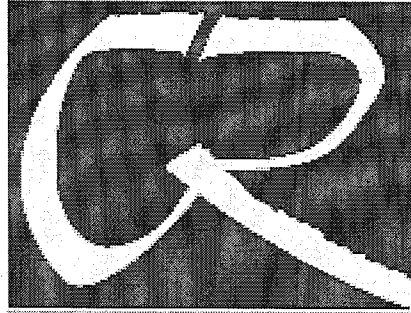


# Equal Employment Opportunity Plan



September 10, 2012

***Mission:*** College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

***Vision:*** College of the Redwoods is a learning community where lives are transformed.

## ***Strategic Plan Linkage:***

Objective: 1.4 Enhance student support and student engagement.

Desired Outcome: The college embraces equity and diversity with effective policies and practices.

Potential Action Plans & Initiatives:

- Strengthen and augment services to enhance access and success for underrepresented populations.
- Update Board Policies (Chapter 5, Students and Chapter 7, Human Resources).

**College of the Redwoods  
7351 Tompkins Hill Road  
Eureka, CA 95501**

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the Board of Trustees**

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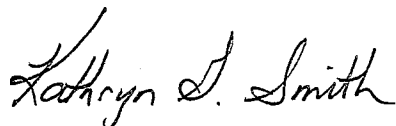
### Plan Components

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## I. Introduction

The Redwoods Community College District Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on September 10, 2012. The *Plan* reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the district's workforce population and an analysis of whether underrepresentation of monitored groups exists. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.



Kathryn G. Smith  
President/Superintendent

## II. Definitions<sup>1</sup>

**Adverse Impact:** a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

**Business Necessity:** circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

**Diversity:** means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.

**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 listed in section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by title 5, section 53000 et seq.

**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.

**Equal Employment Opportunity Programs:** all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.

**Ethnic Minorities:** American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

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<sup>1</sup> Title 5 references may be found in the California Code of Regulations

***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.

***Goals for Persons with Disabilities:*** a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.

***In-house or Promotional Only Hiring:*** means that only existing district employees are allowed to apply for a position.

***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:*** 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.

***Projected Representation:*** the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

***Reasonable Accommodation:*** the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.

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

***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.

***Target Date:*** a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

***Timetable:*** a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

### **III. Policy Statement**

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, sex, gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The President/Superintendent and/or his/her designee shall establish administrative procedures that ensure all members of the College community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, sex, gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics.

*Approved by the Board of Trustees 5/3/2011*

## **IV. Delegation of Responsibility, Authority and Compliance**

It is the goal of the Redwoods 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 prompt and effective implementation of this *Plan* are set forth below.

### *1. Board of Trustees*

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

### *2. President/Superintendent*

The governing board delegates to the chief executive officer the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The chief executive officer 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 chief executive officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

### *3. Equal Employment Opportunity Officer*

The district has designated the Director of 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 Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

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

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

### *5. Agents of the District*

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



6. *Good Faith Effort*

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

## V. Advisory Committee

The district established Equal Employment Opportunity Advisory Committee assists the district in implementing its *Plan*. The Equal Employment Opportunity Advisory Committee shall be trained on the *Plan* itself and trained on equal employment compliance similar to training provided for hiring committees.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee<sup>2</sup> will be composed of:

- one faculty member appointed by the Academic Senate Co-Presidents,
- one faculty member appointed by the CRFO President,
- one classified staff member appointed by the CSEA President,
- one manager appointed by the Manager's Council,
- one representative from the Del Norte Education Center,
- one representative from the Mendocino Coast Education Center,
- one representative from the Multicultural and Diversity Committee,
- one member of administration appointed by the President/Superintendent,
- one student recommended by the ASCR President, and
- the Human Resources Director/Equal Employment Opportunity Officer, who also serves as the ADA compliance officer, serving as an ex-officio member.

The Equal Employment Opportunity Advisory Committee shall hold a minimum of two (2) meetings per fiscal year, with additional meetings if needed. The advisory committee shall review the annual diversity analysis and current EEO and diversity efforts, programs, policies, and progress. Due to the geographic size of the District, committee members may actively participate in meetings via telephone or web conferencing. When appropriate, the advisory committee shall make recommendations to the governing board, the President/Superintendent, and the Equal Employment Opportunity Officer.

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<sup>2</sup> Title 5 does not require any specific composition for the advisory committee.

## 6: Complaints

- 1) *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<sup>3</sup> have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at: <http://extranet.cccco.edu/Divisions/Legal.aspx>.)

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

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the President/Superintendent. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The Equal Employment Opportunity Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

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<sup>3</sup> The equal employment opportunity regulations are found in California Code of Regulations, title 5, section 53000 et seq.

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

- 2) *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources/Equal Employment Opportunity Officer is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The district's discrimination and sexual harassment complaint procedures are attached to this *Plan*.

## 7: Notification to District Employees

The commitment of the governing board and the President/Superintendent 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 President/Superintendent, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committees. The *Plan* will be available on the district's website, and when appropriate, may be distributed by e-mail. Each year, the district office will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this *Plan*) and written notice summarizing the provisions of the district's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice provided to all employees will contain the following provisions:

- 1) The importance of the employee's participation and responsibility in ensuring the *Plan*'s implementation.
- 2) Where complete copies of the *Plan* are available, including in every campus library, in the district's public folders, on the campus and district internet site, the Office of the President/Superintendent, the Office of Human Resources, and both the Del Norte and Mendocino Coast Center administrative offices.

## **8: Training for Screening/Selection Committees**

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; the district's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias.

The office of Human Resources is responsible for providing and tracking the required training, which is effective for a two year period. Any individual 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. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

The training presentation and compliance quiz are available online and available electronically upon request. A tracking report has been established to track and monitor individuals who have been trained on equity, diversity, and legal compliance with recruitment. Human Resources staff responsible for coordinating employment searches will verify appointed committee members are current on their recruitment and equity training.

## **9: Annual Written Notice to Community Organizations**

The Equal Employment Opportunity Officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The notice will also include the internet address where the district advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this *Plan*. This list may be revised from time to time as necessary.

## 10: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually survey 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 or Pacific Islanders<sup>1</sup>, 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 her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. 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).

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:

Adult Education	Instructional and Support Services
Career Education	Mathematics
English	Natural Sciences
Health and Physical Education	Social Sciences
Humanities	Part-Time
- 3) Professional Nonfaculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The analysis of the District's current workforce and most recent applicant pools are reported in the following tables and charts.

<sup>1</sup> The Asian or Pacific Islander subgroup is not necessary when addressing the issue of under representation in the *Plan*, but the breakdown is required in annual reports.



**Ethnicity & Gender: Annual Comparison of Permanent Employees**

	Full-Time Faculty*		Classified #	%	Management		Total %
	#	%			#	%	
<b>Fall 2011</b>							
Asian or Pacific Islander**	4	4.6%	8	3.7%	3	16.7%	15 4.7%
Black or African American	0	0.0%	3	1.4%	0	0.0%	3 0.9%
Hispanic/Latino	5	5.7%	16	7.4%	0	0.0%	21 6.5%
American Indian or Alaska Native	1	1.1%	6	2.8%	1	5.6%	8 2.5%
Caucasians	70	80.5%	175	80.6%	12	66.7%	257 79.8%
Declined to State	7	8.0%	9	4.1%	2	11.1%	18 5.6%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	0 0.0%
Female	36	41.4%	132	60.8%	9	50.0%	177 55.0%
Male	51	58.6%	85	39.2%	9	50.0%	145 45.0%
<b>Total</b>	<b>87</b>	<b>100.0%</b>	<b>217</b>	<b>100.0%</b>	<b>18</b>	<b>100.0%</b>	<b>322</b> <b>100.0%</b>
	Full-Time Faculty*		Classified #	%	Management		Total %
#	%	#			%		
<b>Fall 2010</b>							
Asian or Pacific Islander**	4	4.3%	10	4.6%	2	9.1%	16 4.8%
Black or African American	0	0.0%	3	1.4%	0	0.0%	3 0.9%
Hispanic/Latino	4	4.3%	14	6.5%	0	0.0%	18 5.4%
American Indian or Alaska Native	1	1.1%	9	4.2%	1	4.5%	11 3.3%
Caucasians	77	82.8%	175	81.0%	16	72.7%	268 81.0%
Declined to State	7	7.5%	5	2.3%	3	13.6%	15 4.5%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	0 0.0%
Female	38	40.9%	132	61.1%	14	63.6%	184 55.6%
Male	55	59.1%	84	38.9%	8	36.4%	147 44.4%
<b>Total</b>	<b>93</b>	<b>100.0%</b>	<b>216</b>	<b>100.0%</b>	<b>22</b>	<b>100.0%</b>	<b>331</b> <b>100.0%</b>

	Full-Time Faculty*		Classified		Management		Total	
	#	%	#	%	#	%	#	%
Fall 2009								
Asian or Pacific Islander**	3	3.6%	8	3.7%	2	10.5%	13	4.1%
Black or African American	0	0.0%	3	1.4%	0	0.0%	3	0.9%
Filipino	0	0.0%	2	0.9%	0	0.0%	2	0.6%
Hispanic/Latino	5	6.0%	14	6.5%	0	0.0%	19	6.0%
American Indian or Alaska Native	1	1.2%	9	4.2%	1	5.3%	11	3.5%
Caucasians	68	81.9%	174	80.6%	14	73.7%	256	80.5%
Declined to State	6	7.2%	6	2.8%	2	10.5%	14	4.4%
Two or More Races	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Female	36	43.4%	133	61.6%	10	52.6%	179	56.3%
Male	47	56.6%	83	38.4%	9	47.4%	139	43.7%
Total	83	100.0%	216	100.0%	19	100.0%	318	100.0%

\* Full-Time Faculty includes Categorically-Funded, and Long-Term Temporary.

\*\* Includes Filipino

Data Source: CCCCCO MIS Database for reporting periods Fall 2009, Fall 2010, Fall 2011.

### Annual Comparison of Under-Represented Permanent Employees

Under-represented	Full-Time Faculty		Classified		Management		Total	
	#	%	#	%	#	%	#	%
Fall 2011	10	12.5%	33	15.9%	4	25.0%	47	15.5%
Fall 2010	9	10.5%	36	17.1%	3	15.8%	48	15.2%
Fall 2009	9	11.7%	36	17.1%	3	17.6%	48	15.8%

Percentages (%) represent the number of under-represented employees in a given category divided by the total number of employees in that category less those who declined to state ethnicity.

Data Source: CCCCCO MIS Database for reporting period Fall 2009, Fall 2010, Fall 2011

**Employee Comparison to Potential Workforce: 2010, 2011**

	College of the Redwoods Employees*		Population in Service Area		All California Community Colleges (Statewide)	
	#	%	#	%	#	%
Asian or Pacific Islander	21	3.9%	4446	2.3%	8772	10.3%
Black or African American	3	0.6%	2559	1.3%	5416	6.3%
Hispanic/Latino	29	5.4%	20814	10.7%	13818	16.2%
American Indian or Alaska Native	17	3.1%	10147	5.2%	678	0.8%
Caucasians	429	79.4%	138692	71.6%	50985	59.6%
Declined to State, Unknown, Other	41	7.6%	8241	4.3%	5351	6.3%
Two or More Races	0	0.0%	8886	4.6%	467	0.5%
Female	293	54.3%	84693	49.0%	46977	55.0%
Male	247	45.7%	88278	51.0%	38510	45.1%
Total	540	100.0%	193785	100.0%	85478	100.0%

\*Includes Part Time Faculty

Data Sources: CCCO MIS Database for reporting period Fall 2011,

2010 U.S. Census Bureau, State & County QuickFacts: <http://quickfacts.census.gov/qfd/states/06/06023.html>

**College of the Redwoods  
Workforce Analysis  
Fall 2011**

	Total		Male		Female		American Indian/ Alaskan Native		Black/African American		Asian/Pacific Islander		Hispanic/ Latino		White		Other/Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Exec/Admin	52		21	60%	31	60%	2	4%	0	0%	5	10%	0	0%	35	67%	10	19%
Professional/Nonfaculty	60		18	70%	42	70%	2	3%	1	2%	1	2%	5	8%	43	72%	8	13%
Secretarial/Clerical	35		3	91%	32	91%	1	3%	0	0%	2	6%	2	6%	29	83%	1	3%
Technical and Paraprofessional	43		16	63%	27	63%	1	2%	0	0%	1	2%	4	9%	31	72%	6	14%
Skilled Craft	7		6	14%	1	14%	0	0%	0	0%	0	0%	1	14%	6	86%	0	0%
Service and Maintenance	29		25	14%	4	14%	0	0%	1	3%	1	3%	3	10%	23	79%	1	3%
Faculty-Full-Time	84		50	40%	34	40%	1	1%	0	0%	4	5%	5	6%	68	81%	6	7%
Faculty-Part-Time	236		113	52%	123	52%	10	4%	0	0%	6	3%	9	4%	187	79%	24	10%

## **District Workforce Data Analysis:**

### Summary of Permanent Staff

Permanent Staff at College of the Redwoods (CR) are predominantly Caucasian. In fall 2011, 79.8% of all full-time employees identified themselves as Caucasian. The annual comparison of permanent employees shows that a larger percentage of full-time faculty were of under-represented ethnicity in fall 2012 than in fall 2011 or fall 2010. Although the number of under-represented full-time faculty increased by only one faculty from 2010 to 2011, the overall number of full-time faculty declined by six, resulting in a 2 percent increase in the overall number of under-represented faculty. Full-time faculty are the least diverse workforce group, followed closely by classified staff. The institutionalization of an EEO Advisory Committee charged with promoting understanding and support of EEO policies and procedures, conformance with state and federal regulations and guidelines, as well as monitoring EEO progress and providing suggestions for *Plan* revisions as appropriate, will ensure the District regularly assesses diversity outreach efforts in an attempt to increase equal employment opportunity and diversity in the workforce.

The percentage of under-represented Management was also higher in fall 2011 than in fall 2010 or fall 2009. In fall 2011, under-represented Management accounted for a quarter of all Management who reported their ethnicity, which was an increase of 9.2 percent from fall 2010. Classified employees were the only group who experienced a decline in under-represented ethnic representation in fall 2011 compared to fall 2010 or fall 2009. The loss of three classified staff of under-represented ethnicity in fall 2011 resulted in 1.2 percent decline in fall 2011 compared to fall 2010 and fall 2009.

In fall 2011, more permanent employees were female (55%) than male (45%). Female employees have declined slightly, by 1.6%, since fall 2009. Full-time faculty are the only group to have consistently more men than women. In fall 2011, about sixty percent of full-time faculty were male.

### Comparison to Available Workforce

In the absence of availability data from the state Chancellor's Office for statewide comparisons, ethnicity and gender of employees statewide (provided by the Chancellor's Office for employees at all California Community Colleges) and ethnicity and gender of the population in the region served by College of the Redwoods (from the 2010 Census) are used. These comparisons are not ideal given that each California Community College has demographic differences in the local population it serves, and not all members in the service region are eligible for employment, but College of the Redwoods has chosen to use these two general comparisons in the absence of more relevant availability data.

More employees at CR identified themselves as Caucasian (79.4%) vs. employees in California Community Colleges Statewide (59.6%). The population in the region served by CR, however, is 71.6% Caucasian, and more closely resembles employees at CR – the service area demographics are considerably different than statewide demographics. The following is an analysis of the demographic breakdown for each employment group in fall 2011.

Executive/Administrators: Fewer employees in this category identified themselves as Caucasian compared to the service area population, but 19 percent fell into other/unknown. Despite the unknown ethnicities, CR was within one percentage point of the service area population demographics for Asians/Pacific Islanders, and within two percentage points for American Indian/Alaska Natives. CR has no Black/African American or Hispanic/Latino Executive/Administrators. As noted above, the institutionalization of an EEO Advisory Committee will ensure the District regularly assesses diversity outreach efforts in an attempt to increase equal employment opportunity and diversity in the workforce.

Professional/Nonfaculty: CR employees were within one percentage point of the service area population demographics for Asian/Pacific Islanders and Blacks/African Americans, and within three percentage points for American Indians/Alaska Natives and Hispanics/Latinos.

Secretarial/Clerical: CR employees were within two percentage points of the average service area population demographics for American Indians/Alaskan Natives and Blacks/African Americans. Asians/Pacific Islanders at CR were 3.7% above the average Asian/Pacific Islander service area population demographics, and Hispanics/Latinos at CR were 4.7% below the average Hispanic/Latino service area population demographics.

Technical and Paraprofessional: CR employees were within one and two percentage points of the service area population demographics for Asian/Pacific Islanders and Blacks/African Americans, respectively. American Indians/Alaska Natives at CR were 3.2% above the average American Indians/Alaska Natives service area population demographics. Hispanics/Latinos were represented in this category more than any other employment category with at least ten employees, and are within two percentage points of the Hispanic/Latino service area population demographics.

Skilled Craft: Only seven employees fall into this employment group. Therefore, this group will not be interpreted.

Faculty – Full-Time: Full-time faculty at CR are less diverse than the service area population. All under-represented ethnicities except Asians/Pacific Islanders have a smaller proportion of full-time faculty than exists in the service area population, with the smallest difference for African Americans/Blacks (note that although the percentage of African American/Blacks is very low in the service area population, CR has no African American/Black full-time faculty). The largest difference is for Hispanics/Latinos. Hispanics/Latinos at CR were 4.7% below the average Hispanic/Latino service area population demographics. The EEO Advisory Committee will review the data and recommend actions toward improving diversity.

Faculty – Part-Time: Similar to full-time faculty, part-time faculty at CR are less diverse than the service area population. All under-represented ethnicities except Asians/Pacific Islanders have a smaller proportion of part-time faculty than exists in the service area population, with the smallest difference for African Americans/Blacks (note again that although the percentage of African American/Blacks is very low in the service area population, CR has no African American/Black full-time faculty). The largest difference is for Hispanics/Latinos.

Hispanics/Latinos at CR were 6.7% below the average Hispanic/Latino service area population demographics.

Gender analysis: A large majority of males are employed at CR in skilled craft and service and maintenance jobs (both at 14% female), whereas a large majority of females are employed at CR in secretarial/clerical (91% female) and professional/nonfaculty (70%) jobs.

**Analysis of Applicant Pools:**

Ethnicity and gender of applicants applying for each general job category are provided below, followed by a summary of under-represented applicants in each category.

**Ethnicity & Gender: Annual Comparison of Permanent Employees**

	Management		Classified		Full-Time Faculty		Associate Faculty	
	#	%	#	%	#	%	#	%
2011-12								
Total	23		196				151	
Male	9	39%	76	39%			73	48%
Female	14	61%	120	61%			78	52%
American Indian/ Alaskan Native	1	4%	4	2%			6	4%
Black/African American	2	9%	3	2%			4	3%
Asian/Pacific Islander	3	13%	8	4%			6	4%
Hispanic/ Latino	1	4%	21	11%			10	7%
White	15	65%	136	69%			106	70%
Other/Unknown	1	4%	27	14%			19	13%

	Management		Classified		Full-Time Faculty		Associate Faculty	
	#	%	#	%	#	%	#	%
2010-11								
Total	110		394		26		98	
Male	61	55%	149	38%	20	77%	46	47%
Female	49	45%	245	62%	6	23%	52	53%
American Indian/ Alaskan Native	2	2%	10	3%	0	0%	1	1%
Black/African American	8	7%	3	1%	0	0%	9	9%
Asian/Pacific Islander	2	2%	13	3%	1	4%	7	7%
Hispanic/ Latino	9	8%	34	9%	1	4%	5	5%
White	77	70%	278	71%	21	81%	64	65%
Other/Unknown	12	11%	54	14%	3	12%	12	12%



2009-10		Management		Classified		Full-Time Faculty		Associate Faculty		
	#	%	#	%	#	%	#	%	#	%
Total	306		610		128		132			
Male	175	57%	161	26%	95	74%	65	49%		
Female	131	43%	449	74%	33	26%	67	51%		
American Indian/Alaskan Native	6	2%	7	1%	1	1%	6	5%		
Black/African American	29	9%	9	1%	3	2%	8	6%		
Asian/Pacific Islander	14	5%	28	5%	20	16%	6	5%		
Hispanic/Latino	15	5%	47	8%	10	8%	5	4%		
White	210	69%	437	72%	74	58%	95	72%		
Other/Unknown	32	10%	82	13%	20	16%	12	9%		

### Annual Comparison of Under-Represented Applicants

Under-represented	Management		Classified		Full-Time Faculty		Part-Time Faculty	
	#	%	#	%	#	%	#	%
2011-2012	7	31.8%	36	21.3%			26	19.7%
2010-2011	21	21.4%	60	17.6%	2	8.7%	22	25.6%
2009-2010	64	23.4%	91	17.2%	34	31.5%	25	20.8%

Percentages (%) represent the number of under-represented applicants in a given category divided by the total number of applicants in that category less those who declined to state ethnicity.

**College of the Redwoods  
Applicant Analysis  
2011-2012**

	Total		Male		Female		American Indian/Alaskan Native		Black/African American		Asian/Pacific Islander		Hispanic/Latino		White		Other/Unknown Race/Sex	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Exec/Admin	23		9	61%	14	4%	1	4%	2	9%	3	13%	1	4%	15	65%	1	4%
Professional/Nonfaculty	22		7	68%	15	0%	0	0%	2	9%	0	0%	2	9%	10	45%	8	36%
Secretarial/Clerical	71		14	80%	57	1%	1	1%	1	1%	5	7%	6	8%	55	77%	6	8%
Technical and Paraprofessional	4		4	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	25%	3	75%
Skilled Craft																		
Service and Maintenance	99		51	48%	48	3%	3	3%	0	0%	3	3%	13	13%	70	71%	10	10%
Faculty-Full-Time*																		
Faculty-Part-Time	151		73	52%	78	4%	6	4%	4	3%	6	4%	10	7%	106	70%	19	13%

\*No full-time faculty applications were submitted in 2011-2012.

### **Applicant Analysis**

The annual comparison of applicants shows that a larger percentage of applicants for management positions were of under-represented ethnicity in fall 2012 than in fall 2011 or fall 2010. Management positions consistently attract the most diverse applicant pool, with over a quarter of applicants from under-represented groups in 2011-2012, and close to a quarter in the two prior years. A larger percentage of ethnically under-represented classified staff also applied in 2011-2012 compared to 2010-11 or 2009-10. Under-represented part-time applicants grew in 2010-2011, but declined in 2011-2012. No trend is detected for full-time faculty given that there were no full-time faculty applicants in 2011-2012, and a small number of applicants in 2010-2011.

### **Comparison to Available Workforce**

The applicant pool was also compared to the available workforce by comparing ethnicity and gender of employees statewide (provided by the Chancellor's Office for employees at all California Community Colleges) and ethnicity and gender of the population in the region served by CR (from the 2010 Census). American Indian/Alaskan Native applicants at CR ranged by job category from approximately one to five percentage points below the average American Indian/Alaskan Native service area population demographics, and several job categories did not receive American Indian/Alaskan Native applicants. Black/African American applicants for Executive/Admin (9%), Professional/Nonfaculty (9%), and part-time faculty (3%) jobs represented a slightly larger proportion than the average population in the service area (1.3%). No applications were received from Black/African American applicants for the other remaining job categories, but this is expected given the low percentage represented in the service area. Asian/Pacific Islander applicants were somewhat more represented compared to the service area population. They represented a larger proportion of applicants for Professional/Nonfaculty, Technical and Paraprofessional, Part-time faculty, and especially Executive/Admin jobs (13%) compared to the service area average (2.3%). No applications were received from Asian/Pacific Islanders in the remaining categories.

Hispanic/Latino applicants were the least represented compared to the service area population. Only applicants for service and maintenance jobs (13%) represented more than the average percentage of Hispanic/Latino in the service area (10.7%). Applicants for Executive/Admin, Professional/Nonfaculty, Secretarial/Clerical and Part-time faculty had a percentage of Hispanic/Latino applicants that was below the service area average, and the remaining job categories had no applicants. Advertising efforts reaching out directly to publications, services, and programs who serve larger numbers of underrepresented individuals will be sought and annual evaluation of diversity data will provide valuable feedback for continuous improvement.

Gender analysis: More applicants for Management positions were male until 2011-2012, when females accounted for 61% of applicants. Applicants for classified staff positions have consistently had a greater proportion of females, although the percentage of females has dropped from 74% in 2009-2010 to just over 60% in 2010-2011 and 2011-2012. In the most recent years with applicants for full-time faculty positions, only about a quarter of applicants have been female. The EEO Advisory Committee will regularly evaluate recruitment brochures to ensure recruitment language does not have an adverse impact on applications. Part-time faculty applicants have consistently been about half female.

## **11: Analysis of Degree of Underrepresentation and Significant Underrepresentation**

Per the latest guidance from the State Chancellor's Office, memo from Steve Bruckman, Executive Vice Chancellor of Operations and General Counsel, dated April 25, 2012, districts are advised that due to lack of demographic availability data, EEO plan components 11-13 and 15 are not required to be worked on until such information is provided.

## **12: Methods to Address Underrepresentation**

Per the latest guidance from the State Chancellor's Office, memo from Steve Bruckman, Executive Vice Chancellor of Operations and General Counsel, dated April 25, 2012, districts are advised that due to lack of demographic availability data, EEO plan components 11-13 and 15 are not required to be worked on until such information is provided.

The District will continue to implement its hiring procedures and policies in compliance with EEO regulations.

### **13: Additional Steps to Remedy Significant Underrepresentation**

Per the latest guidance from the State Chancellor's Office, memo from Steve Bruckman, Executive Vice Chancellor of Operations and General Counsel, dated April 25, 2012, districts are advised that due to lack of demographic availability data, EEO plan components 11-13 and 15 are not required to be worked on until such information is provided.

## 14: Other Measures Necessary to Further Equal Employment Opportunity

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. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The district may consider the following options, among others, to further equal employment opportunity:

- 1) Invite and encourage guest speaker presentations from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 2) Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
- 3) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 4) Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the district's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.
- 5) Encourage sabbatical topics to include a focus on diversity and multicultural issues.
- 6) Encourage various cultural events on campus.
- 7) Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 8) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by continuing to award a yearly diversity recognition award.
- 9) Develop leadership opportunities with current staff focusing on diversity.

- 10) Ensure that top administrative staff support diversity objectives and that the diversity and/or Equal Employment Opportunity Officer position is maintained as a cabinet or other high-level administrative position.
- 11) Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
- 12) Distribute recruitment announcements in publications targeting underrepresented populations.



## **15: Persons with Disabilities: Accommodations and Goals for Hiring**

Per the latest guidance from the State Chancellor's Office, memo from Steve Bruckman, Executive Vice Chancellor of Operations and General Counsel, dated April 25, 2012, districts are advised that due to lack of demographic availability data, EEO plan components 11-13 and 15 are not required to be worked on until such information is provided.

College of the Redwoods is committed to providing reasonable accommodations to qualified individuals with disabilities, in accordance with applicable laws and statutes, including the ADA Amendment Act of 2008.

## **16: Graduate Assumption Program of Loans for Education**

The district will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.