



**LAKE TAHOE COMMUNITY COLLEGE DISTRICT
Equal Employment Opportunity Plan**

Adopted:
Updated: March 9, 2016

Table of Contents

1.	INTRODUCTION	2
2.	DEFINITIONS	3
3.	POLICY STATEMENT	5
4.	DELEGATION OF RESPONSIBILITY, AUTHORITY & COMPLIANCE	5
5.	ADVISORY COMMITTEE	6
6.	COMPLAINTS	7
7.	NOTIFICATION TO DISTRICT EMPLOYEES	8
8.	TRAINING FOR SCREENING/SELECTION COMMITTEES	8
9.	ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS	9
10.	ANALYSIS OF DISTRICT WORKFORCE & APPLICANT POOL	9
11.	RECRUITMENT AND HIRING PROCEDURES TO ENSURE EEO	15
12.	ADDITIONAL STEPS TO REMEDY SIGNIFICANT UNDERREPRESENTATION	20
13.	OTHER MEASURES NECESSARY TO FURTHER EEO	21
14.	ANNUAL CERTIFICATION TO CHANCELLOR'S OFFICE	23
15.	PERSONS WITH DISABILITIES: ACCOMMODATIONS	23
16.	GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION	23
	APPENDIX A	24

1. Introduction

Lake Tahoe Community College District continues to encourage a welcoming work environment that fosters and celebrates diversity which promotes and rewards employee excellence. This Equal Employment Opportunity Plan illustrates the District's commitment to diversity, equity, inclusion, cultural competency and equal employment opportunity.

To properly serve a diverse community, the District will endeavor to attract, hire, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves. This plan is intended to assist with this important conversation of inclusion and equity.

Our vision is to provide a supportive learning environment enriched by diversity, which promotes personal and professional success, leadership, innovation, responsibility, and a sense of community through the principles and practices of Equal Employment Opportunity.

Kindred Murillo, Ed.D.
Superintendent/President

2. Definitions

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.

Chancellor's Office:

the California Community College's Chancellor's Office.

Diversity:

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 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 Group Identification:

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

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.

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.

3. Policy Statement

Lake Tahoe Community College District is committed to the principles of equal employment opportunity to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. An Equal Employment Opportunity Plan (*Plan*) will be maintained to ensure implementation of equal employment opportunity principles that conform to federal and state laws.

4. Delegation of Responsibility, Authority & Compliance

It is the goal of Lake Tahoe 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.

Board of Trustees

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

Superintendent/President

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

Equal Employment Opportunity Officer

The District has designated the Director of Human Resources as its Equal Employment Opportunity (*EEO*) Officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the *EEO* Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The *EEO* 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 *EEO* Officer is also responsible for receiving complaints described in *Plan* Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee to act as an advisory body to the *EEO* 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, assist in monitoring equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.

Agents of the District

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

Good Faith Effort

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

5. Advisory Committee

The District has established a District Equal Employment Opportunity Advisory Committee to assist the District in implementing its *Plan*. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may work in coordination with other groups on campus to sponsor events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity.

The *EEO* Officer shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee shall receive training in all of the following:

- a) The requirements of this subchapter and of state and federal nondiscrimination laws;
- b) identification and elimination of bias in hiring;
- c) the educational benefits of workforce diversity; and
- d) the role of the advisory committee in carrying out the District's *EEO* plan.

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 objective, it will document efforts made to recruit advisory committee members who represent diversity. The committee shall be composed of but not limited to two (2) faculty members appointed by the Academic Senate President, two (2) classified members appointed by the Classified Employees Union, two (2) directors, one (1) confidential, two (2) community members, one (1) board member appointed by the Board of Trustees, and the *EEO* Officer.

The committee shall hold a minimum of one meeting per year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the governing board, the Superintendent/President, and the *EEO* Officer.

6. Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026):

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations¹ 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. As directed by the Chancellor's Office, the decision of the District in complaints pursuant to Section 53026 is final. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

<http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx#complaintForm>)

The District may return without action any complaints that are inadequate because they do not state 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 *EEO* Officer. If the complaint involves the *EEO* Officer, the complaint may be filed with the Superintendent/President. 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 *EEO* Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

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.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.):

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The *EEO* Officer is responsible for receiving such complaints and for coordinating their investigation.

¹ The equal employment opportunity regulations are found in California Code of Regulations, title 5, section 53000 et seq.

7. Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and the *Plan*. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, Superintendent/President, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The policy and *Plan* will be available on the District's website and employees will be notified electronically. 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. Each year, the District will inform all employees of the *Plan's* availability including a written summary of the provisions of the *Plan*. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the *Plan's* implementation.

8. Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment, screening, and interviewing of applicants shall receive 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; training on elimination of bias in hiring and employment; principles of diversity and cultural proficiency²; and the value of a diverse workforce. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/interview committees. The *EEO* Officer is responsible for providing the required training. Every individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of applicants, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

² "Cultural proficiency" involves successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Culture" therefore refers to more than simply race and ethnicity.

9. Annual Written Notice to Community Organizations

The *EEO* Officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will include a summary of the *Plan*, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the internet address where the District advertises its job openings and the Human Resources department phone number to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations, which will receive this notice, is attached as Appendix A of this *Plan*. This list may be revised from time to time as necessary.

10. Analysis of District Workforce & Applicant Pool

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

For the purpose of this analysis, applicants and employees are afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. The composition of the initial applicant pool is recorded and reviewed by *EEO* Officer. Persons may designate as many ethnicities as they identify with. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview 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
3. Professional Non-faculty
4. Secretarial/Clerical
5. Technical and Paraprofessional
6. Skilled Crafts
7. Service and Maintenance

The District's current workforce and applicant pools for fiscal year 2014-15 are as follows.

District Workforce Analysis

From Fall 2014 to Fall 2015 LTCC's workforce including administrators, full-time Faculty, adjunct faculty and classified staff increased by 9 employees (from 234 to 243). This increase was allowed due to

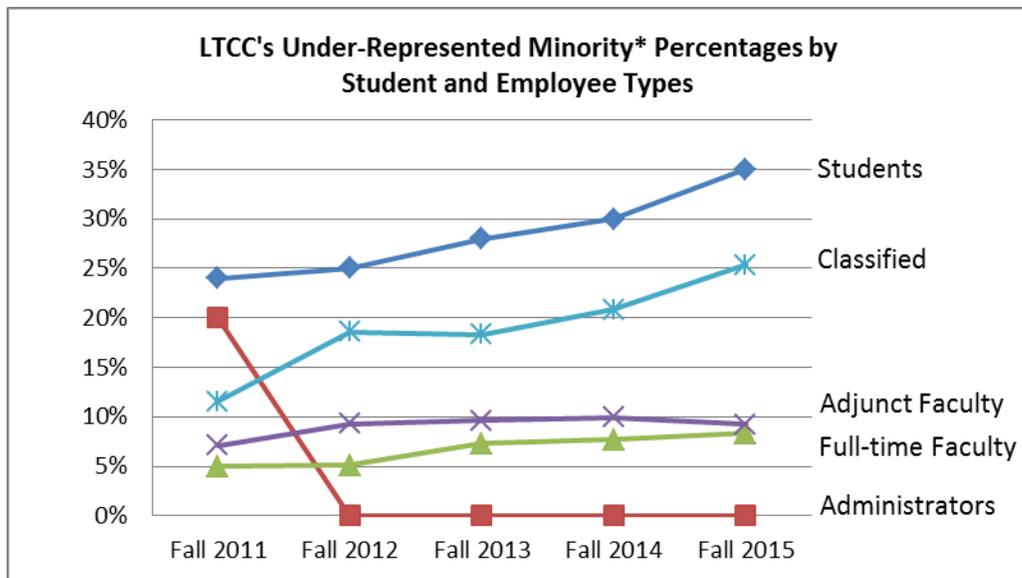
diversifying the District’s full time equivalent student population and thus stabilizing the enrollment. The number of full-time faculty decreased by 3 (from 39 to 36) thus resulting in an adjunct increase of 9 (from 121 to 130). This is due to a two year retirement incentive offered to all CalSTRS employees, the full effect of this retirement incentive will be known in Fall 2016.

The overall diversity of classified staff increased 4% (from 21% to 25%) between Fall 2014 and Fall 2015.

Fall 2015	Total	Native American or Alaska Native	Asian	Filipino	Black	Hispanic	Native Hawaiian or Pacific Islander	White	Declined to State	Female
Administrators	6	0	0	0	0	0	0	6	0	5
Full-time Faculty	36	0	2	0	0	3	0	29	2	18
Adjunct Faculty	130	0	5	0	1	11	0	97	16	75
Classified	71	1	7	0	0	17	0	42	4	45

Longitudinal Analysis – Workforce

In analyzing the longitudinal analysis of LTCC’s workforce, it is important to view underrepresented minority trends as compared to students to appropriately assess if there is a need to undertake various initiatives to diversify its faculty and staff. From Fall 2011 to Fall 2015 student underrepresented minorities rose from just under 25% to 35%. Classified staff, which includes confidential employees as well as directors, rose steadily with student percentages being around 12% rising to 25% from Fall 2011 to Fall 2015 as displayed in the graph below. Although rising slightly from 5% to about 8% for full-time and about 8% to about 9% for adjuncts, faculty is an area the District will need to focus efforts to increase its diversity. Due to the small number of administrators losing the only underrepresented minority in Fall 2012 caused administrator percentages to plunge and remain at 0% from Fall 2012 to Fall 2015. In the event there is an administrator recruitment, LTCC will concentrate its efforts in obtaining a diverse pool of applicants in order to increase diversity for its administrators.



*Underrepresented Minority: Black, Hispanic, Native American, and Pacific Islander.

The following shows the full breakdown of employee ethnicity trends from Fall 2011 to Fall 2015

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015 Employee	
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)						
Total	250	100.00%	259	100.00%	253	100.00%	234	100.00%	243	100.00%
Administrator	5	2.00%	5	1.93%	5	1.98%	2	0.85%	6	2.47%
American Indian/Alaskan Native	1	20.00%		0.00%		0.00%		0.00%		0.00%
White Non-Hispanic	4	80.00%	5	100.00%	5	100.00%	2	100.00%	6	100.00%
FT Faculty	40	16.00%	39	15.06%	41	16.21%	39	16.67%	36	14.81%
African-American	1	2.50%		0.00%		0.00%		0.00%		0.00%
American Indian/Alaskan Native	1	2.50%		0.00%		0.00%		0.00%		0.00%
Asian	2	5.00%	2	5.13%	2	4.88%	2	5.13%	2	5.56%
Hispanic		0.00%	2	5.13%	3	7.32%	3	7.69%	3	8.33%
Unknown		0.00%	4	10.26%	3	7.32%	2	5.13%	2	5.56%
White Non-Hispanic	36	90.00%	31	79.49%	33	80.49%	32	82.05%	29	80.56%
Adjunct Faculty	127	50.80%	129	49.81%	125	49.41%	121	51.71%	130	53.50%
African-American	2	1.57%	1	0.78%	1	0.80%	1	0.83%	1	0.77%
American Indian/Alaskan Native		0.00%	1	0.78%	1	0.80%	1	0.83%		0.00%
Asian	2	1.57%	5	3.88%	5	4.00%	6	4.96%	5	3.85%
Hispanic	7	5.51%	10	7.75%	10	8.00%	10	8.26%	11	8.46%
Multi-Ethnicity		0.00%	1	0.78%		0.00%		0.00%		0.00%
Unknown	3	2.36%	11	8.53%	14	11.20%	15	12.40%	16	12.31%
White Non-Hispanic	113	88.98%	100	77.52%	94	75.20%	88	72.73%	97	74.62%
Classified	78	31.20%	86	33.20%	82	32.41%	72	30.77%	71	29.22%
African-American		0.00%		0.00%	1	1.22%		0.00%		0.00%
American Indian/Alaskan Native		0.00%	1	1.16%	1	1.22%	1	1.39%	1	1.41%
Asian	8	10.26%	7	8.14%	7	8.54%	5	6.94%	7	9.86%
Hispanic	9	11.54%	15	17.44%	13	15.85%	14	19.44%	17	23.94%
Unknown	2	2.56%	9	10.47%	9	10.98%	6	8.33%	4	5.63%
White Non-Hispanic	59	75.64%	54	62.79%	51	62.20%	46	63.89%	42	59.15%

LTCC's gender workforce analysis from Fall 2011 to Fall 2015

There is a strong female representation with employee gender diversity analysis with classified employees being steadily over 60% from Fall 2011 to Fall 2015. Adjunct faculty show the same trends as classified showing strong female representation only going as low as 55% in Fall 2013. Full-time faculty show little variance with gender diversity with a slight decline in female representation from 52% to 50% between 2011 and 2015. Administrators illustrate the strongest female representation moving from 60% up to 83% from Fall 2011 to Fall 2015.

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Employee Count	Employee Count (%)								
Total	250	100.00%	259	100.00%	253	100.00%	234	100.00%	243	100.00%
Administrator	5	2.00%	5	1.93%	5	1.98%	2	0.85%	6	2.47%
Female	3	60.00%	2	40.00%	2	40.00%	1	50.00%	5	83.33%
Male	2	40.00%	3	60.00%	3	60.00%	1	50.00%	1	16.67%
FT Faculty	40	16.00%	39	15.06%	41	16.21%	39	16.67%	36	14.81%
Female	21	52.50%	21	53.85%	22	53.66%	21	53.85%	18	50.00%
Male	19	47.50%	18	46.15%	19	46.34%	18	46.15%	18	50.00%
Adjunct Faculty	127	50.80%	129	49.81%	125	49.41%	121	51.71%	130	53.50%
Female	77	60.63%	75	58.14%	69	55.20%	66	54.55%	75	57.69%
Male	50	39.37%	54	41.86%	56	44.80%	55	45.45%	55	42.31%
Classified	78	31.20%	86	33.20%	82	32.41%	72	30.77%	71	29.22%
Female	52	66.67%	59	68.60%	54	65.85%	50	69.44%	45	63.38%
Male	26	33.33%	27	31.40%	28	34.15%	22	30.56%	26	36.62%

Analysis of Applicant Pools

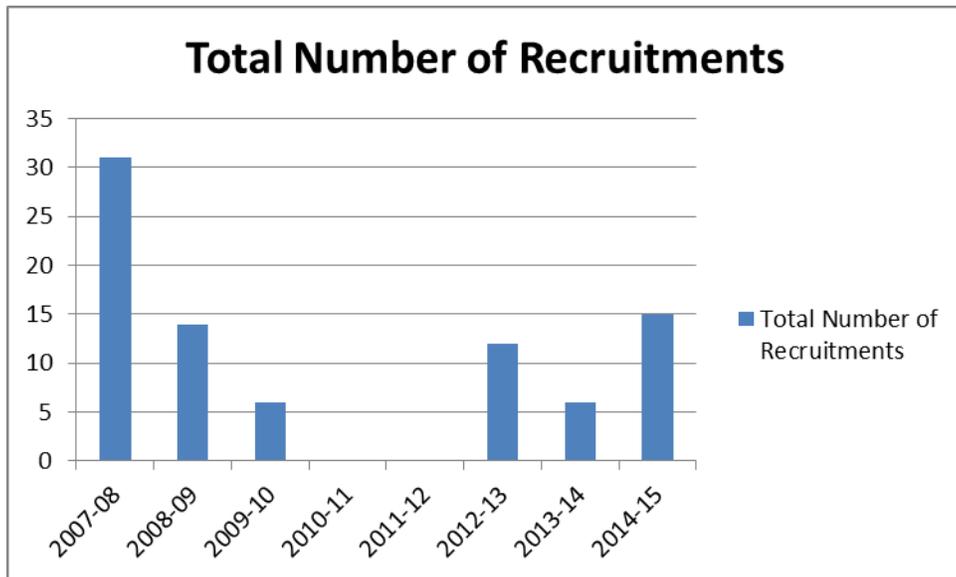
During the 2014-15 fiscal year a total of 15 recruitments were completed which included 1 administrator, 1 full time faculty, 5 directors, and 8 classified searches (Table A). The total number of applicants for the 15 recruitments was 247. This count does not include adjunct (part-time) faculty for whom applications are accepted throughout the year. From the 15 searches there were a total of 15 individuals hired, 11 were diverse individuals (73.3%) which included underrepresented minorities and female hires. The diversity rate of hires from recruitments conducted in 2013-14 was 66.7%. This significant rate of hiring individuals from historically underrepresented groups demonstrates the District's ongoing commitment to diversifying its workforce.

Table A: Lake Tahoe Community College’s analysis of applicant pool for fiscal year 2014-15

	Total	Native American or Alaska Native	Asian	Filipino	Black	Hispanic	Native Hawaiian or Pacific Islander	White	Declined to State	Female	Disabled
Exec/Admin	45	0	1		1	2		30	2	13	0
Professional, Non-faculty	32	2	1	1	1	6	1	14	1	18	0
Secretarial/Clerical	109	1	2	3	2	17	1	72	1	80	1
Technical & Paraprofessional	0	0	0	0	0	0	0	0	0	0	0
Skilled Crafts	4	1	0	0	0	1	0	2	0	4	0
Service & Maintenance	26	1	0	0	0	3	0	18	0	0	0
FT Faculty	31	0	3	1	1	0	0	16	0	5	2

Longitudinal Analysis – Applicants

In analyzing trends in the number of applicants, it is important to note the variation in the total number of recruitments completed during each fiscal year. A sharp decline was experienced in the number of recruitments in 2008-09 due to severe budget constraints which resulted in layoffs with only critical vacancies being filled for all positions. The decline in the number of recruitments in 2013-14 was due to a severe drop in the full time equivalent student population which resulted in an evaluation of each vacant position determining District need and whether to recruit.



*Information for 2010-11 and 2011-12 has not been located at this time.

Beginning in the summer of 2008 a complete analysis of job applications in official recruitments are conducted on an annual basis as part of EEO reporting requirements. The following represents an analysis of each year, excluding 2010-11 and 2011-12 due to missing data.

Permanent Position applicants:

Recruitments for permanent positions include administrator, classified, and full time faculty job openings. The diversity of our applicants has remained steady with a small dip in 2009.

ETHNICITY										
	Overall diversity	Total	Native American or Alaska Native	Asian	Filipino	Black	Hispanic	Native Hawaiian or Pacific Islander	White	Declined to State
2008	24.3%	795	8	31	18	72	63	1	518	97
2009	12.3%	440	7	8	2	7	30	0	291	94
2010	N/A	--	--	--	--	--	--	--	--	--
2011	N/A	--	--	--	--	--	--	--	--	--
2012	N/A	--	--	--	--	--	--	--	--	--
2013	18.6%	388	8	4	4	11	41	4	216	53
2014	30.7%	124	1	1	2	2	32	0	62	24
2015	21.5%	247	5	7	5	5	29	2	152	4

*The analysis data for 2010, 2011, and 2012 has not been located at this time.

Adjunct faculty applicants:

Applications are accepted year round for those interested in teaching on a part time basis. Applicant pools are reviewed by the hiring administrator and interviews conducted if, and when, a need arises to hire new adjunct faculty members. In the past, diversity analysis for adjunct applicants have not been documented however measures have been taken to gather such data to provide an adequate analysis to report in the future.

11. Recruitment and Hiring Procedures to Ensure Equal Employment Opportunity

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

To address any identified underrepresentation of monitored groups pursuant to *Plan*, the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The District's Recruitment and Hiring Procedures will be revised to include in its section on recruitment the following provisions:

Recruitment

It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals.

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The LTCC Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All recruitment announcements will state that the District is an "Equal Employment-Affirmative Action Employer." The District will include in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

- a) For any job category where continuing underrepresentation exists, the District will apply the recruitment procedures set forth in Title 5, section 53021 to conduct full and open recruitment for all new openings 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 unless the Superintendent/President or his/her designee first notifies the governing board and the Equal Employment Opportunity Advisory Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.

- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
 - i. General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
 - ii. Local and regional community newspapers.
 - iii. Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
 - iv. Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
 - v. Recruitment booths at job fairs or conferences oriented to the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.
- c) At least every two years, the District shall host an open house for persons interested in employment with the District. The open house will allow potential candidates to meet deans, division chairs, faculty, and classified employees of the District. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.
- d) District employees will be surveyed on a regular basis requesting resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human Resources will compile, store, and update this list.

Job Announcements

The District's Recruitment and Hiring Procedures section on "Job Announcements" will be revised to include the following provisions:

- a) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination. All faculty and administrative positions will state as a preferred or desired qualification knowledge of multiculturalism and training in cultural proficiency. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment-Affirmative Action Employer."
- b) For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational

requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

Review of Initial and Qualified Applicant Pools

Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The District's Recruitment and Hiring Procedures will include the following provisions:

- a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability.
- b) Initial Applicant Pool: The initial applicant pool is composed of all applications received by the application deadline. The following steps will be taken when reviewing the initial applicant pool.

Step 1: The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.

Step 2: If projected representation has not been met, the application deadline may be extended so that additional recruitment can be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential applicants.

Step 3: When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy the minimum qualifications set forth in the job description.

- c) Qualified Applicant Pool: The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. Before the qualified applicant pool is forwarded to the screening/selection committee, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

Step 1: Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the District.

Step 2: Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically

demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.

Step 3: If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.

Step 4: If adverse impact persists after taking Steps 1 and 2 above, the selection process may proceed only if:

- i. The job announcement does not require qualifications beyond the statewide minimum qualifications, or
- ii. Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.

Step 5: Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.

- d) The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify under Step (c) 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.

Screening/Selection Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The District's Recruitment and Hiring Procedures will include in its section on applicant screening by screening/selection committees the following provisions:

- a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - 1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
 - 2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;
 - 3) Based solely on job-related criteria; and
 - 4) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.

- b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- c) The equal employment opportunity officer should approve the makeup of selection/screening committees. If the equal employment opportunity officer does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- d) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.
- e) Interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.
- f) All screening materials must be approved for compliance with equal employment opportunity principles.
- g) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
 - 1) After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
 - 2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the chief executive officer or his/her designee will do the following:
 - 1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - 2) When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - 3) If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.
 - 4) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- i) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.

- j) The governing board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection 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 *Plan* or to ensure equal employment opportunity.
- k) 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 *Plan*, the district will request the Equal Employment Opportunity Advisory Committee to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

12. Additional Steps to Remedy Significant Underrepresentation

In an earlier section, the District had identified particular monitored groups that are significantly underrepresented with respect to one or more job categories. In order to address these instances of significant underrepresentation, the District will take the following steps:

- 1) The District will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) The District will increase the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
- 3) The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The plan will include, but is not limited to:
 - a) additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - b) promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
 - c) additional trainings for current faculty and staff on the value of a diverse workforce; and
 - d) recommended changes to the job posting and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
- 4) The District will develop and implement an intern program where graduate students will be provided the opportunity to co-teach a class offered by the District. The intern program will be designed to interest graduate students in teaching at community colleges and provide them with teaching experience. The program will be designed to provide a diverse group of students with this opportunity.
- 5) The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:

- a) 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 business necessity through a process meeting the requirements of federal law.
- b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where 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.
- c) Significantly increase the recruitment budget for another three years.
- d) Develop a recruitment committee composed of the Superintendent/President, the Chief Human Resources Officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in section 3 above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The college president will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

13. Other Measures Necessary to Further EEO

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. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well funded, and supported by the leadership of the District can be of great value. The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing such methods, the District may do the following:

- 1) Establish a formal diversity initiative that is part of the structure of the District and that will be adequately funded and supported by the District and campus leadership.

- 2) The District EEO advisory committee will work with the Equity Committee to develop an implementation strategy and stated goals.
- 3) Conduct campus climate studies to identify hidden barriers.
- 4) Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 5) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- 6) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 7) Work with the Equity Committee to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
- 8) Review and revise District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 9) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award
- 10) Offer a series of EEO/diversity workshops during convocation and classified staff development days.
- 11) Evaluate administrators on their efforts to meet the District's equal employment opportunity and diversity efforts.
- 12) 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.
- 13) Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.
- 14) Promote various cultural celebrations on campus.
- 15) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 16) Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a high-level supervisory position.
- 17) 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.

14. Annual Certification to Chancellor's Office

Annually the District shall certify to the state Chancellor's Office that it has timely complied with each of the following requirements of Title 5:

- 1) Recorded, reviewed, and reported the data required regarding qualified applicant pools;
- 2) Reviewed and updated, as needed, the strategies component of the District's EEO plan; and
- 3) Investigated and appropriately responded to formal harassment and discrimination complaints filed pursuant to Title 5 (commencing with section 59300).

15. Persons with Disabilities: Accommodations

1) *Reasonable Accommodations*

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The ADA coordinator is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the "Request for Reasonable Accommodations" form.

2) *Procedures When Underrepresentation is Found*

When persons with disabilities are found to be significantly underrepresented, measures required in this *Plan* will be implemented.

3) *Analysis of Workforce and Applicant Data*

Since an employee's disability status may change during their service, every three years the college will survey current employees to collect updated information on disability status.

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. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Appendix A

Community Organizations & Contact Information

American Association University Women

South Lake Tahoe Branch
PO Box 18523
South Lake Tahoe, CA 96151
530-544-5973

Contact: Barb DeGraaf, President
Email: dgtrading@aol.com

El Dorado County Social Services

3368 Lake Tahoe Blvd #100
South Lake Tahoe, CA 96150
530-573-3200

Contact: Coco Green, Employment & Training Supervisor
Phone: 530-573-4333

Live Violence Free

2941 Lake Tahoe Blvd
South Lake Tahoe, CA 96150
530-544-2118

Contact: Enod Lott, Director of Operations

South Lake Tahoe Family Resource Center

3501-B Spruce Avenue
South Lake Tahoe, CA 96150
530-542-0740

Contact: Bill Martinez, Executive Director

Tahoe Youth and Family Services

1512 U.S. Hwy 395 N Suite 3
Gardnerville, NV 89410
775-782-4202

Contact: Cheyanne Lane
Phone: 530-541-2445