LAKE TAHOE COMMUNITY COLLEGE DISTRICT
Equal Employment Opportunity Plan
2023 - 2026

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1. Introduction

Lake Tahoe Community College District (District) continues to encourage a welcoming work environment that fosters and celebrates diversity while promoting employee excellence. This Equal Employment Opportunity Plan (Plan) illustrates the District's commitment to diversity, equity, inclusion, cultural awareness, 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.

The Plan's 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.

The District is committed to cultivating an equity-minded and anti-racist college environment, and recognizes that diversity of administrators, faculty and staff fosters inclusion, understanding and respect, and provides role models for all students (Commitment to Diversity, BP 7100). The LTCC Equal Employment Opportunity Policy (BP 3420) directs the President/Superintendent to develop a plan for building a community of highly qualified employees from a wide variety of backgrounds. To advance the EEO Policy, the Human Resources department has established an EEO Plan and annually monitors LTCCs workforce composition and applicant pools to evaluate progress toward achieving diversity reflective of the student population.

LTCC has successfully increased the diversity of applicant pools and selected candidates, recruitment and hiring efforts have now begun to improve the overall workforce diversity at the college. Understanding EEO data creates opportunities for LTCC in implementing additional strategies to ensure recruitment of diverse candidates and retention of diverse employees. LTCC will continue to develop this method and build it out in future years. The EEO Advisory Committee will work with the Senior Leadership Team and the Diversity, Equity, and Inclusion (DEI) Task Force to identify and implement additional strategies to accomplish LTCC overarching goals.

For the purpose of the EEO Plan, applicants and employees are afforded the opportunity to voluntarily identify gender (including non-binary options), ethnic group identification, race(s), and disability. An applicant or employee has the ability to select multiple races in this process. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s). Every year data is reviewed and revised based on an analysis of the racial group identification, gender, and disability composition of existing staff and of those who have applied for employment.

2. Definitions[1]

Accessibility:

The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item.

Adverse impact:

A disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (Title 5, § 53001).

Ally:

Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color.

Anti-Racist:

Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e., nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist.

Anti-Racism:

A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

Bias:

Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

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[1] Diversity, Equity, Inclusion, and Accessibility Glossary of Terms (https://www.cccco.edu/-/media/CCCCO-Website/Files/dei/deia-glossay-of-terms-a11y.pdf)

Co-conspirators:

Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.

Color Blindness:

Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term "colorblind" de-emphasizes, or ignores, race and ethnicity, a large part of one's identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.

Color-Evasiveness:

Is a racial ideology that describes the same concept as color-blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.

Covert Racism:

A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.

Culture:

Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.

Cultural Change:

Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and a reorientation to one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.

Cultural Competence:

Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from

cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

Cultural Fluency:

Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.

Deficit-Minded Language:

Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at-risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.

Discrimination:

The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.

Diversity:

A condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace (Title 5, § 53001).

The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Equal Employment Opportunity:

EEO means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:
   1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
   2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and

3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940 (Title 5, § 53001).

Equal Employment Opportunity Plan:

An EEO plan is a written document that describes a district's EEO program. A district's EEO plan shall include: 1) analysis of the district's work force; and 2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity (Title 5, § 53001).

Equal Employment Opportunity Program:

Refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses (Title 5, § 53001).

Equality:

The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

Equity:

The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.

Educational Equity Gap:

The condition where there is a significant and persistent disparity in educational attainment between different groups of students.

Equity-Minded:

Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

Ethnicity:

Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.

Gender:

Is separate from 'sex,' which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society

considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).

Gender Identity:

One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).

Implicit Bias:

Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.

In-house or promotional only:

Hiring means that only existing district employees are eligible for a position. (Title 5, § 53001).

Inclusion:

Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Intersectionality:

The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.

Institutional Racism:

Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as 'structural racism,' 'systemic racism,' etc.).

Job Categories:

Includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. (Title 5, § 53001).

Low Income:

Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These households are considered "in poverty." Household incomes that are below 50% of their poverty threshold are considered "severe" or "deep poverty." Low-income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low-income persons also face housing, food, transportation, and health disparities.

Marginalized/Marginalization:

The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized groups have restricted access to resources like education and healthcare for achieving their aims.

Merit:

A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.

Microaggressions:

Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.

Minoritized:

Describes the process of "minoritization" whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.

Monitored Group:

The groups for which districts must provide demographic data pursuant to section 53004. (Title 5, § 53001).

Obligation Gap:

Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.

Oppression:

The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination,

personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.

Overt Racism:

Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of White supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.

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.
4) A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult. (Title 5, § 53001).

Power:

Is the ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.

Prejudice:

A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.

Privilege:

Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.

Race:

A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.

Racial Justice:

The systematic fair treatment of people of all races, resulting in inequitable opportunities and outcomes for all. Racial justice – or racial equity – goes beyond "anti racism." It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

Racism:

Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

Reasonable Accommodation:

The efforts made by the district in compliance with Government Code section 12926. (Title 5, § 53001).

Reverse Racism:

A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.

Sex:

Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.

Screening or Selection Procedure:

Any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430. (Title 5, § 53001).

Structural Racism:

Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse

outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.

Transgender:

Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e., the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."

Underrepresented Group:

Any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category. (Title 5, § 53001).

Underserved Students:

Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.

White Immunity:

Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to engage and describe White privilege more accurately.

White Privilege:

Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.

White Supremacy:

Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

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. Qualified applicants for employment and employees will not be subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, immigration status, citizenship status, ancestry, disability, religion, creed, military or veteran status, marital status, age, sex or gender, sexual orientation, gender identity, gender expression or preferred pronouns, 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. Through Board Policy 3420 and 7100 as well as Administrative Procedures 3420, an Equal Employment Opportunity Plan will be maintained to ensure implementation of equal employment opportunity principles that conform to federal and state laws. The EEO Plan will be grounded in the principles of diversity, equity, inclusion, and accessibility. As such it is recognized that EEO includes not only an equal opportunity hiring process, but also includes practices and processes that create inclusive, respectful work environments.

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

It is the goal of the District that all employees promote, commit, contribute and support equal employment opportunity. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

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, for ensuring equal employment opportunity as described in the Plan, and for making measurable progress toward equal employment opportunity by the strategies described in the EEO Plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Further, the Governing Board will oversee the Chancellor's responsibilities to ensure that the EEO Plan shall (Title 5, § 53003(a) & § 53020(a)):

a) Be developed in collaboration with the EEO Advisory Committee;
b) Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agenized as a separate action item;
c) Cover a period of 3 years, after which a new or revised plan shall be adopted; and
d) Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the Governing Board prior to adoption.

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 EEO Advisory Committee to act as an advisory body to the EEO Officer and the District to promote understanding and support of equal employment opportunity policies and procedures. The EEO Advisory Committee shall assist in the development and 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.

Representatives 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 a representative of the District and is subject to all the requirements of this Plan.

5. Equal Employment Opportunity Advisory Committee

The District has established a District EEO Advisory Committee to assist the District in developing, revising, and implementing its Equal Employment Opportunity Plan (Plan). The committee may also assist in promoting an understanding and support of equal opportunity, nondiscrimination and anti-racist 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, inclusion, equity, and diversity. The EEO Officer shall train the advisory committee on equal employment compliance and the Plan itself. The committee shall receive training in the following areas:

a. define key terms;
b. requirements of this subchapter and of state and federal nondiscrimination laws;
c. identification and elimination of bias in hiring;
d. educational benefits of workforce diversity; and
e. role of the advisory committee in carrying out the District's Plan.

The committee will be composed of a diverse membership. A substantial good faith effort to maintain a diverse membership is expected. 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, one (1) student, one (1) board member appointed by the Board of Trustees or a community member, 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. The Procedure for Filing Complaints Pursuant to Section 53026.

Complaints alleging violations of the EEO regulations, pursuant to Title 5 Section 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300. The District uses case management software to allow for reporting ease. The link (https://cm.maxient.com/reportingform.php?LakeTahoeCC&layout_id=8) to the complaint form will be posted on the District's job portal page and Title IX & Harassment webpage.

The District has adopted Board Policy 3430 and 3435 as well as Administrative Procedures 3410, 3430, and 3435 for complaints alleging unlawful discrimination or harassment. The EEO Officer is responsible for receiving such complaints and for coordinating their investigation. Note that current discrimination regulations (section 59300 et sequ.) do not require the complainant to submit a written signed complaint. The deadline to file a complaint under section 59300 is 180 days. The District encourages individuals to file a complaint as soon as possible, in particular when it involves an active screening/hiring process.

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

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its EEO policy statement, board policies and administrative procedures, and the EEO Plan. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, Superintendent/President, senior leadership, academic senate, union representatives, and members of the District EEO Advisory Committee. The policy and Plan will be available on the District's website. The Human Resources department provides all new employees with a digital copy when they commence their employment with the District, paper copies can be made available upon request. Each year, the District will inform all employees of Plan updates including a written summary of the Plan's longitudinal data to ensure EEO practices as described in section 12 of this Plan are being considered. The annual update will emphasize the importance of District participation and responsibility in ensuring the Plan's implementation.

8. The Process for Ensuring that District Employees Who Participate on Screening/Selection Committees Receive Training

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment, screening, interviewing, and hiring 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 proficiency[2]; best practices in serving on a selection or screening committee; and the value of a diverse workforce. Persons serving in the above capacities will be required to receive training within the 24 months prior to assignment. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/interview committees. The EEO Officer or designee 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 Plan.

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[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. The Process for Providing Annual Written Notice to Community-Based Organizations

The EEO Officer will provide annual written notice to appropriate community-based and professional organizations concerning the EEO Plan to solicit assistance from the community and such organizations in identifying qualified, diverse pools of applicants.. The notice will include a link to the District's jobs portal page which includes the Plan 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.

The District will actively seek to reach institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations.

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

According to Title 5 EEO regulations, component 10 shall include a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored groups, in each job category to determine whether additional diversification measures are required and to implement and evaluate the effectiveness of those measures. The District, shall conduct a data review as part of its plan renewal, and may conduct periodic data reviews more frequently as needed. The District shall conduct longitudinal data analyses of district employment trends. The District shall assess the information gathered pursuant to, to identify and determine the cause of any underrepresentation, of monitored groups across all phases of the employment process, including recruitment to applicant pools, hiring, retention, and promotion. Where the District determines that Underrepresentation or Adverse Impact of one or more monitored groups in recruitment may be the result of non-job-related factors, it shall implement additional strategies in its EEO plan designed to mitigate promptly the underrepresentation or adverse impact. This shall not be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity.

In evaluating LTCC's workforce, it is important to view historically marginalized communities and diversity trends as compared to students to appropriately assess the need to undertake various initiatives in diversifying faculty and staff. From Fall 2018 to Fall 2022, student diversity spanned from 47%, reached 52% in 2020, and landed at 45% (Chart 1).

- From Fall 2018 to Fall 2022, staff, which includes classified, confidential and directors, racial/ethnic diversity went from 27% and 35%. This category has seen a considerable five year increase particularly in from 30% in Fall 2021 to 35% in Fall 2022.
- From Fall 2018 to Fall 2022, administrator racial/ethnic diversity spanned from 17% to 14%. The LTCC administrator group is a small representation of LTCC employees, moving from 6 employees to 7 between Fall 2019 and Fall 2020. This is the reason for the decrease from 17% to 14% in Fall 2021.
- From Fall 2018 to Fall 2022, full-time faculty racial/ethnic diversity rose from 14% to 18%. Full-time faculty in this category has seen a consistent rise over the last five years which is a good sign. Due to the nature of hiring in this employee group, changing recruitment methods tend to see results over time.
- From Fall 2018 to Fall 2022, adjunct faculty racial/ethnic diversity rose from 14% to 20%. Adjunct faculty numbers are the main cause for numeral variations in the LTCC's workforce and therefore are more fluid in diversity rates.

As noted in the introduction, applicants and employees are afforded the opportunity to voluntarily identify gender (including non-binary options), ethnic group identification, race(s), and disability. An applicant or employee has the ability to select multiple races in this process. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s).

Chart 1. Percentage of diversity by student and employee types, Fall 2018 through 2022.
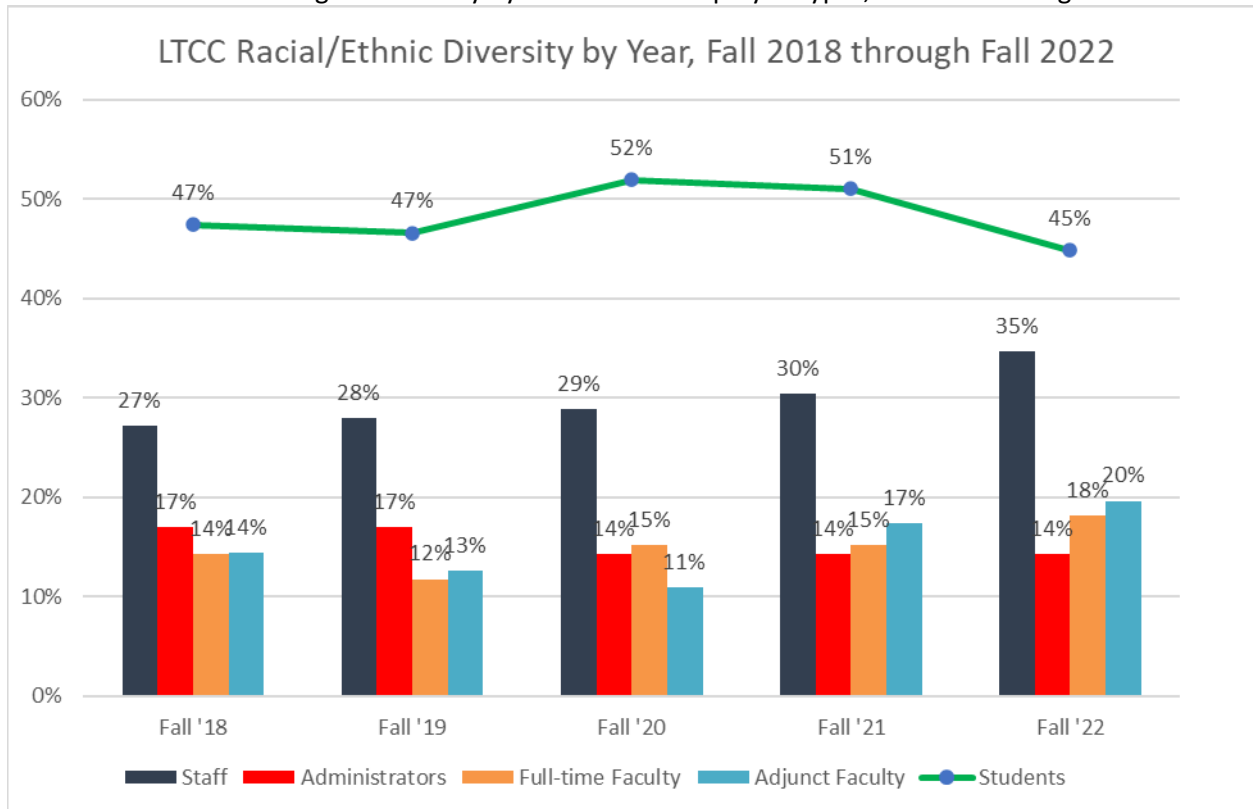
Fall Annual Snapshots (2018-2022)
A snapshot look at fall 2018 indicates that LTCC's workforce including administrators, full-time faculty, adjunct faculty and classified staff totaled 240.

The racial/ethnic diversity of LTCC's workforce for Fall 2018 is 19%, the breakdown is as follows.

Table 1. Workforce analysis of racial/ethnic diversity by category, Fall 2018.

Fall 2018	Position Category			
Race/Ethnicity	Administrator	Full-Time Faculty	Adjunct Faculty	Staff
Asian	0	1	2	5
Black/African American	1	0	0	0
Hispanic/Latina(o)(x)	0	4	12	16
Native American or Alaska Native	0	0	0	1
Native Hawaiian or Pacific Islander	0	0	1	0
Two or More Races	0	0	2	0
White	5	28	75	53
Declined to State	0	2	26	6
Total:	**6**	**35**	**118**	**81**
Overall Diversity:	*17%*	*14%*	*14%*	*27%*

Compared to fall of 2018, the snapshot look at fall 2019 indicates that LTCC's workforce totaled 253. This increase is most notable for adjunct faculty as need in this category fluctuates more easily based on student need.

The overall diversity of LTCC's workforce for Fall 2019 is 18%, the breakdown is as follows.

Table 2. Workforce analysis of diversity by category, Fall 2019.

Fall 2019	Position Category			
Race/Ethnicity	Administrator	Full-Time Faculty	Adjunct Faculty	Staff
Asian	0	1	3	4
Black/African American	1	0	0	0
Hispanic/Latina(o)(x)	0	3	12	17
Native American or Alaska Native	0	0	0	2
Native Hawaiian or Pacific Islander	0	0	1	0
Two or More Races	0	0	0	1
White	5	27	80	55
Declined to State	0	3	31	7
Total:	6	34	127	86
Overall Diversity:	17%	12%	13%	28%

Adjunct faculty numbers continued to decrease in Fall 2020 as the snapshot indicates that LTCC's workforce totaled 231. This reduction coincides with the coronavirus pandemic and the need to shut down the campus. During the fall, all courses were offered on a virtual platform either completely online or through EVE (Enhanced Virtual Education).

The overall diversity of LTCC's workforce for Fall 2020 is 19%, the breakdown is as follows.

Table 3. Workforce analysis of diversity by category, Fall 2020.

Fall 2020	Position Category			
Race/Ethnicity	Administrator	Full-Time Faculty	Adjunct Faculty	Staff
Asian	0	1	3	3
Black/African American	1	0	0	0
Hispanic/Latina(o)(x)	0	3	8	21
Native American or Alaska Native	0	0	0	1
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	1	0	1
White	6	26	60	57
Declined to State	0	2	30	7
Total:	7	33	101	90
Overall Diversity:	14%	15%	11%	29%

Compared to fall of 2020, the snapshot look at fall 2021 indicates that LTCC's workforce totaled 247. This increase again correlates with adjunct faculty and illustrates recovery from the COVID-19 pandemic.

The overall diversity of LTCC's workforce for Fall 2021 is 22%, the breakdown is as follows.

Table 4. Workforce analysis of diversity by category, Fall 2021.

Fall 2021	Position Category			
Race/Ethnicity	Administrator	Full-Time Faculty	Adjunct Faculty	Staff
Asian	0	0	4	3
Black/African American	0	0	0	0
Hispanic/Latina(o)(x)	1	5	16	23
Native American or Alaska Native	0	0	0	1
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	1
White	6	25	80	58
Declined to State	0	2	15	6
Total:	**7**	**33**	**115**	**92**
Overall Diversity:	*14%*	*15%*	*17%*	*30%*

A snapshot look at fall 2022 indicates that LTCC's workforce including administrators, full-time faculty, adjunct faculty and staff totaled 245. The staff category has incurred consistent growth both in numbers and racial/ethnic diversity.

The racial/ethnic diversity of LTCC's workforce for Fall 2022 is 25%, the breakdown is as follows.

Table 5. Workforce analysis of racial/ethnic diversity by category, Fall 2022.

Fall 2022	Position Category			
Race/Ethnicity	Administrator	Full-Time Faculty	Adjunct Faculty	Staff
Asian	0	2	6	2
Black/African American	0	0	1	3
Filipino	0	0	0	3
Hispanic/Latina(o)(x)	1	4	14	26
Native American or Alaska Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	6	24	77	60
Declined to State	0	3	9	4
Total:	**7**	**33**	**107**	**98**
Overall Diversity:	*14%*	*18%*	*20%*	*35%*

District Workforce Summary

From Fall 2018 to Fall 2022 LTCC's workforce had an overall increase of 5 employees (from 240 to 245). With the following breakdown:

- Administrator increased by 1 (from 6 to 7)
- Classified increased by 17 (from 81 to 98)
- Full-time faculty decreased by 2 (from 35 to 33)
- Adjunct faculty decreased by 11 (from 118 to 107)

The overall diversity of LTCC's workforce has made progress during this five-year period with Fall 2018 workforce diversity being at 19% and landing at 25% in Fall 2022. Classified, confidential, and directors hold the highest diversity percentages in LTCC's workforce (35% in Fall 2022), followed by adjunct faculty (20% in Fall 2021), then full-time faculty (18% in Fall 2022), and administrators (14% in Fall 2022).

The District administrator group is a small constituency moving from 6 employees to 7 between Fall 2019 and Fall 2020. Due to this, one diverse individual will cause large variations in percentages from year to year. When the constituency group had 6 employees, 1 diverse individual raised the administrator rate to 17% in Fall 2018 and Fall 2019. It was the addition of a 7th employee that lowered the rate to 14% in Fall 2020. It has been identified that this category should include directors to which it currently does not and so this strategy has been identified in Component 13 to make this transition. The reason it is listed as a strategy is due to the fact that it will take a bit of planning to transition DataMart reporting with the correct numbers.

Full-time faculty has seen growth in overall diversity in the last five years moving from 14% in Fall 2018 to 18% in Fall 2022. In Fall 2018, adjunct faculty diversity rates matched full-time faculty in overall diversity at 14%; however, the last 3 years proved adjunct faculty's fluidity as it moved to 13% in Fall 2019, 11% in Fall 2020, 17% in Fall 2021, and 20% in Fall 2022.

By far the area that is the most variable regarding workforce numbers is the adjunct faculty employee group due to its direct susceptibility to budget and enrollment numbers. This is also the only employee group included in the EEO Plan that does not require a monitored hiring process. This, in turn, has proven to be an opportunity at times for academic department leads (including deans and full-time faculty) to support efforts in increasing diversity rates quickly especially when addressing potential adverse impacts. With diversity rates trending upward for this group, the EEO Office will continue to work with the Senior Leadership Team and the Diversity, Equity, and Inclusion Task Force to encourage forward momentum regarding this trend and strategies to reverse this trend.

LTCC's gender workforce analysis from Fall 2018 to Fall 2022

Overall, LTCC's gender workforce analysis shows a balanced representation of female and male employees. LTCC is currently working on assessing local data to accurately reflect genders outside of the male and female binary.

Table 6. Count and percentage of employees by category and gender from Fall 2018 to Fall 2022.

		Fall 2018 Employee		Fall 2019 Employee		Fall 2020 Employee		Fall 2021 Employee		Fall 2022 Employee	
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Lake Tahoe CCD		**240**	**100.00 %**	**255**	**100.00 %**	**231**	**100.00 %**	**246**	**100.00 %**	**245**	**100.00 %**
Administrator		**6**	**2.50 %**	**6**	**3.14 %**	**7**	**3.03 %**	**7**	**2.44 %**	**7**	**2.85 %**
	Female	3	50.00 %	3	50.00 %	4	57.14 %	5	71.42 %	4	57.14 %
	Male	3	50.00 %	3	50.00 %	3	42.86 %	2	28.57 %	3	42.86 %
Full-Time Faculty		**35**	**14.58 %**	**34**	**13.33 %**	**33**	**14.29 %**	**33**	**13.41 %**	**33**	**13.46 %**
	Female	15	42.86 %	15	44.12 %	17	51.52 %	17	51.52 %	19	57.57 %
	Male	20	57.14 %	19	55.88 %	16	48.48 %	16	48.48 %	14	42.42 %
Adjunct Faculty		**118**	**49.17 %**	**127**	**49.80 %**	**101**	**43.72 %**	**115**	**46.75 %**	**107**	**43.67 %**
	Female	66	55.93 %	71	55.91 %	55	54.46 %	59	51.30 %	64	59.81 %
	Male	52	44.07 %	56	44.09 %	46	45.54 %	56	48.70 %	43	40.18 %
Staff		**81**	**33.75 %**	**86**	**33.73 %**	**90**	**38.96 %**	**92**	**37.40 %**	**98**	**40.00 %**
	Female	56	69.14 %	59	68.60 %	62	68.89 %	65	70.65 %	66	67.34 %
	Male	25	30.86 %	27	31.40 %	28	31.11 %	27	29.35 %	32	32.65 %

Analysis of Applicant Pools

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. The following chart outlines the number of recruitments conducted in the last 5 years.

Chart 2. Count of recruitments by fiscal year, 2017-18 through 2021-22.

Total Number of Recruitments

Fiscal Year	Count
2017-18	15
2018-19	23
2019-20	24
2020-21	19
2021-22	33
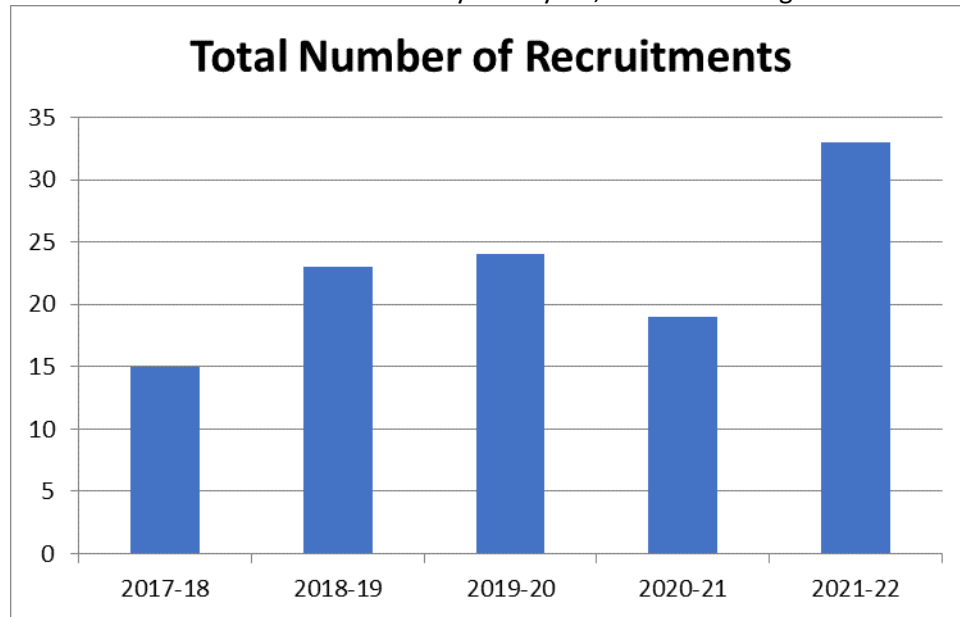
Permanent Position applicants:

Recruitments for permanent positions include administrator, classified, and full-time faculty job openings.

Recruitment efforts to increase LTCC's diversity pipeline have included shifting job announcements to appeal towards more diversity-minded applicants. Job announcements speak to the initiatives the position will be involved with and provides information about the department the applicant will work in. Targeted recruitment efforts specifically on social media has increased as well as analyzing and maximizing resources applicants use in discovering LTCC recruitments.

During the 2017-18 fiscal year 15 recruitments were completed which included 1 administrator, 3 full-time faculty, 2 directors, and 9 classified searches (Table 8). The total number of applicants for the 15 recruitments were 442. From the 15 searches 15 individuals were hired and of the 15, 4 were ethnic or racially diverse.

Recruitments conducted in 2017-18 led to a 27% hiring rate from LTCC's diverse pipeline.

Table 7. Analysis of applicants by position category for fiscal year 2017-18.

Applicant Race/Ethnicity	Position Category			
	Administrator	Classified	Director	Faculty
Asian	4	6	6	10
Black/African American	4	2	0	1
Hispanic/Latina(o)(x)	5	32	2	14
Native American or Alaska Native	3	2	1	1
Native Hawaiian or Pacific Islander	0	0	0	0
White	29	118	25	102
Declined to State	6	34	5	30
Total:	**51**	**194**	**39**	**158**
Applicant Diversity:	**31%**	**22%**	**23%**	**16%**

During the 2018-19 fiscal year 23 recruitments were completed which included 1 administrator, 4 full-time faculty, 2 directors, 2 confidential, and 14 classified searches (Table 9). The total number of applicants for the 23 recruitments were 554. From the 23 searches 24 individuals were hired, 3 recruitments hired 2 employees, and 2 recruitments resulted in failed searches. Of the 24 individuals who were hired, 10 were ethnic or racially diverse.

Recruitments conducted in 2018-19 led to a 42% hiring rate from LTCC's diverse pipeline.

Table 8. Analysis of applicants by position category for fiscal year 2018-19.

Applicant Race/Ethnicity	Position Category				
	Administrator	Classified	Confidential	Director	Faculty
Asian	6	16	1	1	0
Black/African American	2	4	0	1	2
Hispanic/Latina(o)(x)	5	33	9	3	52
Native American or Alaska Native	0	5	2	0	1
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	24	102	32	17	85
Declined to State	22	50	12	10	51
Total:	**59**	**210**	**56**	**32**	**191**
Overall Applicant Diversity:	**22%**	**28%**	**21%**	**16%**	**29%**

During the 2019-20 fiscal year 24 recruitments were completed which included 1 administrator, 1 full-time faculty, 3 directors, and 19 classified searches (Table 10). The total number of applicants for the 24 recruitments were 495. From the 24 searches 24 individuals were hired, 1 recruitment hired 2 employees, and 1 recruitment resulted in a failed search. Of the 24 individuals who were hired, 4 were ethnic or racially diverse.

Recruitments conducted in 2019-20 led to a 17% hiring rate from LTCC's diverse pipeline.

Table 9. Analysis of applicants by position category for fiscal year 2019-20.

Applicant Race/Ethnicity	Position Category			
	Administrator	Classified	Director	Faculty
Asian	0	20	4	2
Black/African American	0	6	2	3
Hispanic/Latina(o)(x)	2	65	7	6
Native American or Alaska Native	0	4	2	0
Native Hawaiian or Pacific Islander	0	2	0	0
Other Foreign Nationality	0	3	0	1
White/Declined to State	10	256	62	38
Total:	**12**	**356**	**77**	**50**
Overall Applicant Diversity:	**17%**	**28%**	**19%**	**24%**

During the 2020-21 fiscal year 19 recruitments were completed which included 1 administrator, 4 full-time faculty, 1 director, 1 confidential, and 12 classified searches (Table 11). The total number of applicants for the 19 recruitments were 575. From the 19 searches 19 individuals were hired and of the 19, 7 were ethnic or racially diverse.

Recruitments conducted in 2020-21 was 37% hiring rate from LTCC's diverse pipeline.

Table 10. Analysis of applicants by position category for fiscal year 2020-21.

Applicant Race/Ethnicity	Position Category				
	Administrator	Classified	Confidential	Director	Faculty
Asian	2	4	0	0	23
Black/African American	3	1	0	0	11
Hispanic/Latino(a)(x)	13	40	2	2	56
Native American or Alaska Native	0	1	0	0	4
Native Hawaiian or Pacific Islander	0	5	0	0	1
Other Foreign Nationality	0	1	0	0	2
White/Declined to State	23	110	5	17	249
Total:	**41**	**162**	**7**	**19**	**346**
Overall Applicant Diversity:	**44%**	**32%**	**29%**	**11%**	**28%**

During the 2021-22 fiscal year 33 recruitments were completed which included 1 administrator, 1 full-time faculty, 6 director, 1 confidential, and 32 classified searches (Table 11). The total number of applicants for the 33 recruitments were 633. From the 33 searches 41 individuals were hired and of the 41, 21 were ethnic or racially diverse.

Recruitments conducted in 2021-22 was 51% hiring rate from LTCC's diverse pipeline.

Table 10. Analysis of applicants by position category for fiscal year 2021-22.

Applicant Race/Ethnicity	Position Category				
	Administrator	Classified	Confidential	Director	Faculty
Asian	2	12	0	10	3
Black/African American	8	13	0	13	0
Hispanic/Latino(a)(x)	6	74	0	48	12
Native American or Alaska Native	0	0	3	0	0
Native Hawaiian or Pacific Islander	0	6	0	2	0
Other Foreign Nationality	1	1	0	0	0
White/Declined to State	56	160	8	177	18
Total:	**73**	**266**	**11**	**250**	**33**
Overall Applicant Diversity:	**23%**	**40%**	**27%**	**29%**	**45%**

In Summary

Recruitments beginning in the 2017-18 fiscal year to the 2021-22 fiscal year saw an overall increase of 18 (from 15 to 33). With the following breakdown:

- Administrator applicant pool race/ethnicity varied from 31% (FY17-18), to 22% (FY18-19), to 17% (FY19-20), to 44% (FY20-21), and landing at 23% (FY21-22).
- Classified applicant pool race/ethnicity has steadily risen from 22% (FY17-18) to 40% (FY21-22).
- Confidential applicant pool race/ethnicity tracks only in years a recruitment is conducted with the last one happening in the 2021-22 fiscal year and landing at 27%.
- Director applicant pool race/ethnicity tracks similarly to the administrator pool landing at 29% in the 2021-22 fiscal year.
- Faculty applicant pool race/ethnicity has steadily risen as well moving from 16% (FY17-18) to 45% (FY21-22).

Diversity recruitment efforts these last 3 years yielded a increases in the applicant pool diversity moving to 25% in 2019-20, coming in at 29% in 2020-21, and peaking at 33% in 2021-22. The rate of hires from the diversity pipeline in 2019-20 was 17%, moved to 37% in 2020-21, and rose to 51% in 2021-22. In 2018-19, 2020-21 and 2021-22, hiring rates in the diversity pipeline were greater than the ethnic/racial diversity in applicant pools.

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. The ethnic/race diversity of the adjunct application pool who applied in the 2020-21 year was 21%.

Table 12. Analysis of adjunct applicant pool* for fiscal year 2020-21.

Applicant Race/Ethnicity	Count
Asian	7
Black/African American	6
Hispanic/Latina(o)(x)	21
Native American or Alaska Native	1
Native Hawaiian or Pacific Islander	2
Other Foreign Nationality	0
White	120
Declined to State	20
Total:	**177**
Overall Diversity:	**21%**

*It is important to note that these numbers are submitted applications and do not take into account minimum qualifications or specific departments.

We are working to improve adjunct applicant tracking capabilities, however, in transitioning our applicant tracking system (moving from HireTouch to PeopleAdmin) we do not currently have 2021-22 numbers available. We are working to remedy the situation in upcoming appendices and versions of this plan.

11. A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories

Section 53003(c)(9) requires that District EEO Plans describe how they will utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within district job categories.

This requirement ensures that EEO Plans memorialize how districts will comply with the requirements of Section 53006 to conduct longitudinal analyses of district employment trends and utilize this data to identify the causes of any underrepresentation.

In contrast to the data described in Component 10, this data allows for comparison of the percent of a "monitored" group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation. The Chancellor's Office is developing further guidance, which will be made available through the Vision Resource Center, to assist districts identify, locate, and utilize existing external data sources.

Data in this plan has not been broken down by the seven job categories listed in Title 5 section 53001(g) in the past as the number of recruitment each year are typically under 25 recruitments in total. This includes administrators, directors, full-time faculty, classified, and confidential employee recruitments. The job categories include:

- Executive/administrative/managerial,

- Faculty and other instructional staff,

- Professional nonfaculty,

- Secretarial/clerical,

- Technical and paraprofessional,

- Skilled crafts,

- Service and maintenance.

Some of these categories will have 1 or 0 recruitments for the year and or employees in the area. This would make reporting on these categories in a longitudinal sense inconsistent and difficult to find underrepresentation as one position could dramatically move percentages.

Component 13 outlines a solution to this issue as well as indicate a timeline in implementing the 80% test to further identify underrepresentation and adverse impact.

12. Methods of Addressing Underrepresentation

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 all genders, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, the District has implemented methods to address underrepresentation. 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. A diverse and inclusive culture that is well planned out, well-funded, and supported by the leadership of the District is of great value.

Each year, the Board of Trustees establishes goals in alignment with the District's culture. The over-arching goals for 2022-2024 are as follows:

1) Align policies, practices, and resources to support LTCC's mission to become an anti-racist and multicultural institution.
2) Increase student access through expansion and enhancement of wraparound services, including financial aid, basic needs, housing, and overall wellness.
3) Improve student success and completion with an emphasis on academic equity for traditionally underserved student populations.
4) Build modern and sustainable facilities in alignment with District needs and cultivate resources in support of program and facility expansion.
5) Plan and implement steps to transform to a 24/7 campus in response to student residential living.
6) Facilitate institutional reflection through accreditation and visioning processes to revitalize LTCC's focus and brand.

The EEO Plan and EEO Advisory Committee will assess methods in alignment with these goals. The District will promote the concept of cultural fluency, 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. The following are potential opportunities that will be supported in a more broad sense by the EEO Advisory Committee and EEO plan as they become available in working with other programs or departments to further the District wide goals and initiatives:

1) Formalize the Diversity, Equity, and Inclusion (DEI) Taskforce so that it is part of the structure of the District with adequate funding and support by the District and campus leadership.
2) EEO advisory committee will work with the DEI Taskforce to develop an implementation strategy of stated goals.

3) Conduct campus climate studies to identify hidden barriers.
4) Conduct diversity dialogues, forums, and cross-cultural workshops.
5) Sponsor and promote cultural events and speakers on issues dealing with diversity and continue to explore how to infuse diversity into the classroom and curriculum. Including guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
6) Offer EEO/diversity workshops during convocation, staff days, etc.
7) Promote curricular offerings that would assist in attracting candidates from significantly underrepresented groups in association with the curriculum committee.
8) Revise District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
9) Partner with the DEI Taskforce to recognize staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
10) Evaluate administrators and directors on their efforts to meet the District's equal employment opportunity and diversity efforts.
11) Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.
12) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
13) 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.

The District will continue with the following on-going practices to continue its work in addressing underrepresentation and identifying adverse impacts:

1) The Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, will continually review the District's recruitment procedures and make recommendations on modifications that would address underrepresentation.
2) Continue to highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
3) Consistently review and embellish the "Equal Employment Opportunity" 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 these topics.
4) Encourage and support employing current and recent students. This is designed to provide a diverse group of students with differing employment opportunities.
5) Fund a robust advertising and recruitment budget to ensure that recruitment is broad and inclusive.
6) Actively monitor the representation rate of each group.
7) Explore and assess locations or resources to advertise positions that would continue to attract candidates from the significantly underrepresented groups.
8) Continually review drafted "required," "desired," or "preferred" qualifications 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.

9) Continually train and education top administrative staff to ensure support diversity objectives and that the EEO Officer position is maintained as a high-level supervisory position.
10) Identity and discontinue the use of any locally established qualifications that are 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.
11) Continually research recruitment timelines to coincide with applicant cycles in an attempt to gain better representation of groups identified as being significantly underrepresented.
12) Always review, evaluate, and recommend changes to the job posting, screening criteria, paper screening process, and interviews, which may reasonably be expected to attract candidates from the significantly underrepresented group.

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

The District's EEO Plan includes specific pre-hiring, hiring, and post-hiring strategies that the District intends to implement each year over the life of the EEO Plan. Section 53003(c)(2) requires that district EEO Plans include a schedule identifying timetables for implementation of the identified strategies.

This requirement ensures that EEO Plans memorialize how Districts will implement the strategies selected, including, but not limited to those listed in Section 53024.1.

A District's strategies may include options listed in section 53024.1 and/or other practices informed by the District's workforce and applicant analyses. To assist the District memorialize the strategies they intend to implement, and thus demonstrate compliance with this requirement, a template is attached to this Model Plan as Appendix B.

The table is organized by pre-hiring, hiring and post-hiring categories. The California Community College Chancellor's Office recognizes that these terms, and related strategies, overlap. Thus, to facilitate uniform use of these terms, a summary is provided on how these strategies are understood and applied by the State Chancellor:

- "pre-hiring" strategies: strategies that support the equitable and inclusive environment that helps to attract and retain candidates from underrepresented groups and other nontraditional candidates.
- "hiring" strategies: strategies that promote development of diverse and qualified candidate pools and/or eliminate bias in hiring decisions.
- "post-hiring" strategies: strategies that gather and utilize hiring and workforce data, support new employees, or manage and respond to EEO complaints.

The template also includes space to identify the district's timetable for execution; and space to indicate who is responsible for carrying out the measure and how the district will evaluate its effectiveness.

14. Persons with Disabilities: Accommodations

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 human resources is responsible for handling requests for accommodations from current employees. Human resources is also responsible for handling requests from applicants seeking such accommodations during the application process. Requests are confidential and can be made by emailing humanresources@ltcc.edu.

Appendix A

Community Organizations & Contact Information

El Dorado County Social Services
3368 Lake Tahoe Blvd #100
South Lake Tahoe, CA 96150
530-573-3200

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

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

Tahoe Youth and Family Services
1512 U.S. Hwy 395 N Suite 3
Gardnerville, NV 89410
775-782-4202

Appendix B

Implementation	Who	What/When	Effectiveness Metrics & Review
Pre-Hiring			
Similar to grow your own, create a cohort of students to develop workforce skills particularly relating to Lake Tahoe Community College. These activities will promote student engagement and retention on campus, encourage students to participate in student work opportunities, participate in recruitment screening committees, and support students in ultimately returning to LTCC to become faculty and staff upon completion of their educational goals.	Director of Human Resources Director of Equity and Student Wellness Student Life Coordinator Director of Lake Tahoe College Promise	Year 1: Asses current, create supplement, and refine activities focused on recruiting diverse students to participate in campus recruitment and hiring process. Determine and outline steps, timelines, and additional team members if needed. Year 2: Initiate official pilot program and recruit students into the first cohort. Year 3: Reflect on pilot program, make changes to finalize program and continuity.	# of students who participate in recruitment activities. # of students employed in student worker positions. % of student workers who graduate. Disaggregated information on student workers' gender/race/ethnicity Student participation on screening committees.
Transition Director constituency group to be included in the Administrator reporting group to better align with reporting in Component 10 It was noted that directors do not belong in the staff category and are usually considered administrators. This transition would make the administrator group more robust. Currently the difference of one individual moves the percentages by 14%.	Director of Human Resources Director of Institutional Effectiveness	Year 1: Gather localized data to replace existing charts and tables to include directors in the administrator categories in component 10. Work with the Institutional Effectiveness Office to make this transition in the MIS reporting to be reflected in the Chancellor's Office DataMart. Year 2: Continue the MIS transition and report out with local data to Apthe Board of Trustees in the spring reflecting the transition. Year 3: Make final tweaks in the transition process to ensure local data aligns with Chancellor's Office DataMart.	Be able to more accurately reflect race/ethnicity diversity numbers in the administrator group. This would better aid in identifying underrepresentation and potential adverse impacts.
Define a method to implement the seven job categories in Title 5 section 53001(g) Identify a way to report workforce and recruitment	Director of Human Resources	Year 1 & 2: Utilize the seven job categories in reporting within the classified categories. Run this report as a subcategory of the classified category as a further	Utilize a standard with the Title 5 regulations to create more productive methods of addressing underrepresentation and adverse impact in components 10 & 11.

diversity without revealing confidential information about specific employees and applicants.		breakdown. Continue to assess the group as a whole to ensure underrepresentation and adverse impact can be identified in either area. Include in the report to the Board of Trustees in the spring reflecting this transition. Year 3: Asses the use of these subcategories and make adjustments as needed.	
Learn and implement the 80% rule in the EEO Data Modules found in the Vision Resource Center Utilize the EEO Data Modules in the Vision Resource Center to understand the 80% rule in order to better understand the data in component 10 and utilize the data in component 11.	Director of Human Resources Director of Institutional Effectiveness Human Resources Specialist Human Resources Technician I	Year 1: Organize and layout a plan to use the modules associated with the 80% rule. Work through the modules and repeat if needed to fully comprehend the use of the 80% rule. Beginning implementing the 80% rule in components 10 & 11. Year 2: Continue implementing the 80% rule and include in the report to the Board of Trustees in the spring reflecting this transition. Year 3: Asses the use of the 80% rule and make adjustments as needed as the 80% rule becomes more integrated in identifying underrepresentation and adverse impact.	Utilize a standard rather than a narrative when identifying underrepresentation and adverse impact. Create more productive methods of addressing underrepresentation and adverse impact in components 10 & 11.

Hiring			
Assess "sensitivity to diversity" of all applicants. (53024.1(l)) Require all job announcements include more DEIA qualifications more specific then the "sensitivity and understanding" DEIA core competency. Create rubric for the consistent and thorough evaluation of candidate statements and interview responses to DEI questions and competencies.	Director of Human Resources Human Resources Specialist Human Resources Technician EEO Advisory Committee Hiring Leads Screening Committee Members	Year 1 & 2: Identify ways to pull information from applicants when completing an application based on the position being recruited. Develop a rubric a hiring lead may use when paper screening applicants and screening committee members may use during the interview process. Year 3: Reflect on recruitments from years 1 & 2, make changes to finalize program and continuity.	Campus Climate Surveys Employee Performance Evaluation Outcomes
Enhancing the equivalency process for part-time faculty This strategy is aimed at helping applicants who do not have knowledge or an understanding of the general minimum qualifications or equivalency process. Those who do not understand this system are impacted. This process is intended to break down the equivalency process barrier to support applicants starting out and not yet part of the adjunct faculty ranks.	Vice President of Academic Affairs Director of Human Resources Human Resources Specialist Human Resources Technician Faculty Department Leads Faculty Chair of Teaching and Learning	Year 1 & 2: After a part-time faculty application is screened by HR and determined to not meet minimum qualifications. Have faculty department leads or the faculty chair of teaching and learning assist part-time faculty applicants in developing their equivalency packet. This packet will be submitted to the equivalency committee for determination. Year 3: Reflect on pilot program, make changes to finalize program and continuity.	Equivalency committee assessment and response time. Increase part-time faculty application retention rate and understanding of the equivalency process.

Post-Hiring			
Create and formalize the LTCC Faculty and Staff Onboarding and Mentorship Program (Program) to ensure that all newly-hired staff and faculty learn about LTCC and its commitment to diversity, equity, inclusion, accessibility (DEIA) and student success, the important role that each faculty and staff member plays in creating a welcoming and inclusive environment on campus and in the community, and the resources and supports available to ensure the college achieves its goals.	Grant Manager (EEO Grant Funded) DEI Task Force Vice President of Academic Affairs Director of Human Resources Director of Institutional Effectiveness	Year 1: Grant Manager, in consultation with the Vice President of Academic Affairs, the Director of Human Resources, the Director of Institutional Effectiveness, and an Advisory Committee will evaluate the existing LTCC onboarding and mentorship programs and propose changes and revisions, with a specific focus on incorporating DEI-related activities and outcomes. The Grant Manager will bring the proposed Program through the Governance process for feedback and adjustments. Year 2: the Program will launch with 100% new full-time faculty and 50% new classified staff participation. The Director of Institutional Effectiveness will work with the Grant Manager to conduct staff participation surveys, monitor changes in responses to campus climate survey responses, review Equal Employment Opportunity (EEO) data, and monitor reports in the LTCC Hate and Bias Incident Reporting System. In Year 3: The Program will be incorporated formally into appropriate contracts, and faculty and staff reviews.	Program participation and outcomes will be monitored and assured through: (1) Contractually-approved release time for faculty mentors and mentees; and (2) Reallocated and reassigned time for classified mentors and mentees. Participation will be encouraged through the Classified Evaluation process, which currently includes questions related to DEI, and the incorporation, upon negotiations, of DEI-related questions in the Faculty Evaluation. Employee evaluations will also serve to monitor the effectiveness of the onboarding and mentorship program in achieving its goal of having new employees learn about LTCC's commitment to DEIA and student success. By Year 3 LTCC will ensure that all new faculty and classified employees participate in the Program.