, Directors, and/or Higher-Level Administrator positions.

### **Priority #2: EEO Representatives on Screening Committees**

Hiring protocols are changed so that an EEO representative is present during interview committee convenings.

1. Research, develop, and create a protocol for EEO representatives to serve in a screening committee's capacity to include empowering the representative and encouraging all employees to be an EEO representative in the process.
2. Identify the roles and responsibilities to delineate between the hiring manager and EEO representative.
3. Develop training for EEO representatives to include: recognizing biases, supporting the debriefing process, and communicating to the screening committee when biases arise during the recruitment process.
4. Develop a Q&A/FAQ for screening committee members on the roles and responsibilities of the EEO representative.

### **Priority #3: EEO Visibility via Webpage, Newsletters, and Presentation of Data**

Create the EEO Advisory Council webpage to include: the EEO plan, EEO advisory council charge, agenda, minutes, committee membership, and longitudinal data (e.g., student representation analysis, workforce composition analysis, and applicant persistence data).

1. Highlight EEO initiatives and accomplishments within the district.

2. Provide suggested materials and resources to include: testimonials, interview tips, resume writing, videos, recommended training, etc.
3. Develop and create a newsletter to showcase the District's EEO initiatives, accomplishments, etc.
4. Advertise mentorship opportunities and grow-your-own program initiatives.
5. Sponsor campus events in support of EEO.

*Priority #4: Equitable Hiring Incentives*

Review and explore hiring and onboarding incentives for newly hired employees.

1. Flexible and/or remote work hours
2. Education subsidies
3. Transportation subsidies
4. Career development opportunities, Professional Learning, and Mentoring
5. Childcare assistance
6. Outreach and support for candidates and employees of color
7. Supportive Hiring Process with shadowing, COM job fair, career panels, and cluster hires
8. Housing assistance

The Educational Master Plan and Strategic Plan can be found at [Educational Master Plan 2019-2025 and Strategic Plan 2019-2022](#)



## **Plan Section 15: Persons with Disabilities and Accommodations**

To ensure equal employment opportunities to qualified employees and applicants with a disability, Marin Community College District will make reasonable accommodations for the known disability of an otherwise qualified individual, unless undue hardship on the business's operation would result. Such accommodations are made in an effort to comply with the intent of the American's With Disabilities Act (ADA) and related laws. The making of an accommodation for a particular employee or applicant does not obligate the District to make reasonable accommodations in the future for the same or similarly situated employee or applicant.

Absent undue hardship or direct threats to the health and safety of employee(s) or applicant(s), the District provides employment-related reasonable accommodations to:

- i qualified individuals with disabilities, both applicants and employees, to enable them to perform essential job or recruitment functions;
- ii employees with conditions related to pregnancy, childbirth, or a related medical condition, if she so requests, and with the advice of her health care provider;
- iii employee victims of domestic violence, sexual assault, or stalking to promote the safety of the employee victim while at work; and
- iv employees who request reasonable accommodation to address a conflict between religious belief or observance and any employment requirement.

In addition to posting job vacancy announcements on diversity websites advertising to people with disabilities, the District will monitor applicants and employees with disabilities to ensure they have full access to apply for job openings.

## **Plan Section 16: Graduate Assumption Program**

The College will continue to encourage students to become qualified for and seek employment as community college faculty, staff, or administrators by attending the Career Exploration Fairs hosted by COM's Transfer and Career Center. The career fair provides students with first-hand information about working at the College, in addition to hands-on resume feedback and interview tips.

In Fall 2020, the District developed the Faculty Diversity Internship Program (FDIP). The FDIP program is designed to create a pipeline to address the underrepresented monitored groups by recruiting graduate students from across disciplines. The FDIP program provides diverse postgraduate students with experience in the California Community Colleges and an opportunity to develop their pedagogical approach through faculty mentorship. Furthermore, the College plans on designing the program so that mentees will be a natural part of the recruitment pipeline and hiring process. The program's first cohort is scheduled to launch in the fiscal year 2021/2022 and will be a paid internship.