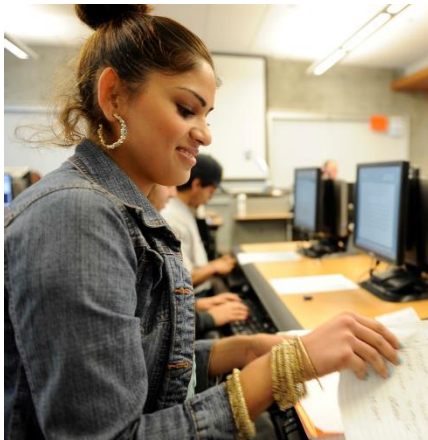


**El Camino Community College District**

**2019-2022**

**Equal Employment  
Opportunity Plan**



**Approved by the  
ECCCD Board of Trustees  
on June 17, 2019**



**16007 Crenshaw Boulevard  
Torrance, CA 90506**

# Equal Employment Opportunity Plan for El Camino Community College District

## Table of Contents

I. Introduction.....	3
II. Definitions .....	4
III. Policy Statement .....	6
IV. Delegation of Responsibility, Authority and Compliance.....	6
V. Advisory Committee .....	7
VI. Complaints .....	8
VII. Notification to District Employees.....	10
VIII. Training for Screening/Interview Committees .....	10
IX. Annual Written Notice to Community Organizations .....	11
X. District Workforce Analysis: Preliminary Analyses .....	11
XI. Analysis of Degree of Underrepresentation and Significant Underrepresentation.....	26
XII. Methods to Address Underrepresentation (Recruitment/Hiring Procedures that Ensure EEO) & Additional Steps to Remedy any Significant Underrepresentation .....	26
XIII. Other Measures Necessary to Further Equal Employment Opportunity .....	32
XIV. Persons with Disabilities: Accommodations and Goals for Hiring.....	34
XV. Graduate Assumption Program of Loans for Education .....	35

## Appendices

**Appendix A (1-10) – The District’s Policies and Procedures which outline the prohibition of unlawful discrimination, harassment, and retaliation**

**Appendix B – List of Community Organizations and Professional Groups for Annual Written Notice of the District’s EEO Plan**

**Appendix C – Allocation Model Certification Form, Fiscal Year 2018-19**

**Appendix D – Equal Employment Opportunity Survey Summary, Spring 2017**

## **I. Introduction**

The El Camino Community College District Equal Employment Opportunity Plan (the “Plan”) has been tentatively adopted pending approval from the District Board of Trustees on June 17, 2019. The Plan reflects the District’s commitment to equal employment opportunity. It is the District’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups.

The Plan contains an analysis of the demographic makeup of the District/s Workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment that is welcoming to all; and procedures for dissemination of the Plan. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

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Dr. Dena P. Maloney, Ed.D.  
Superintendent/President  
El Camino College

## II. Definitions

- a) *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 screening/interview 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 screening/interview process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) *Business Necessity*: circumstances which justify an exception to the requirements of Title 5 of the California Code of Regulations Section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
- c) *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.
- d) *Equal Employment Opportunity*: a set of circumstances in which 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 all individuals, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Title 5, Section 53000 et seq.
- e) *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.
- f) *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.
- g) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

- h) *Ethnic Group Identification*: an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- i) *Goals for Persons with Disabilities*: a statement that the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the District's Workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
- j) *Monitored Group*: those groups identified in Section 53004(b) for which monitoring and reporting is required pursuant to Section 53004(a).
- k) *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 "challenged" if the condition makes the achievement of the major life activity difficult.
- l) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
- m) *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.
- n) *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.
- o) *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.
- p) *Target Date*: a point in time by which the District plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

### **III. Policy Statement**

The El Camino Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice.

It is the District's policy to ensure that all employees and qualified applicants for employment 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, sex, physical disability, mental disability, ancestry, sexual orientation, genetic information, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District shall strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

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

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

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

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

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

The District's 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 District's 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.

3. *EEO Officer*

The District has designated the Director of Staff & Student Diversity as its Equal Employment Opportunity officer (“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 screening/interview procedures are properly monitored.

4. *Equal Employment Opportunity Advisory Committee*

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

5. *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the District’s 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.

6. *Good Faith Effort*

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

## **V. Advisory Committee**

In May of 2016, the District established an EEO Committee to assist the District in implementing its Plan. The Committee assists in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures, and sponsors events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The advisory committee members receive training on equal employment compliance and the Plan itself on an ongoing basis.

The committee receives training in all of the following areas as required in Title 5, Section 53005:

1. The requirements of Section 53005 of Article 1 of Chapter 4 of Division 6 of Title 5 of the California Code of Regulations and of state and federal nondiscrimination laws;
2. Identification and elimination of bias in hiring;
3. The educational benefits of workforce diversity; and
4. 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 requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

The committee is composed of representation for faculty, administration, classified employees, the Human Resources Office, Professional Development Office, Special Resource Center, and Institutional Research and Planning Office. Ex officio members include the Human Resources Vice President, Director and the EEO Officer.<sup>1</sup>

The Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the District's Board of Trustees and the Superintendent/President.

## **VI. Complaints**

### ***a. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)***

The District has established a process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations (see California Code of Regulations, Title 5, Section 53000 et seq.) have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation.

All complaints shall 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

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<sup>1</sup> Title 5 does not require any specific composition for the advisory committee.



must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

A complainant may not appeal the District's determination pursuant to Section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that s/he made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the District level using the process provided by Section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints*) at:

[https://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min\\_Cond\\_Complaints.pdf](https://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf)

In addition, complaints can be filed using the District's complaint procedures at: <https://www.elcamino.edu/about/depts/diversity/complaint.aspx>

and

<http://www.elcamino.edu/administration/hr/diversity/docs/provisional-T9-procedures.pdf>

All unlawful discrimination complaints shall be filed with the Office of Staff and Student Diversity. If the complaint involves the EEO Officer, the complaint may be filed with the Superintendent/President. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The EEO Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

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

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.

**b. *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. The EEO Officer may assign a designee to investigate any such matters.

The District's discrimination and sexual harassment complaint procedures are attached to this Plan. See Appendix A.

## **VII. Notification to District Employees**

The commitment of the District's Board of Trustees and Superintendent/President to equal employment opportunities is emphasized through the broad dissemination of its Board Policies and Administrative Procedures, Equal Employment Opportunity Policy Statement, and the Plan.<sup>2</sup> The policy statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Superintendent/President, administrators, academic senate leadership, union representatives and members of the District EEO Committee.

The Human Resources department will provide each new employee with a copy of the Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's EEO Plan when they commence their employment with the district.

The Plan will be available on the District's website and in hard copy at various offices on campus.<sup>3</sup> 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.

## **VIII. Training for Screening/Interview Committees**

Any organization or committee member, whether or not an employee of the District, who is involved in the recruitment and screening/interview of full-time personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (Section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias.

### **Screening/Interview Committees**

Persons serving on a screening/interview committee (in any capacity, including as the committee chair) must receive training within the previous twelve (12) months in order to participate in the process.<sup>4</sup> Individuals who have not received this training will not be allowed to serve on screening/interview committees. The Offices of Staff & Student Diversity and of Professional Development are responsible for providing the required training.

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<sup>2</sup> The District's Equal Employment Opportunity Policy Statement is its Notice of Non-Discrimination.

<sup>3</sup> Complete copies of the Plan will be made available in the Campus Library, the Office of the Superintendent/President, the Office of Human Resources, each division office, and the Office of Staff & Student Diversity.

<sup>4</sup> In addition to in-person training, all committee members must complete online training on Cultural Competence and Racial Bias.

Any organization or individual acting on behalf of the District, with regard to the recruitment and screening of personnel, is an agent of the District, and thereby, subject to the requirements, stipulations, and provisions of the EEO Plan.

### **EEO Representatives**

In addition to the training that all screening/interview committee members receive, EEO Representatives are required to receive additional training on their roles in the hiring process once every twelve (12) months. The EEO Officer is responsible for providing the required training.

## **IX. Annual Written Notice to Community Organizations**

The EEO Officer will work with Human Resources and Marketing & Communications to provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates, and will provide the location where the District advertises its job openings and the contact information of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A current list of organizations that may receive this notice is attached to this Plan.

## **X. District Workforce Analysis: Preliminary Analyses**

The Institutional Research and Planning Office, in conjunction with the Office of Human Resources, seeks to routinely survey the District's Workforce composition and monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented.<sup>5</sup> The District will also report to the Chancellor the results of its survey. Monitored groups are:

- American Indians/Alaskan Natives
- Asians
- Biracial/Multiracial
- Blacks/African-Americans
- Hispanics/Latinos
- Pacific Islanders
- Caucasians
- Men
- Women
- Persons with disabilities

To protect employee privacy, employees identified as American Indians/Alaskan Natives, Biracial/Multiracial, and Pacific Islanders were aggregated into "Other" group.

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<sup>5</sup> Employees and applicants identified as 'White' are non-Hispanic White.

Each applicant or employee is afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability<sup>6</sup>. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information is kept confidential and separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s).

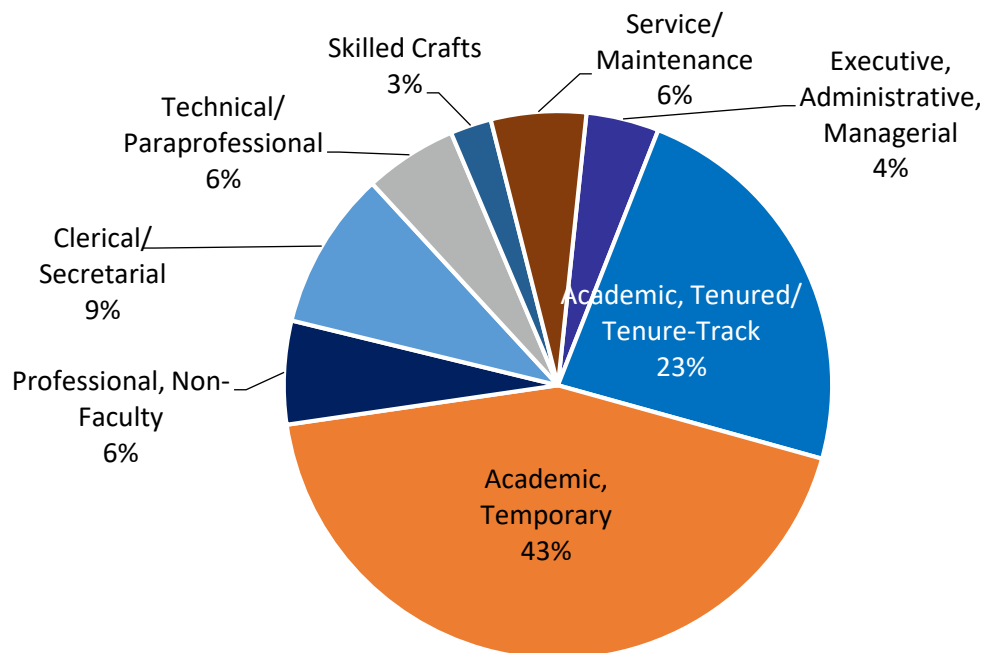
At least every three (3) years, the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- 1) Executive/Administrative/Managerial
- 2) Full-Time Faculty and Other Instructional Staff (or Academic, Tenure Track)
- 3) Part-Time/Temporary Faculty and Other Instructional Staff (or Academic, Temporary)
- 4) Professional Non-Faculty
- 5) Secretarial/Clerical
- 6) Technical & Paraprofessional
- 7) Skilled Crafts
- 8) Service and Maintenance

### Fall 2018 District Workforce by Job Category

This section explores the most recent available data about El Camino College’s workforce. Figure 1 shows the distribution of Fall 2018 District Workforce by job category.

*Figure 1. Fall 2018 District Workforce by Job Category*



<sup>6</sup> Currently information regarding persons with disabilities is collected from both applicants and employees on a voluntary basis. Based on available data, the number of applicants with disclosed disabilities who were hired by the District is fewer than ten (10) total. The number of employees who disclosed disability status is also fewer than ten (10) total. To maintain applicant and employee anonymity, this report does not include an analysis of employees by disability status.

Of the 1,443 total employees working at El Camino College in Fall 2018, almost two-thirds ( $\frac{2}{3}$ ) of the employees were faculty; forty-three percent (43%) of all employees were temporary academic, and 23% were Tenured/Tenure track. Nine percent (9%) of all employees were clerical/secretarial employees. Professional (non-faculty), technical/paraprofessional, and service/maintenance employees each made up six percent (6%) of the District's Workforce. Executive, administrative, and managerial employees made up four percent (4%) of the District Workforce. Skilled craftspeople constituted the smallest group (3%).

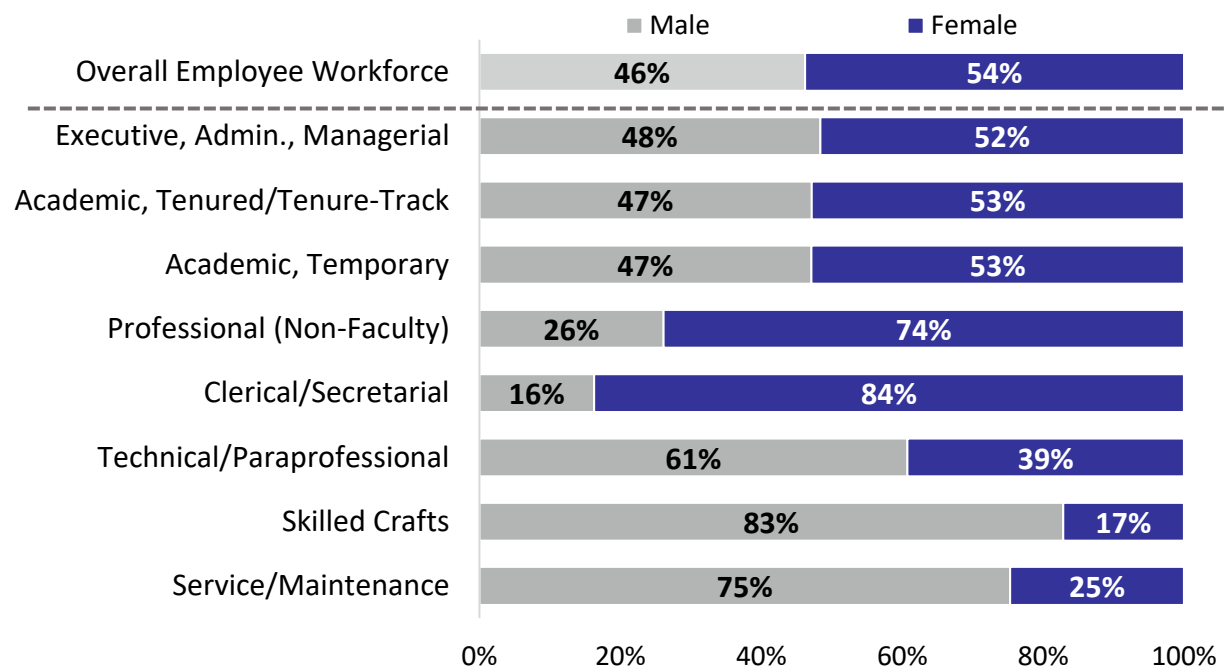
### Gender Distribution by Job Category

Figure 2 shows a slightly larger percentage of female (54%) than male (46%) employees overall. The gender distributions of Executive, Administrative, Managerial group, Tenured/Tenure-Track Academic group and Temporary Academic group represent that of the District's overall Workforce.

On the other hand, there was a considerably greater percentage of female employees within the Non-Faculty Professional group (74% female, 26% male) and Clerical/Secretarial group (84% female, 16% male).

A greater percentage of male employees made up the Technical/Paraprofessional group (39% female, 61% male), Skilled Crafts group (17% female, 83% male), and Service/Maintenance group (25% female, 75% male).

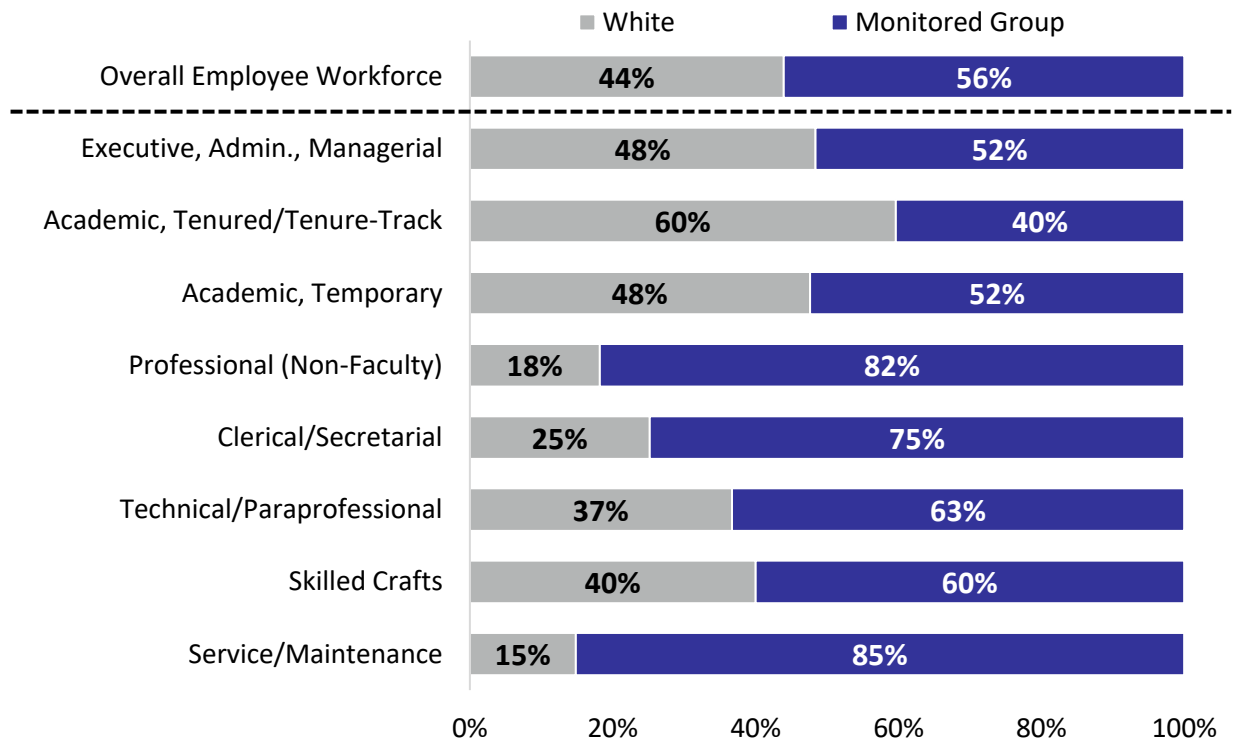
Figure 2. Gender Distribution by Job Category, Fall 2018



### Ethnic Distribution by Job Category

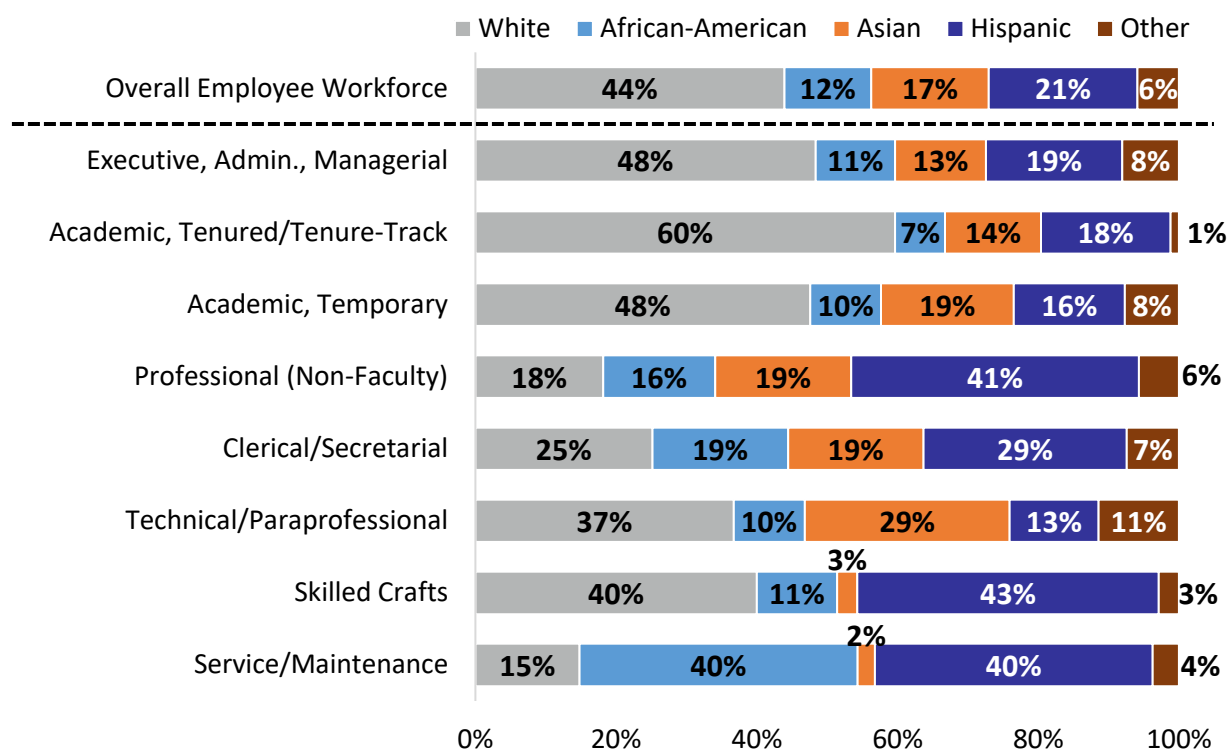
As shown in Figure 3, the monitored ethnic group (non-white employees) constituted more than half (56%) of the District's employee population in Fall 2018.

*Figure 3. District Workforce Diversity by Job Category, Fall 2018*



A comparison of employees in the monitored ethnic groups to their White colleagues by job category, shows that with the exception of Tenured/Tenure-Track Academic group (60% White, 40% monitored ethnic group), monitored ethnic groups represented more than fifty percent (50%) of all job categories. Figure 4 further disaggregates the ethnic distribution by specific race/ethnicity, and shows that Hispanics represented the greatest percentage within the Tenured/Tenure-Track Academic group (20%).

Figure 4. Ethnic Distribution by Job Category, Fall 2018



Hispanics comprised the greatest percentage of employees within the monitored races/ethnicities for the Skilled Crafts group (43%), Non-Faculty Professional group (41%), Clerical/Secretarial group (29%), and Executive/Administrative/Managerial group (19%). African-Americans and Hispanics were equally represented within the Service/Maintenance group at forty percent (40%) for each group. Asians constituted the greatest percentage for Technical/Paraprofessional group (29%) and Temporary Academic group (19%).

### Exploration of Underrepresentation

The availability data needed for a comparison and analysis of underrepresentation within the District is currently unavailable. For the purposes of this Plan, various sources were used for comparison purposes. U.S. Census Bureau’s 2006-2010 American Community Survey provides insight into the local workforce population residing in the greater Los Angeles-Long Beach-Santa Ana Metropolitan area and allows for a better representation of the local workforce in which El Camino College resides. Additionally, the workforce demographics within our peer colleges are available from the Chancellor’s Office MIS database.<sup>7</sup> While this data does not afford exact comparisons, it allows for a general comparison of El Camino College’s Workforce to those of surrounding colleges that are similar with respect to size, demographics, geography, and other institutional characteristics. Finally, the District’s Workforce demographics are compared to El

<sup>7</sup> The peer colleges include Cerritos College, Long Beach City College, Mt. San Antonio College, Pasadena City College, and Santa Monica College.

Camino College’s student demographics in our continuous efforts to ensure the diversity of our Workforce reflects the diversity of its students. Table 1 displays the ethnic distribution of the District’s Workforce, compared to our student population, the workforce population of the greater Los Angeles-Long Beach-Santa Ana Metropolitan area, and the workforce of peer colleges.

*Table 1. Comparison of El Camino College Workforce*

	ECC Workforce	ECC Students	LA-Long Beach-Santa Ana Metro Labor Force	Peer Colleges
African-American	12%	13%	9%	9%
Asian	17%	15%	16%	13%
Hispanic	21%	54%	19%	24%
White	44%	13%	54%	47%
Other	6%	6%	3%	8%
Female	54%	51%	45%	55%

These comparisons indicate that although the District’s Workforce is fairly comparable to the community labor force and peer colleges, there is a considerable overrepresentation of White employees and underrepresentation of Hispanic employees compared to the students at El Camino College.

**Trend in General District Workforce: Fall 2016 to Fall 2018**

This section examines the trends in the District Workforce between Fall 2016 and Fall 2018. The District’s Workforce, which includes administrators, faculty and all classified employees, recently increased in Fall 2018 by one percent (1%) (1,443 employees) since Fall 2017 (1,428) after experiencing a one percent (1%) decrease from Fall 2016 (1,442) to Fall 2017 (see Figure 5). However, the overall headcount has been relatively stable over the past three (3) years.

*Figure 5. Trend in District Workforce Distribution by Headcount*

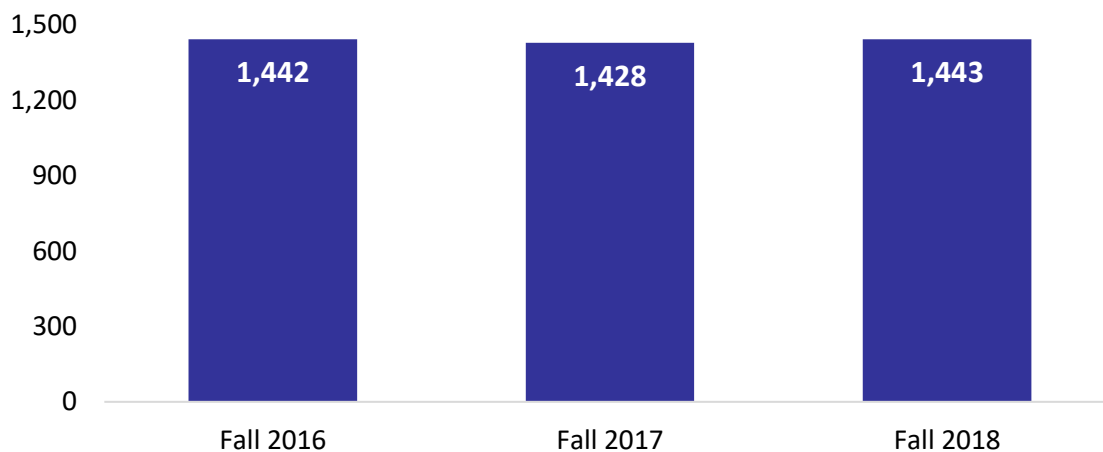
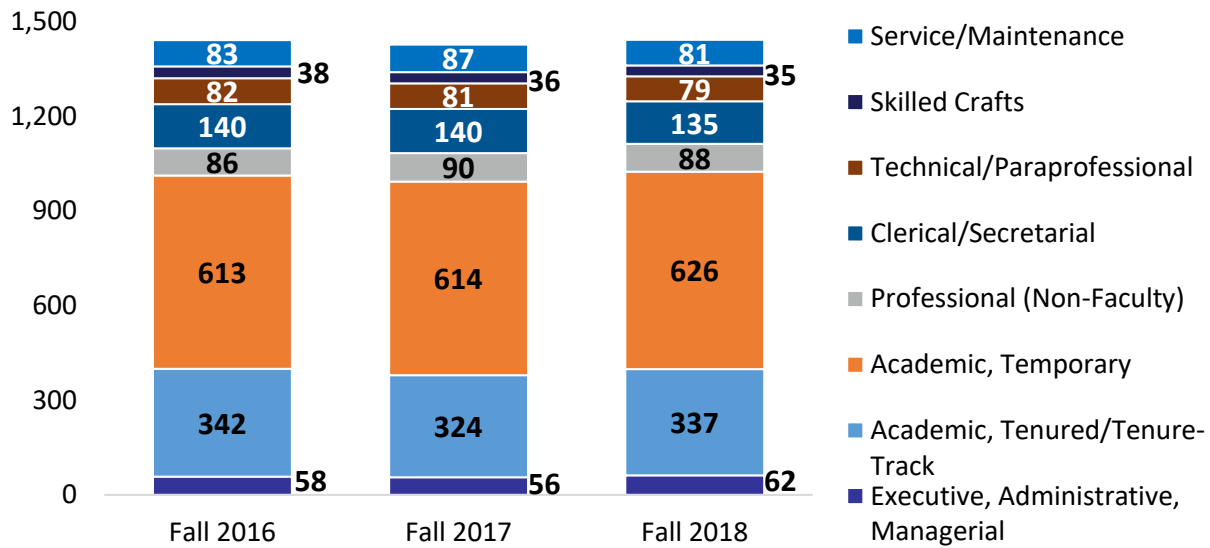


Figure 6 shows an increase in Temporary Academic and Tenured/Tenure-Track Academic employees, as well as Executive, Administrative and Managerial employees.



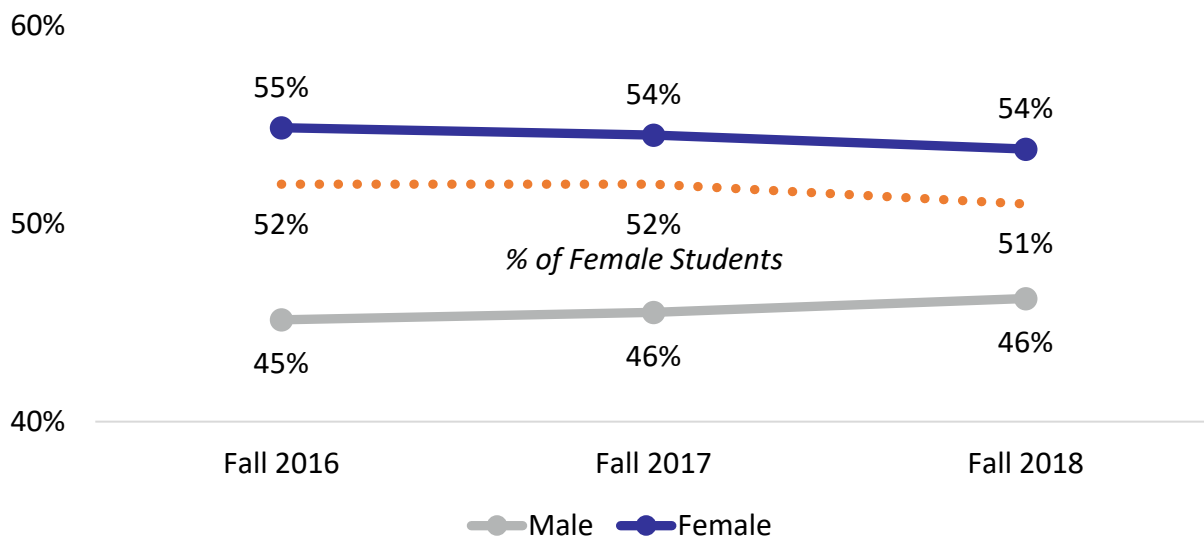
On the other hand, classified employees, such as Clerical/Secretarial, Technical/Paraprofessional, and Skilled Crafts employees have experience a slight decline since Fall 2016.

Figure 6. Trend in District Workforce by Job Category, Fall 2016-Fall 2018



The gender distribution in the overall District Workforce is fairly balanced, with a slightly larger percentage of female (54%) than male employees (46%; see Figure 3). Although female employees make up a slightly larger employee group, there has been a one percent (1%) increase in male employees since Fall 2016. This is more representative of the student body, which is comprised of fifty-one percent (51%) female students.

Figure 7. Trend in Gender Distribution of District Workforce, Fall 2016-Fall 2018



The overall diversity of the District Workforce has been steadily increasing since Fall 2016. As shown in Figure 8, eighty-seven percent (87%) of El Camino College is

comprised of students who are non-White, otherwise collectively known as monitored groups. While employees identified as 'White' made up almost half of our Workforce in Fall 2016, this percentage has decreased to forty-four percent (44%) in Fall 2018. Since El Camino College instituted its EEO Plan in 2016, monitored ethnic groups have increased by five percent (5%). This is indicative of the progress in the efforts to ensure the District Workforce reflects the student body.

Figure 8. Overall District Workforce Diversity, Fall 2016-Fall 2018

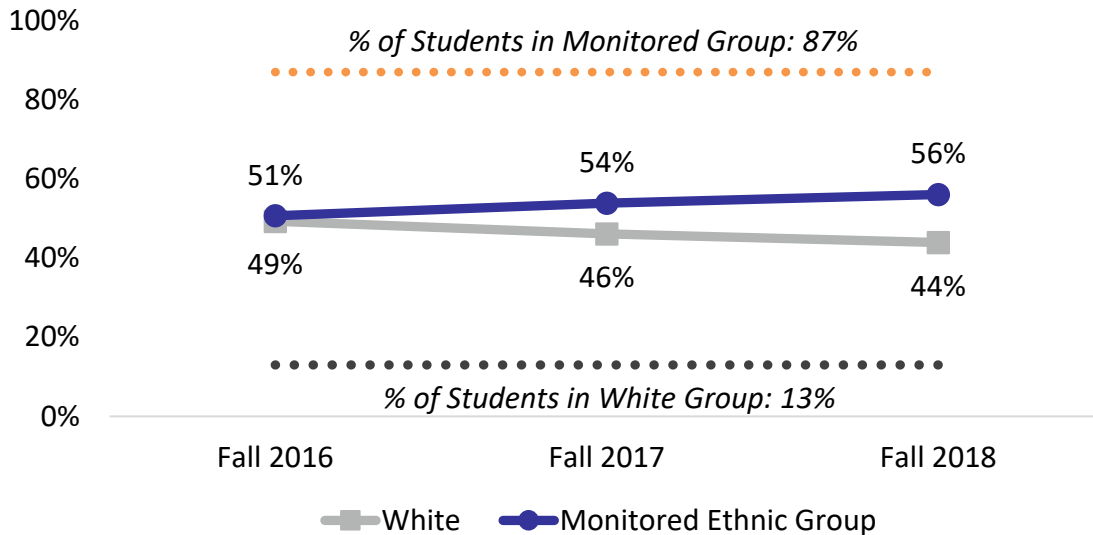
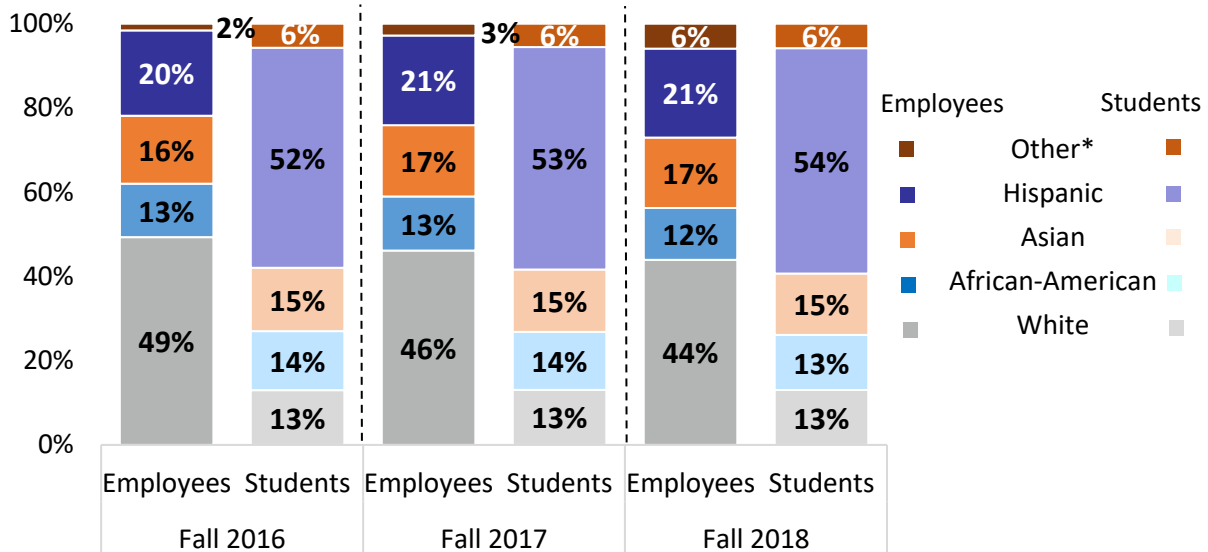


Figure 9, which details the trend in ethnic distribution of the District Workforce contrasted with the ethnic distribution of the student population, shows that Hispanic and Asian employees experienced a growth of one percent (1%) each between Fall 2016 and Fall 2018.

Figure 9. Trend in Ethnic Distribution of District Workforce, Fall 2016-Fall 2018



\*Note: Other includes American Indian or Alaskan Native, Pacific Islander, Two or More Races, and Unknown. These groups were aggregated to ensure confidentiality of the employees belonging to these groups.

Hispanic employees constitute the largest non-White ethnic group (21%), followed by Asian

employees (17%) and African-American employees (12%). Employees identified as ‘Other’ experienced the greatest growth since Fall 2016, by four percent (4%) compared to other groups. It is important to note, however, that the number Unknown employees increased in Fall 2018, which may attribute to the increase in the percentage of ‘Other’ employees. On the other hand, the percentage of White employees decreased by five percent (5%) in the past two years. Collectively, the percentage of non-White employees (monitored groups) has increased.

### District Applicant Pool Analysis: 2015 to 2018

Applicant data was collected for the period between 2015 and 2018, which allows for an examination of trends over three years. Table 2 provides a sum of applications that were submitted for positions that were eventually filled between 2015 and 2018. The first subsection provides a broad overview of the trend in the applicant pools, followed by a more in-depth examination of 2017-18 applicants by job category and stage of the application process.

*Table 2. Total Applications Submitted for Filled Positions, By Year*

Year	# of Positions Filled	# of Applications Submitted*
2015-2016	128	9,382
2016-2017	111	7,799
2017-2018	115	6,360

\*The total number does not represent unique applicants and may include multiple applications submitted by the same individuals.

### Trend in Applicant Pools: 2015 to 2018

The figure below shows trends in the percentage of job categories that were filled between 2015 and 2018. The District most recently experienced a considerable increase in *open* Administrator positions (from 5% to 18% from 2015-2018) and decrease in *open* Technical/Paraprofessional positions (from 39% to 20% from 2015-2018). Open positions include newly created and replacement positions that may account for workforce events such as retirements.

*Figure 10. Trend in Percentage of Positions Filled, by Job Category: 2015 to 2018*

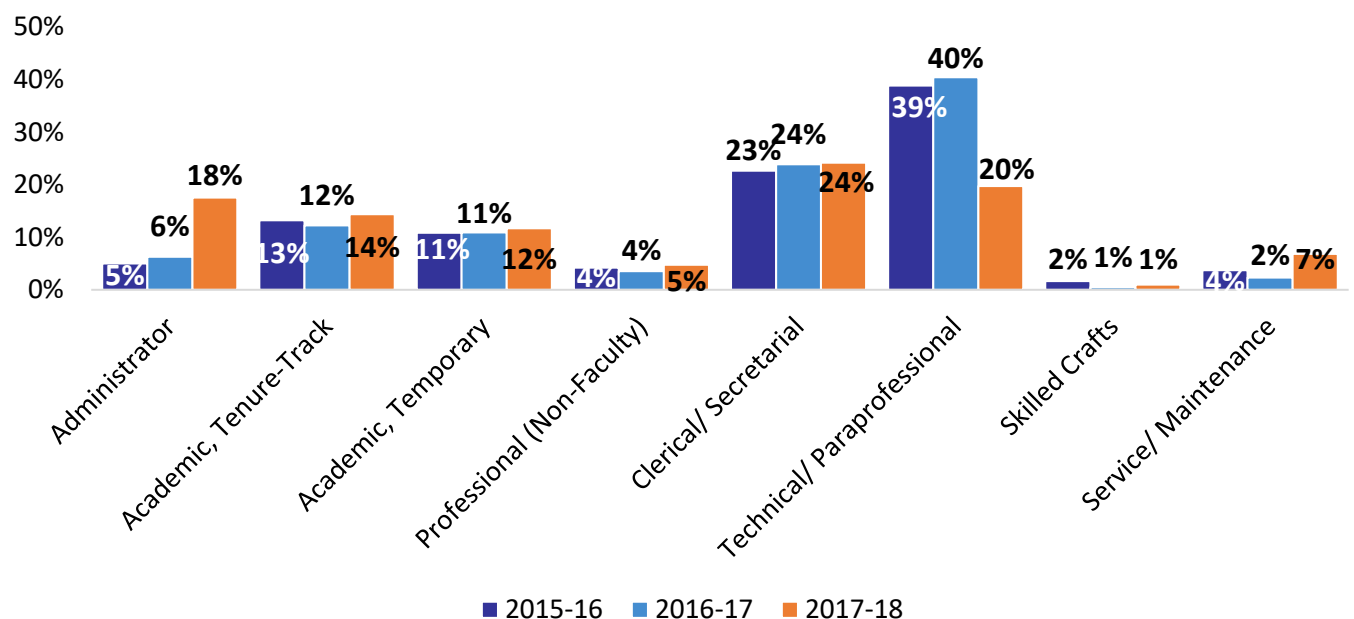


Figure 11 illustrates the gender distribution of applicants who submitted one or more applications to the District within each of the three (3) years. There has been an increase in the percentage of male applicants (from 36% to 43% from 2015-2018) and a decrease in the percentage of female applicants (from 59% to 50% from 2015-2018). A growing percentage of applicants are also reporting as “Unknown” or declining to state their gender.

*Figure 11. Trend in Applicant Pool, by Gender: 2015-16 to 2017-18*

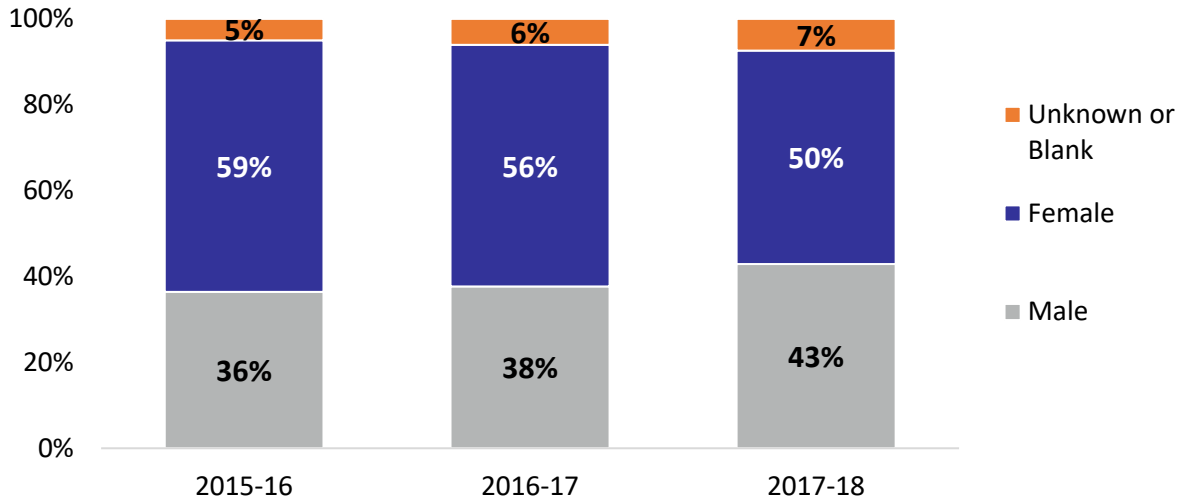
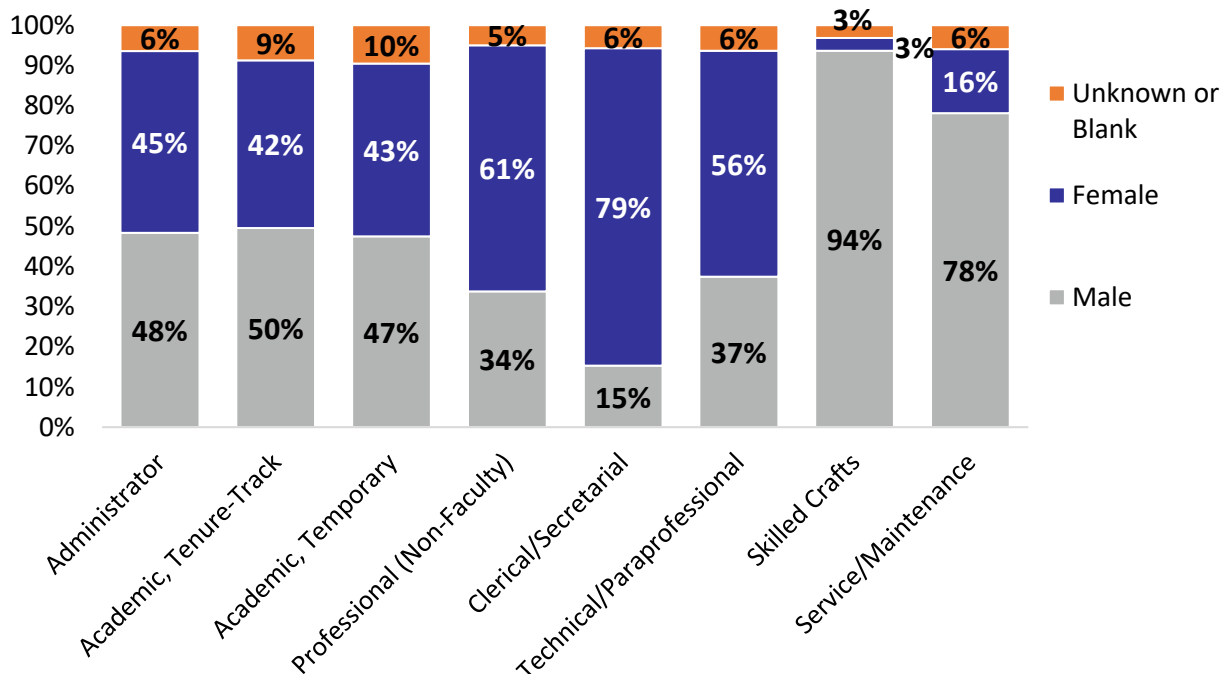


Figure 12 provides a detailed overview of the gender distribution of applicants by the job category for which they applied. This figure shows a fairly equal percentage of female and male applicants for Administrator positions (45% female, 48% male, 6% unknown) and Temporary Academic positions (43% female, 47% male, 10% unknown).

*Figure 12. Gender Distribution of Applicant Pools, by Job Category: 2017-18*

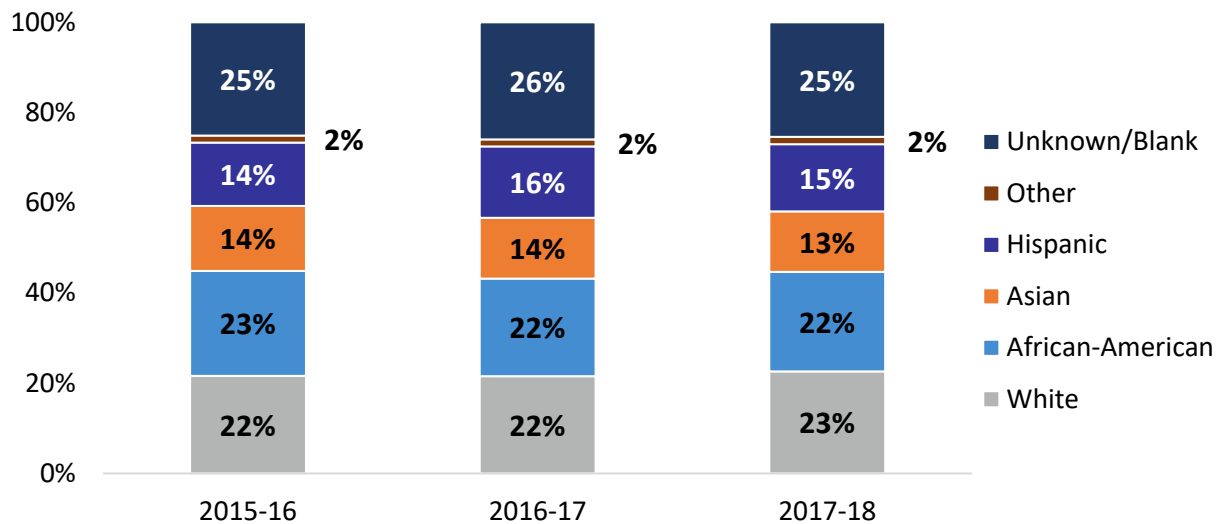


There was a greater percentage of female applicants for Technical/Paraprofessional (56% female, 37% male, 6% unknown), Non-Faculty Professional (61% female, 34% male, 5% unknown), and Clerical/Secretarial (79% female, 15% male, 6% unknown) positions.

There was a greater percentage of male than female applicants who applied for Tenure-Track Academic positions (50% male, 42% female, 9% unknown), Service/Maintenance positions (78% male, 16% female, 6% unknown), and Skilled Crafts positions (94% male, 3% female, 3% unknown).

Figure 13 provides a trend in the demographic distribution of applicants who submitted one or more applications to the District within each of the three (3) years.

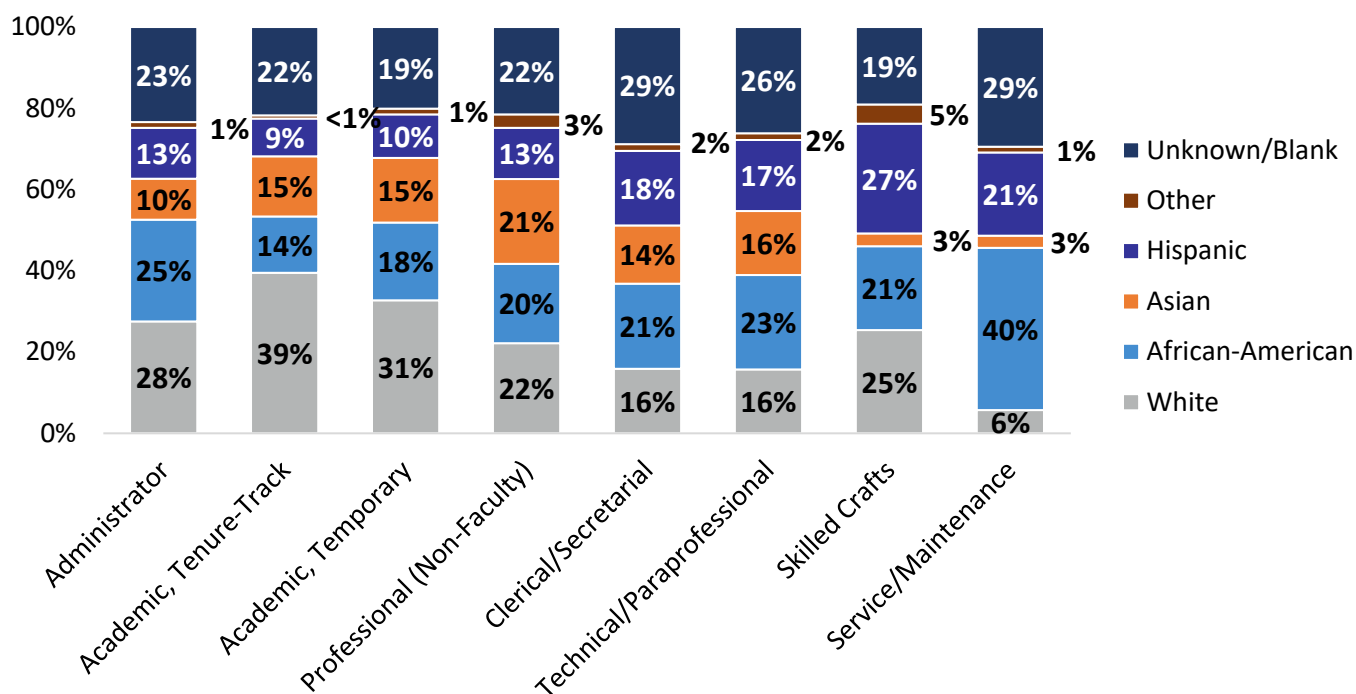
*Figure 13. Trend in Applicant Pool, by Ethnicity: 2015-16 to 2017-18*



The percentage of Hispanic and White applicants has slightly increased since 2015-16, while the percentage of African-American and Asian applicants has decreased. Excluding applicants who identified as “Unknown” or did not reply (“Blank”), White and African-American applicants together make up almost half (½) of the applicant pool across the three (3) years.

Figure 14 offers a detailed overview of the ethnic distribution of the 2017-18 applicant pools by job category. White applicants constitute the largest ethnic group to apply for Tenure-Track Academic (39%) and Temporary Academic (31%) positions. Non-Hispanic White (28%) and African-American (25%) applicants made up more than half of the pool who applied for the Administrator positions.

Figure 14. Ethnic Distribution of Applicant Pool, by Job Category, 2017-18



### Distribution of 2017-18 Applicant Pool by Job Category

This section provides an in-depth overview of the 2017-18 applicant pool by job categories at each step of the hiring process. The total numbers of qualified applicants, those selected for interview, and those hired, have not been disclosed to maintain anonymity. The emphasis in Tables 3 through 12 is on how the percentages compare across monitored groups within each stage. Professional (Non-Faculty), Clerical/Secretarial, Technical/Paraprofessional, Skilled Crafts, and Service/Maintenance positions were aggregated into the ‘Classified Staff’ group. It is also important to note that the number of applicant pool is a representation of number of *applications* submitted, as one applicant may have submitted applications for multiple positions throughout the given recruitment year.

### Gender Distribution of 2017-18 Applicant Pool by Job Category

Tables 3 through 7 provide an overview of the percentage of applicants by gender at each stage of the application process. Across all job categories, there was a greater percentage of female (roughly 52%) than male (roughly 41%) applicants, but a greater percentage of male applicants (roughly 49%) were hired compared to female applicants (roughly 44%; Table 3).

Table 3. All Applicants

Total Applications: 6,148	Male	Female	Unknown or Blank
	% of Applicant Pool		
Total Applicant Pool	40.9%	52.2%	6.9%
Qualified	42.7%	50.3%	7.0%
Selected for Interview	42.1%	51.1%	6.7%
Hired	48.9%	43.7%	7.4%

According to Table 4, a slightly higher percentage of male (roughly 48%) than female applicants (roughly 45%) applied for one or more of the Executive/Administrative/Managerial positions. A considerably higher percentage of male applicants (roughly 56%) and were hired compared to female applicants (roughly 38%).

*Table 4. Executive/Administrative/Managerial*

Total Applications: 1,114	Male	Female	Unknown or Blank
	% of Applicant Pool		
Total Applicant Pool	48.4%	45.2%	6.5%
Qualified	42.2%	39.0%	6.8%
Selected for Interview	49.5%	42.7%	7.8%
Hired	56.3%	37.5%	6.3%

Table 5 and Table 6 also show a greater percentage of male applicants having applied for a faculty position (roughly 50% male applicants vs roughly 42% female applicants for Tenure-Track Faculty positions, roughly 47% male applicants vs roughly 43% female applicants for Adjunct Faculty positions). At least half of the male applicants obtained an adjunct or full-time faculty position.

*Table 5. Tenured/Tenure-Track Faculty*

Total Applications: 914	Male	Female	Unknown or Blank
	% of Applicant Pool		
Total Applicant Pool	49.6%	41.7%	8.8%
Qualified	49.2%	41.8%	9.0%
Selected for Interview	52.5%	40.5%	7.0%
Hired	56.5%	43.5%	0.0%

*Table 6. Adjunct Faculty*

Total Applications: 742	Male	Female	Unknown or Blank
	% of Applicant Pool		
Total Applicant Pool	47.4%	43.0%	9.6%
Qualified	49.6%	40.5%	9.9%
Selected for Interview	49.3%	41.1%	9.6%
Hired	50.5%	36.3%	12.9%

Table 7 shows that in contrast to the previous positions, a greater percentage of female applicants (roughly 59%) than male applicants (roughly 35%) applied for a classified staff position and were successfully hired (roughly 57% female applicants vs roughly 41% male applicants).

*Table 7. Classified Staff*

Total Applications: 3,378	Male	Female	Unknown or Blank
	% of Applicant Pool		
Total Applicant Pool	34.7%	59.4%	5.9%
Qualified	33.5%	61.1%	5.4%
Selected for Interview	33.1%	61.9%	5.0%
Hired	41.4%	56.9%	1.7%

**Ethnic Distribution of 2017-18 Applicant Pool by Job Category**

Tables 8 to 12 provide the ethnic distribution of applicants at each stage of the recruitment process, by job category. Almost a quarter (25%) of the applicants chose not to disclose their ethnicity and are not included in the discussion of applicant pools. Across all positions, White applicants made up the largest ethnic group (23%; see Table 1). Although African-American applicants made up the second largest ethnic group (22%) to apply for one or more positions, they were the second smallest group to be employed at El Camino College (13%). On the other hand, the greatest percentage of White applicants were hired (27%) compared to the other groups, followed by Hispanic applicants (19%) and Asian applicants (17%).

*Table 8. All Applicants*

Total Applications: 6,148	White	African- American	Asian	Hispanic	Other	Unknown/ Blank
	% of Applicant Pool					
Total Applicant Pool	23.0%	22.0%	13.4%	14.7%	1.5%	25.3%
Qualified	26.6%	21.1%	13.1%	13.9%	1.5%	23.8%
Selected for Interview	25.7%	16.1%	17.6%	16.2%	1.2%	23.2%
Hired	27.4%	12.6%	17.4%	18.9%	0.5%	23.2%

White (28%) and African-American (25%) applicants made up more than half of the applicant pool for the Administrator/Executive/Manager positions. More than half of the applicants that were hired for an administrative position was White (56%). On the other hand, Asian and Hispanic applicants made up the smallest groups to be hired for the positions (6% for each group).

*Table 9. Administrator/Executive/Manager*

Total Applications: 1,114	White	African- American	Asian	Hispanic	Other	Unknown/ Blank
	% of Applicant Pool					
Total Applicant Pool	27.6%	25.0%	10.1%	12.6%	1.3%	23.4%
Qualified	30.8%	23.9%	10.6%	10.9%	1.3%	22.4%
Selected for Interview	31.1%	16.5%	13.6%	14.6%	1.0%	23.3%
Hired	56.3%	12.5%	6.3%	6.3%	0.0%	18.8%



White applicants made up the largest ethnic group to apply for a full-time faculty position (40%), followed by Asian (15%) and African-American (14%) applicants. More than half of the hired faculty members were comprised of White and Asian applicants (30% each group), followed by Hispanic applicants (22%). No African-American and Other applicants were hired for the full-time faculty positions.

*Table 10. Full-Time Faculty*

Total Applications: 914	White	African-American	Asian	Hispanic	Other	Unknown/Blank
	% of Applicant Pool					
Total Applicant Pool	39.5%	13.9%	14.8%	9.3%	0.8%	21.8%
Qualified	38.9%	13.3%	15.2%	10.2%	0.8%	21.5%
Selected for Interview	30.4%	8.2%	22.2%	15.8%	0.0%	23.4%
Hired	30.4%	0.0%	30.4%	21.7%	0.0%	17.4%

The largest ethnic group to apply for an adjunct faculty position was White (31%), followed by African-American (18%) and Asian (15%) applicants. While the greatest percentage of adjunct faculty who were hired consisted of White applicants (31%), Hispanic (18%) and Asian (15%) applicants made up the second and third largest group, respectively.

*Table 11. Adjunct Faculty*

Total Applications: 742	White	African-American	Asian	Hispanic	Other	Unknown/Blank
	% of Applicant Pool					
Total Applicant Pool	31.0%	18.1%	15.1%	10.1%	1.3%	24.4%
Qualified	32.8%	17.6%	13.9%	12.0%	1.0%	22.7%
Selected for Interview	35.6%	11.0%	16.0%	13.7%	0.9%	22.8%
Hired	31.2%	9.7%	15.1%	18.3%	0.0%	25.8%

African-American and Hispanic applicants made up the largest ethnic groups who applied (22% African-American, 18% Hispanic) for a classified staff position and were hired by the College (22% African-American, 22% Hispanic).

*Table 12. Classified Staff*

Total Applications: 3,378	White	African-American	Asian	Hispanic	Other	Unknown/Blank
	% of Applicant Pool					
Total Applicant Pool	15.3%	24.1%	13.8%	17.9%	1.8%	27.1%
Qualified	17.8%	24.5%	12.8%	17.2%	1.9%	25.7%
Selected for Interview	17.9%	21.3%	17.7%	17.9%	1.8%	23.4%
Hired	12.1%	22.4%	19.0%	22.4%	1.7%	22.4%

## **XI. Analysis of Degree of Underrepresentation and Significant Underrepresentation**

Pursuant to the State Chancellor's Office, the availability data needed for a comparison and analysis of underrepresentation and significant underrepresentation, as defined in Title 5 Section 53001(n), in the identified job categories is currently unavailable.<sup>8</sup> For the purposes of this Plan, the District utilized other resources, including its own Institutional Research and Planning Office to access various demographic data for employees and to determine its own measure of underrepresentation. Sources include the U.S. Census Bureau's 2006-2010 American Community Survey, the workforce demographics within our peer colleges are available from the Chancellor's Office MIS database, and the District's Workforce demographics are compared to El Camino College's student demographics.

## **XII. Methods to Address Underrepresentation (Recruitment/Hiring Procedures that Ensure EEO) & Additional Steps to Remedy any Significant Underrepresentation**

The District shall ensure equal employment opportunities, 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 legally 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.

By encouraging a diverse pool of applicants, 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 intended to address the ratio of full-time to part-time faculty that may be required by Education Code Section 87482.6.<sup>9</sup>

To address any identified underrepresentation of monitored groups pursuant to Section 10, the District has revised its recruitment and hiring procedures and policies in accordance with the following provisions. Given their value in ensuring equal employment opportunities, these provisions will remain in effect, henceforth, whether or not underrepresentation exists.

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<sup>8</sup> The Chancellor's Office defines "availability data" as a group of individuals identified by the Chancellor to be qualified and available to perform a particular work. As a result, "districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 Section 53003(c)(7)-(9) and (d)."

<sup>9</sup> Education Code section 87102 requires each district's Plan to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code Section 87482.6, while still ensuring equal employment opportunity.

The District's Recruitment and Hiring Procedures have been revised to include in its section on recruitment the following provisions:

1) *Recruitment*

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

Efforts will be undertaken to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but are not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups legally protected from discrimination.

All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer." The District includes in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

- a) Subject to budgetary considerations of the Human Resources Division and the EEO Fund Allocation awarded by the Chancellor's Office, recruitment for all open positions shall seek to include, but not be limited to, placement of job announcements in the following instruments:
  - (1) General circulation publications, including electronic media, whose primary audience is comprised of groups found to be underrepresented in the District's Workforce.
  - (2) Recruitment booths at job fairs or conferences oriented to the general market and the economically disadvantaged as well as events drawing significant participation by groups found to be underrepresented in the District's Workforce.
- b) The Institutional Research and Planning Office will conduct periodic surveys of District employees requesting resources and locations (such as announcements via professional organizations) where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. They will also compile, store, and update this list.

The District will include in the recruitment section of its Recruitment and Hiring Procedures that for any job category where continuing underrepresentation exists, the District will apply the recruitment procedures pursuant to Title 5, Section 53021.<sup>10</sup>

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<sup>10</sup> Pursuant to the State Chancellor's Office, the availability data needed to fully complete this section of the Plan has not been developed. However, the District developed its own availability data through the Office of Institutional Research & Planning using a combination of various resources including District student demographic data, the US Census Bureau's 2006-2010 American Community Survey, and peer college demographic data made available through the State Chancellor's Office.

## 2) *Job Announcements*

The District's Recruitment and Hiring Procedures section on "Job Announcements" has been 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, desired qualifications will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. All job announcements shall state that the District is an "Equal Employment Opportunity Employer."
- b) 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 or desired qualification.<sup>11</sup> 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.

## 3) *Review of Initial and Qualified Applicant Pools*<sup>12</sup>

Initial applicant pools are reviewed for projected representation of monitored groups.<sup>13</sup> When the initial pool is approved, the pool is screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool is also reviewed for projected representation of monitored groups. When the qualified applicant pool is approved, the pool is forwarded to the screening/interview committee. The District's Recruitment and Hiring Procedures have been revised to include the following provisions:

- a) The application for employment will afford each applicant an opportunity to voluntarily request an accommodation in order to proceed with the interview process.<sup>14</sup>

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<sup>11</sup> See generally Government Code section 7296.2 (stating 5% or more of the people served triggers a bilingual requirement for state agencies) and Education Code section 45401 (stating 15% or more triggers a bilingual requirement for K-12 school districts). Each district would conduct its own analysis of whether a bilingual requirement for a particular position would meet the standard of a bona fide occupational requirement. The Education and Government Code sections referenced here are only a guide to what might be considered a reasonable trigger to justify a bilingual requirement. Because of the likelihood that this requirement may cause an adverse impact, districts should ensure such a requirement can be justified before implementing it.

<sup>12</sup> See Title 5, Section 53023 for general authority for this section.

<sup>13</sup> Please see FN 11.

<sup>14</sup> To the extent an applicant voluntarily identifies his or her gender, ethnic group, disability, or any other protected class, such information will not be considered by any screening/interview committee.

- 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 recruitment process will be reviewed to ensure that the provisions set forth regarding Recruitment and Job Announcements have been enforced in furtherance of reaching a broad and diverse applicant pool.

*Step 2:* 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.<sup>15</sup>

*Step 3:* If the projected representation has not been met, the application deadline may be extended or the position reposted so that additional recruitment can be conducted and ensures that recruitment efforts provide a full and fair opportunity for participation to a diverse pool of potential applicants.<sup>16</sup>

- 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/interview committee, its composition will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to any discriminatory recruitment procedures.<sup>17</sup>

If projected representation has not been met, good faith efforts will be taken to address the underrepresentation before the screening/interview process continues. Such steps may include, but are not limited to:

*Step 1:* Ensuring that the provisions set forth regarding Recruitment, Job Announcements, and Initial Applicant Pools have been enforced in furtherance of reaching a broad and diverse applicant pool.

*Step 2:* Extending the deadline or reposting the position and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the District.

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<sup>15</sup> Please see FN 11.

<sup>16</sup> Please see FN 11.

<sup>17</sup> Please see FN 11.

*Step 3:* Determining whether any applicants were previously screened out on the basis of any locally established qualifications beyond the state minimum qualifications. If it is determined through a process meeting the requirements of federal law that any locally established qualifications are not currently consistent with business necessity, these applicants will be rescreened using state minimum qualifications.

If the minimum qualifications stated on the job announcement are changed accordingly, the job announcement will be reposted.

- d) When the qualified applicant pool is approved, the pool will be forwarded to the screening/interview committee for screening, interviews, and final recommendations for hiring consideration.

#### 4) *Screening/interview committee Procedures*<sup>18</sup>

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 screening/interview process is based on a fair, impartial examination of qualifications based on job-related criteria. The District's Recruitment and Hiring Procedures have been revised to include in its section on applicant screening by screening/interview committees the following provisions:

- a) All screening or interview techniques, including the procedure for developing interview questions, and the 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;<sup>19</sup>
  - (2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate recognition of the District's commitment to valuing diversity;<sup>20</sup>
  - (3) Based solely on job-related criteria; and
  - (4) Designed to avoid an adverse impact of any protected class, and monitored by means consistent with this section to detect and address adverse impacts which may occur for any monitored group.

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<sup>18</sup> See Title 5, section 53024 for general authority for this section.

<sup>19</sup> Title 5, section 53024 only requires that this criterion be applied to faculty and administrators.

<sup>20</sup> This is not a Title 5 requirement. It is added here as a recommended practice.

- b) When possible, every effort will be made, within the limits allowed by federal and state law and subject to any applicable bargaining unit agreements, to ensure screening/interview committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Screening/interview committees will be encouraged to include members from monitored groups.<sup>21</sup>
- c) The Office of Human Resources may provide consultation regarding the makeup of screening/interview committees. In the event that Human Resources notes a lack of diversity in the screening/interview committee, they shall provide recommendations to remedy the lack of diversity.
- d) Before a person can serve on a screening/interview committee, they must receive equal employment opportunity and diversity training.
- e) Interviews must include at least one (1) question which assesses the candidate's understanding of and commitment to the diversity of the District's workplace and student population.
- f) All screening materials must be approved for compliance with equal employment opportunity principles.<sup>22</sup>
- g) As set forth in Section XII (3), monitoring for underrepresentation and adverse impact will occur at each of the following stages of the screening/interview committee process:
  - (1) Prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been reviewed to ensure that any failure to obtain projected representation for any monitored group is not due to any discriminatory recruitment procedures.
  - (2) For positions where there is more than one round of interviews, after the applicants have been initially interviewed and **prior** to forwarding interviewees to the hiring administrator. Interviewees cannot be forwarded for hiring consideration until the applicant pool has been reviewed to ensure that any failure to obtain projected representation for any monitored group is not due to any discriminatory recruitment procedures.

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<sup>21</sup> Subject to screening/interview committee compositions set forth in the District's applicable bargaining unit agreements, the District shall make efforts to incorporate and encourage a diverse variety of perspectives on its screening/interview committees.

<sup>22</sup> Subsections a) (2), c), e) and f) are not required by Title 5 and are offered here as recommended practices.

- h) 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.
- i) Subject to District policies and procedures and all applicable bargaining unit agreements, selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*.
- j) For positions where there is more than one round of interviews, the District's Superintendent/President, or designee, shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/interview committee.<sup>23</sup>
- 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 recommend new methods to meet the Plan objectives, or if necessary, to modify the Plan itself to ensure equal employment opportunity.

### **XIII. Other Measures Necessary to Further Equal Employment Opportunity**

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

Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. 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, as well as a campus embracing the universal design concept, can make implementation and maintenance of an effective equal employment opportunity program much easier.

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<sup>23</sup> Subject to approval by the Board of Trustees for employment.



Subject to budgetary considerations of the District and the EEO Fund Allocation awarded by the Chancellor's Office, the District sponsors cultural events and trainings addressing issues of diversity, including implicit bias, microaggressions, cultural awareness, intergroup dialogue, and infusing equity-minded practices into recruitment, the classroom, and curriculum. The District promotes learning opportunities and personal growth in the area of diversity and evaluates how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District shall continue to do the following:

- 1) Commit to a formal Office of Staff & Diversity and diversity programs that are part of the District structure, are adequately funded, and supported by the District and campus leadership.<sup>24</sup>
- 2) Conduct campus climate studies to help identify opportunities to strengthen the District's Equal Employment Opportunities.<sup>25</sup>
- 3) Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 4) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- 5) Promote diversity dialogues, forums, cultural celebrations and cross-cultural workshops on campus.
- 6) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 7) Commit to providing training to all faculty and staff through the District Professional Development Office, including providing an EEO and/or diversity workshop at all professional development days.
- 8) Establish an EEO 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.

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<sup>24</sup> Funding is subject to budgetary consideration and the EEO Fund Allocation awarded by the Chancellor's Office. The Chancellor's Office has not evaluated the application of specific practices, and inappropriate application could cause a district to violate the law. Additionally, because the information may not have been recently reviewed for consistency with legal requirements, the District may seek the advice of legal counsel when implementing specific practices.

<sup>25</sup> The District's EEO Survey sub-committee issued a survey on May 22, 2017 polling District employees on their attitudes, concerns, and general feedback on issues regarding workforce diversity.

- 9) Recognize multilingualism and understanding of multiculturalism as a desired component of our District environment.
- 10) 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.

#### **XIV. Persons with Disabilities: Accommodations and Goals for Hiring**

##### *1) Reasonable Accommodations*

Applicants and employees with disabilities<sup>26</sup> 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 Director of Human Resources is responsible for handling requests for accommodations from current employees and 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 under Plan Component 13 and 14 will be implemented concurrently with the goals set forth below. The District will make every effort to achieve the hiring goals by the target dates identified below and will discontinue them when projected representation has been achieved for persons with disabilities in the category or categories in question.<sup>27</sup>

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<sup>26</sup> See the definition of "person with a disability" in the definitions section of the Plan. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.

<sup>27</sup> Please see FN 6.

### 3) *Goals for Persons with Disabilities*

Currently the projected representation for persons with disabilities is only required by the total District Workforce and not by job categories. Sufficient data regarding persons with disabilities were unavailable for the District's current analysis.<sup>28</sup> Moving forward, information regarding persons with disabilities will be collected on a voluntary basis in the survey, and the District will provide updated analyses accordingly.

## **XV. Graduate Assumption Program of Loans for Education**

The District, in conjunction with the Office of Outreach and School Relations, will develop a communication and outreach plan to encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on campus concerning such programs, and make information available in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

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<sup>28</sup> Please see FN 11.

## **Appendix A (1-10)**

Appendix A – The District’s Policies and Procedures which outline the prohibition of unlawful discrimination, harassment, and retaliation

- BP 3410 – Non-Discrimination (Appendix A-1)
- BP 3420 – Affirmative Action (Appendix A-2)
- BP 3430 – Prohibition of Harassment (Appendix A-3)
- BP 3540 – Sexual and Gender-Based Misconduct (Appendix A-4)
- BP 7100 – Commitment to Diversity (Appendix A-5)
- AP 3410 – Non-Discrimination (Appendix A-6)
- AP 3430 – Prohibition of Harassment (Appendix A-7)
- AP 3540 – Sexual and Gender-Based Misconduct (Appendix A-8)
- The District’s Notice of Non-Discrimination (Appendix A-9)
- The District’s Procedures on the Informal and Formal Complaint Process for Unlawful Discrimination, including Sexual and Gender-Based Misconduct (Appendix A-10)

**Appendix A-1**  
**Board Policy 3410 Nondiscrimination**

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

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

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

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

See Administrative Procedure #3410.

**References:**

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;

Title 5 Sections 53000 et seq. and 59300 et seq.;

Penal Code Section 422.55;

Government Code Sections 12926.1 and 12940 et seq.;

ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements (*formerly Accreditation Standard II.B.2.c*)

El Camino College  
Adopted: 4/16/01  
Amended: 12/20/06, 1/21/14, 1/16/18

**Appendix A-2**  
**Board Policy 3420 Affirmative Action**

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The Superintendent/President shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

Reference:

Education Code Sections 87100, et seq.;  
Title 5, Sections 53000 et seq.;  
ACCJC Accreditation Standard III.A.12

El Camino College  
Adopted: 4/16/01 (Replaced Board Policy # 4118)  
Amended: 4/16/18

## **Appendix A-3**

### **Board Policy 3430 Prohibition of Harassment**

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence.

It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any students or employees who believe that they have been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3430. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes mandated education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures that define harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. See Administrative Procedure #3430.

**References:**

Education Code Sections 212.5, 44100, 66252, and 66281.5;  
Government Code Section 12940 and 12950.1;  
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

El Camino College

Adopted: 4/16/01 (Replaced Board Policy #4274)

Amended: 11/16/09, 2/18/14, 1/16/18



## **Appendix A-4**

### **Board Policy 3540 Sexual and Gender-Based Misconduct**

Any sexual assault or gender-based misconduct or physical abuse, including but not limited to rape, sexual violence, sexual harassment, domestic violence, dating violence, and stalking, as defined by California law, whether committed by an employee, student, or member of the public, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385, 67385.7, 67386, and 34 Code of Federal Regulations Section 668.46 and be made widely available to students through the District's website and other means.

#### References:

- Education Code Section 67385, 67385.7, and 67386;
- 20 U.S. Code Section 1092(f);
- 34 Code of Federal Regulations Section 668.47(b)(11)

El Camino College  
Adopted: 3/19/05  
Amended: 11/16/15

Replaces Board Policy 5148

**Appendix A-5**  
**Board Policy 7100 Commitment to Diversity**

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

Reference:

Education Code Section 87100 et seq.  
Title 5 Section 53000 et seq.

El Camino College  
Adopted: 6/11/01  
Amended: 4/16/18

## **Appendix A-6**

### **Administrative Procedure 3410 Nondiscrimination**

#### **Education Programs**

The District shall provide access to its services, classes and programs without regard to actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

All courses, including noncredit classes, shall be conducted without regard to any of the foregoing perceived or actual characteristics. As defined in the Penal Code, "gender" includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of any of the foregoing perceived or actual characteristics.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of any of the foregoing perceived or actual characteristics.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to students of any gender.

#### **Employment**

The District shall provide equal employment opportunities to all applicants and employees regardless of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

**Nondiscrimination References for Education Programs:**

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;  
Penal Code Sections 422.55 et seq.;  
Title 5 Sections 59300 et seq.;  
ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard  
Catalog Requirements (*formerly II.B.2.c*)

**Nondiscrimination References for Employment:**

Education Code Sections 87100 et seq.;  
Title 5 Sections 53000 et seq.;  
Government Code Sections 11135 et seq. and 12940 et seq.

El Camino College  
Adopted: 1/21/14  
Amended: 1/16/18

## **Appendix A-7**

### **Administrative Procedure 3430 Prohibition of Harassment**

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member, student, third party, or vendor within the District.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, in District vehicles, or at a class or training program sponsored by the District at an off-campus location.

#### **Definitions**

**General Harassment:** Harassment based on actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law, violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

**Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

**Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status.

Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

**Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

**Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Sexual Harassment:** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

1. submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or

4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

**"Quid pro quo"** sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

**"Hostile environment"** sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. The harassment may impact more than one individual. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

**Examples:** Harassment includes, but is not limited to the following misconduct:

1. **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.
2. **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

3. **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.
4. **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

### **Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

### **Academic Freedom**

To the extent the harassment policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

### **Reporting:**

The District designates the Office of Staff and Student Diversity as the area primarily responsible for the administration of this procedure. Individuals alleging incidents of



unlawful harassment or those who become aware of unlawful harassment may contact the Director of Staff and Student Diversity to initiate the submission of a formal or informal complaint.

**References:**

Education Code Sections 212.5; 44100; 66281.5;  
Government Code Section 12940;  
Title IX, Education Amendments of 1972; Title 5 Sections 59320 et seq.;  
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

El Camino College  
Adopted: 2/18/14  
Amended: 1/16/18

## Appendix A-8

### Administrative Procedure 3540 Sexual and Gender-Based Misconduct

Any sexual and gender-based misconduct or physical abuse, including, but not limited to sexual assault such as rape, dating violence, domestic violence, and stalking, as defined by California law, whether committed by an employee, student, or member of the public, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also AP 5500 titled Standards of Student Conduct.)

"Sexual assault" includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

"Domestic violence" includes felony or misdemeanor crimes of violence committed by:

- a. a current or former spouse of the victim;
- b. a person with whom the victim shares a child in common;
- c. a person who is cohabitating with or has cohabitated with the victim as a spouse;
- d. a person similarly situated to a spouse of the victim under California law; or
- e. any other person against an adult or youth victim who is protected from that person's acts under California law.

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

"Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity.

It is the responsibility of each person involved in sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at

any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

This procedure, in addition to the procedures for unlawful discrimination and Title IX investigations from the Office of Staff & Student Diversity, are designed to ensure victims of sexual or gender-based misconduct receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515.)

All students and employees who allege they are the victims of sexual and gender-based misconduct shall be provided with information regarding options and assistance available to them. Information shall be available from the Office of Staff & Student Diversity, which shall maintain discretion and confidentiality, to the extent possible, regarding the identity and other information about alleged sexual assault victims.

The Title IX Coordinator shall make available to alleged victims of sexual or gender-based misconduct the following:

1. A copy of the District's policy and procedures regarding sexual or gender-based misconduct;
2. Information about the victim's option to:
  - a. notify proper law enforcement authorities, including on-campus and local police;
  - b. be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
  - c. decline to notify such authorities;
3. A description of available services and resources, regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Services and resources may include:
  - a. transportation to a hospital by Campus Police, if necessary;
  - b. counseling by a Student Health Center psychologist or referral to a counseling center;
  - c. notice to applicable law enforcement, if desired;
  - d. assistance with the disciplinary process by the District Disciplinary Officer;
  - e. information about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance and remedies, and other services for victims by the Title IX Coordinator;
4. Information about the importance of preserving evidence and the identification and location of witnesses to prove a criminal offense;
5. Information about the following procedures:
  - a. Criminal prosecution;
  - b. Civil prosecution;
  - c. District disciplinary procedures for students and employees;
  - d. Academic accommodations, if necessary.

The District shall investigate all complaints alleging sexual and gender-based misconduct under the procedures for unlawful discrimination and Title IX investigations from the Office of Staff & Student Diversity, regardless of whether a complaint is filed with local law enforcement. These procedures can be found at the Office of Staff and Student Diversity and on the District's website.

Using a preponderance of evidence standard, investigation refers to the fact-finding process the District uses to determine whether it is more likely than not that sexual and gender-based conduct occurred; and shall be adequate, reliable, impartial, and prompt and include the opportunity for both alleged victims and accused to present witnesses and other evidence.

The District shall maintain discretion and confidentiality, to its best ability, amongst the parties involved (including the alleged victim, alleged assailant, witness, or third-party reporter of sexual or gender-based misconduct), unless the parties specifically state otherwise. All inquiries from reporters or other media representatives about alleged incidents of sexual and gender-based misconduct shall be referred to the District's Office of Public Relations, which shall work with the Office of Staff & Student Diversity to assure that any applicable confidentiality and privacy rights are maintained.

All alleged victims and assailants shall be kept informed, through the Office of Staff & Student Diversity of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeals. Alleged victims of sexual or gender-based misconduct are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

Based on its investigative findings, the District may impose sanctions following a determination by a District disciplinary proceeding regarding sexual and gender-based misconduct. Such disciplinary proceedings shall provide prompt, fair, and impartial resolution, where both the accuser and accused are entitled the same opportunities for an advisor and to present witnesses and other evidence.

Additionally, the Annual Security Report ("ASR") issued by the District shall include a statement regarding the District's programs to prevent sexual or gender-based misconduct and procedures that should be followed after an incident of sexual or gender-based misconduct has been reported, including a statement of the standard of evidence that will be used during any District proceeding arising from such a report. The ASR shall be published in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and all other applicable state and federal laws.

## **Education and Prevention Information**

The Title IX Coordinator shall:

1. Provide education and prevention information about sexual or gender-based misconduct. The information shall include the District's sexual and gender-based misconduct policy and prevention strategies including awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.
2. Post sexual violence prevention and education information on the campus internet website regarding sexual and gender-based misconduct.

### **References:**

Education Code Sections 67385, 67385.7, and 67386;  
20 U.S. Code Section 1092(f);  
34 Code of Federal Regulations Section 668.46(b)(11)

11/16/15

## **Appendix A-9**

### **The District's Notice of Non-Discrimination**

(published on the District's website and the District Course Catalog)

<http://www.elcamino.edu/about/depts/diversity/notice-of-non-discrimination.aspx>

### **Notice of Non-Discrimination**

The policy of the El Camino Community College District is, in part, to provide an educational and employment environment in which no person shall be unlawfully denied admission, access or benefit to, nor employment in any program or activity that is administered, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges on the basis of race, color, national origin, sex (including sexual harassment), gender, disability, and age as required by Title VI, Title IX, Section 504, the *Age Discrimination Act*.

Employees, students or other persons acting on behalf of the District who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline up to and including expulsion or termination. Any retaliation against a person for filing a discrimination charge or making a discrimination complaint is prohibited.

The District has identified the Director of Staff & Student Diversity as the designated responsible employee for receiving all complaints of discrimination, harassment and retaliation and the designated coordinator under the ADA/Section 504, Title IX and the Age Discrimination Act. Inquiries regarding compliance with these statutes, and complaints may be directed to:

#### **Jaynie Ishikawa**

Director, Staff & Student Diversity  
Office of Staff and Student Diversity  
Communications Building – Room 201-D (second floor)  
El Camino Community College District  
16007 Crenshaw Boulevard  
Torrance CA 90506-0001  
Phone: (310) 660-3813

Fax: (310) 660-3794

Email: [TitleIXCoordinator@elcamino.edu](mailto:TitleIXCoordinator@elcamino.edu)

Office Hours: 9:30 a.m. – 3:30 p.m.  
Monday through Friday

[Incident Report and Referral Form](#)

Inquiries regarding federal laws and regulations concerning nondiscrimination in education or the District's compliance with those provisions may also be directed to:

Office for Civil Rights  
*San Francisco Office*  
U.S. Department of Education  
50 Beale Street, Suite 7200  
San Francisco, CA 94105-1813  
Telephone: (415) 486-5555  
Facsimile: (415) 486-5570  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

## Appendix A-10

### **The District's Procedures on the Informal and Formal Complaint Process for Unlawful Discrimination, including Sexual and Gender-Based Misconduct**

(published on the District's website)

<http://www.elcamino.edu/about/depts/diversity/complaint.aspx>

#### **How to Report or Make a Complaint of Unlawful Discrimination**

All incidents where imminent physical danger is known or suspected should be reported to police (9-1-1 or 310-660-3100) immediately. Students may also report incidents of Unlawful Discrimination to the Student Health Center if they wish to remain confidential (see *Confidentiality* section below).

When the District becomes aware of Unlawful Discrimination, it may have an obligation to proceed with an investigation, regardless of a Complainant's wishes to the contrary, in order to ensure the safety of the District Community. If a person requests that their name or other identifying information not be used in an investigation, the District will weigh requests for confidentiality against its duty to provide a safe and nondiscriminatory environment for all members of the District Community.

Furthermore, when the Respondent is not a District employee or student, it may severely reduce the District's ability to effectively investigate the complaint and take appropriate action.

In most cases, information including the person's name may be shared with the Respondent, witnesses and with District officials who have a legitimate need to know or law enforcement as applicable. Beyond that, the District will take steps to reasonably protect the person's identity and the identity of all individuals involved.

All reports of unlawful discrimination or harassment should be made or referred directly to the Director of Staff & Student Diversity via email to ([jcishikawa@elcamino.edu](mailto:jcishikawa@elcamino.edu)) via phone (310-660-3813), via [Incident Report and Referral Form](#), or in person at the Office of Staff & Student Diversity (Communications Building, Room 201-D).

#### **Informal Complaint Process**

**Informal complaints** are intended to resolve concerns at the earliest stage possible. The use of the informal reporting process serves the dual purpose of educating the District community about discrimination and harassment while working directly and confidentially with the parties involved. Resolution of informal reports may include discussions with the parties, making recommendations for resolution, and conducting a follow-up review after a period of time to assure that the resolution has been implemented effectively. See below for more details regarding this process.



## **What is the informal complaint process?**

Step 1: If an individual believes they have been the victim of discrimination or harassment, it is important to discuss the incident with the Director of Staff & Student Diversity, who has been trained in discrimination and harassment complaint procedures.

Step 2: The Complainant should carefully consider the informal options for early resolution that may be proposed by the Director of Staff & Student Diversity. In some situations, it may be possible for the Director to resolve the concern without the direct involvement of the Complainant. Early resolution of informal reports could encompass a full range of possible appropriate outcomes including, but not limited to, mediating an agreement between the parties; separating the parties; interviewing the parties and any relevant witnesses; referring the parties to counseling programs; conducting targeted educational and training programs; or working with appropriate administrators to provide remedies acceptable to the Complainant.

Step 3: Decide on the course of action. If a Complainant chooses to attempt to informally resolve the problem, the Complainant and Director must decide how to proceed (see Step 2 for examples). After discussing the incident with the Director, the Complainant may also decide to go no further with the complaint. However, the Director has the discretion to elevate an informal complaint to formal status depending on the severity of the incident alleged.

Step 4: Take the action decided upon with the assistance of the Director of Staff & Student Diversity.

Step 5: If a Complainant is not satisfied with the results of the informal resolution and decides to file a formal complaint, the Director of Staff & Student Diversity may explain the formal complaint process to the Complainant and may assist with the formal process. The Director of Staff & Student Diversity will provide guidance to the Complainant, including guidance about the importance of compliance with time lines.

**When is the informal complaint process appropriate?** An informal report is appropriate when the parties desire to resolve the situation cooperatively. Informal reports may be appropriate for responding to anonymous reports and/or third party reports. The District encourages early resolution of a complaint. However, the formal report process will be used when the informal process for early resolution is inappropriate (e.g. allegations of serious misconduct, reports of a pattern of inappropriate behavior, alleged criminal acts such as stalking, sexual assault or physical assault). The Director of Staff & Student Diversity may enlist any help she or he chooses to resolve a complaint on an informal basis.

## **Formal Complaint Process**

**Formal Complaint:** The Formal Report process will generally be used when the informal report for early resolution is inappropriate (e.g. when the facts are in dispute regarding allegations of serious misconduct or there are reports of a pattern of inappropriate behavior/alleged criminal acts such as stalking or physical assault) or in cases where the informal process is unsuccessful. See below for more details regarding this process.

***Before filing a formal complaint, the Complainant should consult with the Director of Staff & Student Diversity.***

### **What is the formal complaint process?**

**Step 1:** You must complete the written [Formal Unlawful Discrimination Complaint Form \(PDF\)](#). Copies of the form are also available from the Office of Staff & Student Diversity (Communications Building, Room 201-D).

### **For Unlawful Discrimination involving a District Employee:**

A formal unlawful discrimination complaint must be filed within 180 days of the date of the alleged unlawful discrimination occurred, to be extended by no more than 90 days following the 180 days if the complainant first obtained knowledge of the facts of the alleged violation after the 180 days. Complaints filed beyond this time period may be investigated, however, failure to timely report will impede the District's ability to investigate and remediate.

### **For Unlawful Discrimination not involving a District Employee:**

A formal unlawful discrimination complaint must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the alleged unlawful discrimination.

**Step 2:** You must file the completed Formal Unlawful Discrimination Complaint Form with the Office of Staff & Student Diversity or directly to the California Community Colleges Chancellor's Office.

**Step 3:** Within ten (10) business days of the date is received, the Office of Staff & Student Diversity will determine whether the complaint may be credible such that an investigation is necessary. In certain cases, the determination of credibility may take a longer period of time. The District shall make diligent efforts to promptly reach a determination. Additional clarification and/or information may be requested. Complaints will be deemed to be credible if they allege violations of the

District's Discrimination and Harassment policies, or allege violations of state or federal discrimination and harassment laws and administrative rules.

Where complaints are determined by the Office of Staff & Student Diversity to be credible, it will provide to both Parties notice of receipt of the complaint and a request for investigative interviews. The Office of Staff & Student Diversity will also provide written notice of the complaint to the department supervisors for any District employee named as a Respondent. Written notice will not be provided to respective union representatives without the Respondent's consent.

**During the investigation process, the Complainant and the Respondent are not to contact each other about the complaint.** All parties to a complaint are expected to fully cooperate with any investigation in a timely manner. If either party refuses to cooperate, the failure to cooperate may be considered in the Investigative Findings.

**Step 4:** The Investigative Process. The Investigator will conduct a fact-finding investigation, which will include interviewing the Complainant, Respondent, and any available witnesses, as well as a review of all available evidence.

Both Complainant and Respondent (including employees subject to a collective bargaining unit) may have a single Advisor present during their own investigative interviews and meetings. The advisor's role is limited to observing and consulting with and providing support to the Complainant or Respondent. An Advisor may not participate (speak) in the interview on the Party's behalf; and may not in any way disrupt or interfere with the investigative or any related appeal process. The advisor should also maintain confidentiality.

All District Employees have the duty to prevent unlawful discrimination at work. Failure to participate in the investigatory process, including refusal to participate in an investigatory interview or withholding relevant evidence, may result in disciplinary action.

Disclosure of facts to parties and witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation will be advised that maintaining confidentiality is essential to protect the integrity of the investigation.

**Step 5:** The District shall make reasonable, diligent efforts to investigate complete its investigation within ninety (90) days from the date in which the complaint was filed unless there are extenuating circumstances that prohibit the timeliness of the completion of the investigation. If additional time is needed, the Office of Staff & Student Diversity will notify the Parties of the extension.

Notice of the outcome of the investigation will be given to both Parties (and to the department supervisors and/or Union representative for any District employee named as a Respondent, if applicable). The Notice of Administrative Determination (for Complainant) and Notice of Investigative Findings (for Respondent) will include an overview of the allegations, applicable Board Policies, investigative findings, and applicable appeal rights; and will be kept as confidential as possible.

When a violation of discrimination and harassment policies is substantiated, the Investigator will make a recommendation for appropriate remedial action, which may include disciplinary action or sanctions against those involved in the complaint.

Any recommendation for disciplinary action or sanctions by the Investigator shall be forwarded to the District, which will review the recommendations and determine an appropriate course of action. Any discipline or sanctions against a party by the District shall be imposed in accordance with applicable District policy, Board policy, applicable collective agreements, and law.

**When is the formal reporting process appropriate?** The formal report process will be used when the informal report for early resolution is inappropriate (e.g. allegations of serious misconduct, reports of a pattern of inappropriate behavior, alleged criminal acts such as stalking or assault) or in cases where the informal process for early resolution is unsuccessful.

### **Appeals Processes**

The Complainant may file an appeal of the Notice of Administrative Determination within fifteen (15) days of the Notice pursuant to Title V. For a full explanation of the Appeals Procedure, please see California Code of Regulations, Title V, Section 59338 and 59339.

**The Appeal of any applicable sanctions resulting from an unlawful discrimination investigation must be addressed through the appropriate District Disciplinary Officer directly.**

The District's primary correspondence and notification mechanism with Parties shall be through the District assigned email account. At the District's discretion, Complainants may be notified via U.S. certified mail, delivery in person, or by an alternate email on record as shown on District record.

## **Provisional Title IX Procedures**

(published on District website)

<http://www.elcamino.edu/administration/hr/diversity/docs/provisional-T9-procedures.pdf>

## **Appendix B – List of Community Organizations and Professional Groups for Annual Written Notice of the District’s EEO Plan**

Organizations listed below are not exhaustive. Job announcements will be sent to all employees in the district asking for their assistance in disseminating information to professional organization with which they have membership, or have knowledge of, to assist in reaching a broader audience, especially for underrepresented populations.

### **Publications and Websites:**

**Academic Diversity Search, Inc. (ADS):** A national employment resource specializing in connecting women and minorities with academic intuitions that truly value diversity.  
**American Indian Higher Education Consortium:** A national organization that serves as the collective spirit and unifying voice of our nation’s 37 Tribal Colleges and Universities. Issues a quarterly publication that provides journalistic and scholarly articles that highlight issues critical to American and Alaska Native communities. The publication has job posting opportunities.

**The Chronicle of Higher Education:** The No. 1 source of news, information, and jobs for college and university faculty members and administrators.

**California Community Colleges Registry:** A large-scale database containing the names, qualifications and desired position(s) of potential California Community College faculty, support staff and management job applicants

**disABLEDperson:** A public charity organization focused on increasing employment opportunities for individuals with disabilities. The organization hosts a job fair for people with disabilities and provides a resume databank for employers to identify candidates. For a small fee, employers can post job advertisements.

**Diverse Issues in Higher Education:** This publication, previously known as Black Issues in Higher Education, considers itself the portal for diversity information in higher education. Annually, the magazine provides a listing of top degree producers which shows which institutions are producing the most diverse undergraduate and graduates. The publication has a job posting service in print and on its website.

**Edjoin:** A national public education job search website.

**Faculty for the Future:** A nationwide resource to connect female and underrepresented candidates in science, business, and engineering to faculty and research positions.

**Hispanic Outlook in Higher Education:** A nationwide resource that publishes a bi-weekly publication on issues pertaining to Hispanics in higher education. The publication has job posting services in print and on its website. Inside Higher Ed: The online source for news, opinion and jobs for all of higher education.

**Women in Higher Education:** A national monthly publication that focuses on issues specific to women in higher education. The publication reaches thousands of women in higher education. Job posting services are available in print or website.

### **Professional Groups**

**American Association of Community Colleges:** Nonprofit association that is a primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy.

**American Association of University Women:** Nonprofit association that advances equity for women and girls through advocacy, education, and research. The organization has over 1,000 branches and 500 college/university partners across the U.S. Their online career center reaches 100,000 members.

**The Association of Black Psychologists:** The Association has over 1,400 members. They publish a news journal, Psych Discourse, which is the primary source for communication among the membership. The publication allows for online posting of job advertisements.

**Association of Latino Professionals in Finance and Accounting:** With 37 chapters and 9,000 members, ALPFA is one of the leading professional organizations for Latinos in accounting and finance related professions. The organization's website had a career center where employers can post positions.

**Association for Women in Science:** A nationwide advocacy organization dedicated to achieving equity and full participation for women in science, mathematics, engineering and technology. Their website allows organizations to post job advertisements.

**Minorities in Agriculture and Natural Resources and Related Sciences:** Promotes academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences. Their website included contact information for student chapter advisors and lists job opportunities.

**National Association for Equal Opportunity in Higher Education:** Professional association to further the causes of Historically Black Colleges and Universities and predominately Black Institutions.

**National Indian Education Association:** Focused on improving educational equity and access for American Indian, Alaska Native, and Native Hawaiian populations. It is the largest and oldest Indian educational organization.

**National Society of Hispanic MBAs:** NSHMBA serves 32 chapters and 8,000 members. The organization works to prepare Hispanics for leadership positions throughout the U.S., so that they can provide the cultural awareness and sensitivity vital in the management of the nation's diverse workforce. Organizations can post position advertisements and search the resume database for potential candidates.

**National Society for Hispanic Professionals:** With over 10,000 members this organization is one of the primary resources to reach Hispanic professionals. Their website allows employers to post jobs and search a resume database for candidates.

**Society for the Advancement of Hispanics/Chicanos and Native Americans in Science:** The mission of SACNAS is to encourage Chicano/Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership, and teaching careers at all levels. Their website allows employers to post jobs.

**ABEN: A Black Education Network (previously California Alliance of African American Educators)**

P.O. Box 3134 San Jose, CA 95156

<https://www.aben4ace.org/>

[www.caaae.org](http://www.caaae.org)

**American Civil Liberties Union**

39 Drumm St, San Francisco, CA 94111

[www.aclunc.org](http://www.aclunc.org)

**Asian Pacific Islander American Public Affairs**

<https://www.apapa.org/>

**Baymec Moving Equity Forward**

<http://www.baymec.org/>

**Deaf Women United**

[www.dwu.org](http://www.dwu.org)

**Federation of Indo Americans Association (FIAA) of Northern California**

[www.fianc.net](http://www.fianc.net)

**Indo American Community Federation**

[www.indocommunity.us](http://www.indocommunity.us)



**Citizens for a Better Community (CBC)**

[www.cbcsfbay.org](http://www.cbcsfbay.org)

**Hispanic Community Affairs Council**

[HCAC@hcac-ac.org](mailto:HCAC@hcac-ac.org)

**Indo Americans for Better Community**

P. O. Box 3151, Hayward, CA 94540

<https://www.indoabc.org/>

**Japanese Cultural Center**

334 Moorpark Ave, San Jose, CA 95129

[www.jpnants.org](http://www.jpnants.org)

**Latina Leadership Network of the CCCC**

<https://llnccc.org/>

**National Association of the Deaf**

8630 Fenton Street, Suite 820

Silver Spring, MD 20910

<https://www.nad.org/>

**National Association for the Advancement of Colored People**

304N 6th Street, San Jose, CA 95112

[www.naacp.org](http://www.naacp.org)

**National Coalition of 100 Black Women, Silicon Valley**

<http://www.ncbw.org/>

[ncbwsvc@yahoo.com](mailto:ncbwsvc@yahoo.com)

**National Association of Multi-Cultural Education**

<https://www.nameorg.org/>

**National Federation of Filipino American Associations**

<https://naffaa.org/>

**Puente Project | Center for Educational Partnerships Santa Clara Valley National  
Panhellenic Council University of California, Berkeley**

<https://cep.berkeley.edu/the-puente-project>

[ebron@berkeley.edu](mailto:ebron@berkeley.edu)

**UnidosUS (formerly National Council of La Raza)**

<https://www.unidosus.org>

**Appendix C**



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2018-2019*

**District Name:** \_\_\_\_\_

**Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).**

- Yes**
- No**

**The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)**

- Yes**
  - Method 2 (Board policies and adopted resolutions)
  - Method 3 (Incentives for hard-to-hire areas/disciplines)
  - Method 4 (Focused outreach and publications)
  - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
  - Method 6 (Consistent and ongoing training for hiring committees)
  - Method 7 (Professional development focused on diversity)
  - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
  - Method 9 (Grow-Your-Own programs)
- No**

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***I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.***

***Chair, Equal Employment Opportunity Advisory Committee***

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Chief Human Resources Officer***

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Chief Executive Officer (Chancellor or President/Superintendent)***

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***President/Chair, District Board of Trustees***

***Date of governing board's approval/certification:*** \_\_\_\_\_, 2019

Name: \_\_\_\_\_ Title: ***President/Chair, Board of Trustees***  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_



This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district's success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

### **Nine (9) Multiple Methods**

#### ***Mandatory for Funding***

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

#### ***Pre-Hiring***

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

#### ***Hiring***

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

#### ***Post-Hiring***

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

**Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?**

**Yes**

**No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).



Please provide an explanation and evidence of meeting this Multiple Method, #1.

Multiple Method #1

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

**Does the District meet Method #2 (Board policies and adopted resolutions)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2018-2019***

Multiple Method #2

**Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Multiple Method #3

**Does the District meet Method #4 (Focused outreach and publications)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.



Multiple Method #4

**Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Multiple Method #5

**Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?**

- Yes**
- No**



Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6

**Does the District meet Method #7 (Professional development focused on diversity)?**

**Yes**

**No**

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7



**Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8

**Does the District meet Method #9 (Grow-Your-Own programs)?**

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #9.





California  
Community  
Colleges

Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
*Fiscal Year 2018-2019*

Multiple Method #9

# Appendix D

## El Camino College Equal Employment Opportunity Survey Spring 2017



### Introduction

The Equal Employment Opportunity (EEO) survey was administered for the first time in Spring 2017. The EEO survey was designed in response to the development of the [2016-2019 Equal Employment Opportunity Plan](#). The EEO Plan reflects El Camino Community College District's (ECCCD) commitment to creating a working and academic environment that fosters diversity and promotes excellence. The purpose of the survey was to better understand the campus community members' experiences and to identify opportunities for creating safer and even more inclusive environment.

The EEO survey was sent via email to all El Camino College employees. Paper version of the survey was available to employees who did not have access to email. The surveys were completed anonymously. Thirty-three percent of El Camino College employees (n=453) completed the EEO survey. Table 1 provides a breakdown of survey respondents by employee group. Appendix A provides a more detailed demographic profile of the EEO survey respondents.

*Table 1. EEO Survey Respondents by Employee Group*

	<b># of Respondents</b>	<b>% of Respondents</b>	<b>% of ECC Workforce</b>
<b>Faculty</b>	190	45%	66%
<i>Full-Time Faculty</i>	<i>104</i>	<i>(25%)</i>	<i>24%</i>
<i>Part-Time Faculty</i>	<i>84</i>	<i>(20%)</i>	<i>43%</i>
<b>Classified Staff</b>	183	43%	32%
<b>Manager/Supervisor/Administrator</b>	51	12%	2%

\*Note: 30 of the 453 responses were marked as 'Not Applicable' and are therefore excluded from this table.

### Analysis of Recruitment, Selection and Hiring Process

In line with the EEO Plan, the District strives to recruit, select and hire from a diverse pool of qualified individuals with varied backgrounds who can contribute to a diverse community. An important means to do so is through a clear and effective communication and implementation of the recruitment, selection and hiring process. The EEO survey examined employees' experiences in each of the three processes.

Overall, the respondents believed that each process was clearly articulated and respectfully executed (Table 2). The greatest percentage of respondents agreed that the recruitment process in particular was implemented well (88%), followed closely by the selection process (87%). A lower percentage of respondents, though still high, believed that the District clearly articulated and executed the hiring process (80%). A closer examination across the three employee groups showed that a greater percentage of managers compared to faculty and classified staff believed that the District carried out the recruitment (94%), selection (94%) and hiring process (86%) respectfully.

*Table 2. Percent Who Replied, "Yes" to the Question, "When You Applied For Your Current Position at ECC, Was the Following Clearly Articulated and Respectfully Executed?"*

	<b>Faculty</b>	<b>Classified Staff</b>	<b>Managers</b>	<b>All</b>
<b>Recruitment Process (e.g., job announcement)</b>	89%	88%	94%	88%
<b>Selection Process (e.g., application review, job interview)</b>	86%	87%	94%	87%
<b>Hiring Process (e.g., job offer, salary placement)</b>	77%	82%	86%	80%

Many of the respondents provided additional comments that address some of the challenges of the recruitment, selection and hiring process based on their experiences as applicants and/or members of the search/hiring committee. Common themes of these comments address issues around perceived bias or discrimination, salary placement/negotiation, communication, job announcements, the length of the recruiting and hiring process, the screening, assessment and interview process, and the role of the hiring committee. Appendix B details these themes.

Overall, a large percentage of employees agreed that ECC effectively implements the recruitment, selection and hiring process. All additional comments will be reviewed by the Cabinet and will serve ECC’s continued efforts to ensure its selection and hiring process will create a diverse pool of qualified individuals.

## Opportunities for Equal Employment Training

As outlined in the EEO Plan, ECC seeks to promote workshop and training opportunities in its efforts to foster professional growth in areas of diversity. The survey sought to determine whether ECC employees believed equal employment training in various areas (i.e., recognizing implicit bias, cultural proficiency/sensitivity, and reasonable accommodations) would be beneficial. Table 3 shows the percentage of respondents who believed ECC faculty and staff serving specifically in the search/hiring committee could benefit from equal employment training. Table 4 provides the percentage of respondents who believed *all* ECC faculty and staff could benefit from such training.

As shown in these tables, a greater percentage of respondents, across all employee groups, believed the ECC faculty and staff population as a whole would benefit from equal employment

trainings, rather than members who specifically participate on search or hiring committees. Managers in particular believed such training opportunities would be beneficial.

*Table 3. I Believe ECC Faculty and Staff Who Participate on Search/Hiring Committee Could Benefit from Equal Employment Training in the Following Areas:*

	<b>Faculty</b>	<b>Classified Staff</b>	<b>Managers</b>	<b>All</b>
<b>Recognizing Implicit Bias</b>	58%	68%	80%	65%
<b>Cultural Proficiency/Sensitivity</b>	47%	47%	67%	49%
<b>Reasonable Accommodations</b>	41%	37%	53%	40%

*Table 4. I Believe ECC Faculty and Staff Population Could Benefit from Equal Employment Training in the Following Areas:*

	<b>Faculty</b>	<b>Classified Staff</b>	<b>Managers</b>	<b>All</b>
<b>Recognizing Implicit Bias</b>	63%	70%	78%	68%
<b>Cultural Proficiency/Sensitivity</b>	53%	52%	61%	54%
<b>Reasonable Accommodations</b>	42%	39%	59%	43%

Furthermore, the greatest percentage of respondents identified ‘Recognizing Implicit Bias’ as an especially important area for ECC faculty and staff to be trained in, followed by ‘Cultural Proficiency/Sensitivity’ and ‘Reasonable Accommodations’.

## Perceived Responsiveness and Sensitivity to Various Groups

The EEO Plan aims to ensure the work environment and its policies are respectful and sensitive to all employees regardless of their backgrounds or affiliations. Table 5 details the percentage of employees, listed from greatest to smallest, who agreed that ECC’s *general work environment* is respectful to all employees regardless of twelve demographic factors.

At least 60% of the respondents agreed that ECC’s work environment is respectful to all employees regardless of their age (72%), race/ethnicity (65%), disability (64%), and English language proficiency (60%). On the other hand, less than half of the respondents believed the work environment was respectful to employees with different political ideologies (48%) and to those with parental/caregiving responsibilities (45%). Less than 50 respondents provided additional comments, including perceptions of different values placed on employees by status and demographic groups, which provide insight into how ECC could better foster a supportive working environment for its diverse population of employees. Examples of these comments are provided in Appendix C.

Table 5. The General Work Environment at ECC is Respectful to All Employees Regardless Of: (Percent Who Responded, "Strongly Agree" or "Somewhat Agree")

	Faculty	Classified Staff	Managers	All
Age	72%	72%	74%	72%
Race/Ethnicity	62%	68%	62%	65%
Disability	61%	68%	60%	64%
English Language Proficiency	59%	60%	60%	60%
Employee group (e.g., faculty, staff)	65%	66%	48%	57%
Sex/Gender identity (e.g., male, female, transgender)	55%	57%	55%	57%
Sexual Orientation	55%	59%	56%	57%
Veteran Status	58%	58%	58%	57%
Religious affiliation	49%	56%	56%	52%
Employee status (e.g., Full time, Part time)	52%	52%	47%	51%
Political ideology	48%	49%	43%	48%
Parental/Caregiving Responsibilities	40%	47%	49%	45%

Table 6 shows the percentage of employees, listed from greatest to smallest, who agreed that ECC's work-related policies are respectful to all employees regardless of the demographic factors.

Table 6. Work-Related Policies at ECC Are Responsive and Sensitive to All Employees Regardless Of: (Percent Who Responded, "Strongly Agree" or "Somewhat Agree")

	Faculty	Classified Staff	Managers	Total
Age	65%	68%	72%	68%
Disability	60%	62%	60%	61%
English Language Proficiency	59%	61%	58%	60%
Race/Ethnicity	58%	62%	60%	60%
Employee group (e.g., faculty, staff)	57%	55%	53%	55%
Sex/Gender identity (e.g., male, female, transgender)	54%	56%	58%	55%
Sexual Orientation	51%	56%	58%	54%
Employee status (e.g., Full time, Part time)	50%	52%	58%	52%
Religious affiliation	48%	57%	51%	52%
Veteran Status	54%	52%	51%	52%
Parental/Caregiving Responsibilities	41%	48%	57%	46%

At least 60% of all employees agreed that ECC’s work-related policies were responsive and sensitive to employees regardless of their age (68%), disability (61%), English language proficiency (60%), and race/ethnicity (60%). Less than half of the employees, however, believed that such policies addressed the needs of employees with parental or caregiving responsibilities (46%). Less than 30 respondents provided additional feedback suggesting ways in which ECC’s policies and procedures could be more responsive to its employees. Some of these include issues around adherence to policies and procedures, accommodations for part-time faculty and staff, and improved benefits or accommodations for new parents/caregivers as well as employees with disabilities (please see Appendix D for examples of these comments).

Overall, more than half of the respondents generally agreed that ECC provides a positive working environment and has in place policies and procedures that are responsive to employees of various demographic groups except for those with parental or caregiving responsibilities. The additional comments provided by employees will be an important contribution in the District’s commitment to fostering a work environment that respects and is sensitive to all of its employees.

## Universal Accessibility of ECC Campus

Part of Equal Employment Opportunity includes embracing the Universal Design concept for an accessible campus for all individuals. The EEO survey asked questions regarding universal accessibility at ECC. Table 7 details the percentage of employees who agreed that various aspects of ECC is universally accessible to all individuals regardless of their (dis)ability.

*Table 7. The Following are Universally Accessible to Individuals at ECC Regardless of (Dis)Ability: (Percent Who Responded, "Strongly Agree" or "Somewhat Agree")*

	Faculty	Classified Staff	Managers	Total
<b>Physical environment (e.g., entry to campus buildings, elevators, classroom configuration, signage, parking/transportation)</b>	58%	66%	51%	61%
<b>Campus-wide notifications (e.g., formal announcements, security alerts, campus-based drills)</b>	61%	64%	53%	62%
<b>Information on the college website (e.g., general content, linked files, embedded media)</b>	56%	58%	42%	55%
<b>Overall resources and accommodations</b>	61%	66%	43%	60%

Sixty percent of respondents generally agreed that resources and accommodations at ECC are universally accessible. At least 61% of all employees agreed that the physical environment (61%) and campus-wide notifications (62%) are accessible to all individuals at ECC regardless of disability. However, the smallest percentage of employees surveyed (55%) agreed that

information on the college website is universally accessible to all individuals on campus. A comparison across employee groups shows that the smallest percentage of managers agreed that ECC has been effective in making its physical environment, campus-wide notifications, information on the college website, as well as its overall resources and accommodations, universally accessible. Additional comments suggest the need to attend to wheelchair accessibility, quality of elevators, communication with staff and faculty with disabilities, and website navigation. Appendix E provides a detailed summary of these comments. These comments will be reviewed by the Cabinet and will guide ECC's efforts to improve its accessibility.

## Conclusion

The EEO Survey was designed to evaluate ECCCD's commitment to creating a working and academic environment that promotes excellence by fostering diversity and inclusiveness as outlined by its EEO Plan. It asked employees to evaluate various elements of the EEO Plan.

A large percentage of employees (more than 75%) agreed that ECC has effectively implemented the recruitment, selection and hiring process. However, more than half of the employees believed that ECC's faculty and staff could benefit from training that addresses recognizing implicit bias.

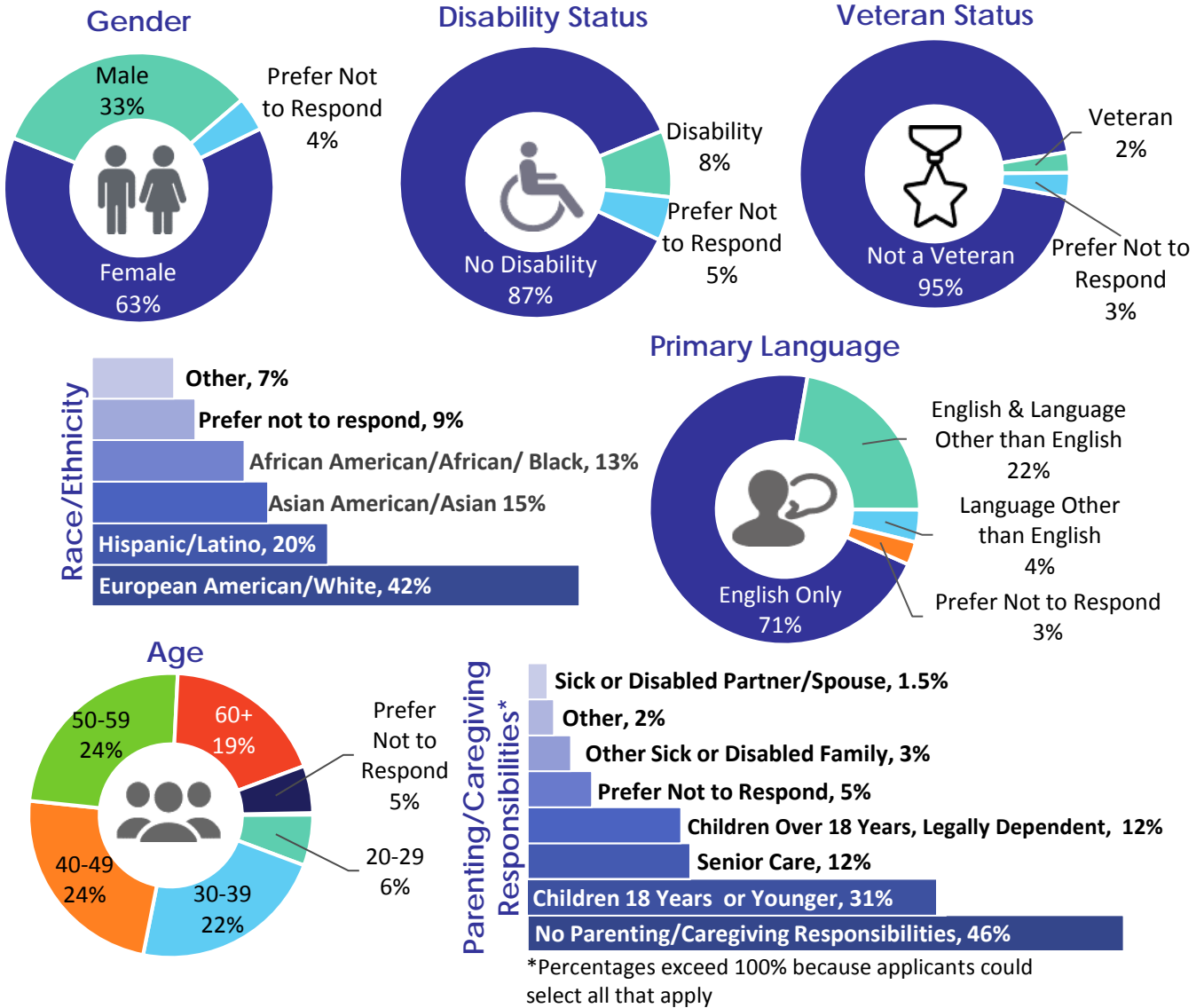
More than half of the respondents believed that for the most part, ECC's general working environment as well as its policies and procedures are sensitive and responsive to its employees regardless of different demographic factors. The greatest percentage of employees believed that the working environment and its policies and procedures was especially supportive of employees regardless of their age. However, less than half believed that the District is as responsive to employees with parental/caregiving responsibilities.

More than half of the employees also generally agreed that resources and accommodations at ECC are universally accessible. Many of the respondents provided comments that identify ways in which the District could improve in the universal accessibility of the campus.

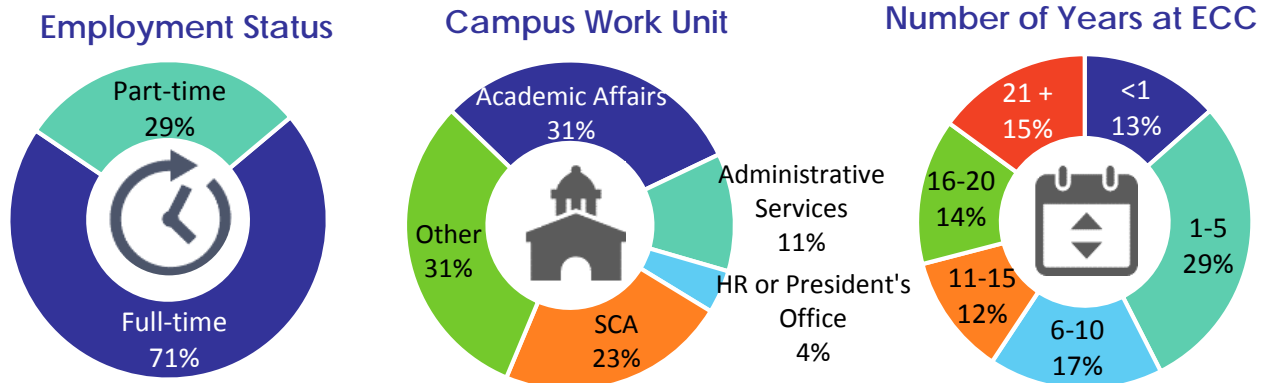
Survey respondents provided valuable insights and experiences that could determine ways in which the District could create an even safer and more inclusive environment for both its employees and students.

# Appendix A: Demographics of Survey Respondents (n=453)

## General Demographics



## Employment Information





## Appendix B: Common Themes of Employees' Perceptions in the Recruitment/Selection/Hiring Process (*n* = 94)

General Category	Types of Responses
<b>Perceived Bias/Discrimination</b>	<p>Perceived some form of discrimination or bias:</p> <ul style="list-style-type: none"> <li>• Candidates selected based on ethnicity or age</li> <li>• Disadvantage placed on internal candidates (e.g., part-time or temporary employees already working at ECC) due to pressure to hire external candidates rather than qualifications</li> <li>• Preference placed on internal candidates based on committees' familiarity with such candidates</li> </ul>
<b>Salary Placement/Negotiation</b>	<p>Lack of clarity and flexibility in candidates' salary placement at the time of job offer:</p> <ul style="list-style-type: none"> <li>• Little to no opportunity for salary negotiations, with no realization until time of hire that District automatically places new employees at the lowest end of the salary range posted in the job announcement</li> <li>• Perception that the District does not consider experiences or certification when offering salary</li> </ul>
<b>Communication</b>	<p>Challenges in communicating with and obtaining accurate information from human resources or the hiring committee:</p> <ul style="list-style-type: none"> <li>• Questions regarding the interview process, salary placements, or benefits options either left unanswered or not clearly articulated, leaving job candidates or newly hired employees confused, frustrated, or misinformed</li> </ul>
<b>Job Announcement</b>	<p>Quality and diversity of candidate pools impacted by the generic nature of the job announcements:</p> <ul style="list-style-type: none"> <li>• Job announcements unclear, too general, or vague, and not representative of the actual tasks assigned to employees</li> <li>• Need for a customization of the descriptions of jobs with the same title, as these jobs could vary by departments and programs</li> </ul>
<b>Length or Timeliness of the Process</b>	<p>Loss of quality candidates due to the length of time between posting a job and hiring a candidate</p>

General Category	Types of Responses
<b>Screening</b>	Problematic process of screening candidates: <ul style="list-style-type: none"> <li>• Lack of consistency in the screening process. For example, candidate not selected for a job got hired the second time despite including the same skillset or experience in both applications</li> <li>• Instances of candidates who made it through the initial stage of the hiring process who were not qualified while others who were qualified did not pass the initial screening</li> </ul>
<b>Other</b>	Other comments include: <ul style="list-style-type: none"> <li>• Interview process perceived as too rigid</li> <li>• Need for a more standardized process that the hiring committee can follow</li> <li>• The quality of assessments used during the hiring process</li> </ul>

Note: Some responses addressed more than one of these themes.

## Appendix C: Common Themes of Employees' Beliefs About ECC's General Working Environment (*n* = 30)

General Category	Types of Responses
<b>Different Values Placed on Employees by Status</b>	Perceived sense of division based on employee status: <ul style="list-style-type: none"> <li>• Part-time staff and faculty members undervalued compared to their full-time peers</li> <li>• Need for greater flexibility and incentives offered to part-time employees:               <ul style="list-style-type: none"> <li>○ Part-time faculty: Office hours to better serve their students, greater flexibility with course hours, and more opportunities to serve in committees or to attend professional development seminars and workshops.</li> <li>○ Part-time staff members: greater flexibility in terms of working hours, some form of benefits</li> </ul> </li> </ul>
<b>Perceived Discrimination or Lack of Respect Toward Certain Demographic Group</b>	Perceived form of disrespect towards employees experienced based on race, sex, sexual orientation, political ideologies, English language proficiency, and disability status.
<b>Other</b>	Other comments include: <ul style="list-style-type: none"> <li>• Staff's opinions not considered or valued by administrators/supervisors, leading to a sense of hierarchy based on employee group</li> <li>• Need for a more effective hiring process that reflects the changing community</li> <li>• Desire for greater flexibility and accommodations for those with young children</li> <li>• Lack of response to solutions or complaints</li> </ul>

Note: Some responses addressed more than one of these themes.

## Appendix D: Common Themes of Employees' Beliefs About ECC Policies and Procedures (n = 20)

General Category	Types of Responses
<b>Better accommodations for different groups</b>	Call for policies or procedures that provide better accommodations for different groups of employees such as: <ul style="list-style-type: none"> <li>• Part-time staff and faculty</li> <li>• New parents or caregivers (e.g., better maternity/paternity/family leave, more spaces for nursing, and possibly childcare support services)</li> <li>• More explicit form of support (e.g., support group, mentorship) for different groups of employees (e.g., ethnicity, LGBTQ, disability status)</li> <li>• Accessibility of policies and procedures for employees with disabilities</li> </ul>
<b>Lack of Adherence to Policies and Procedures</b>	Lack of adherence to policies and procedures in place at ECC: <ul style="list-style-type: none"> <li>• Employees might be reluctant to discuss certain policy-related issues due to fears of retaliation</li> <li>• Training needed to ensure that administrators and managers not only understand the policies and procedures, but also can effectively enforce them</li> </ul>

Note: Some responses addressed more than one of these themes.

## Appendix E: Common Comment Themes of Universal Accessibility at El Camino College (*n* = 35)

General Category	Types of Responses
<b>Lack of Wheelchair Accessibility</b>	Limited wheelchair access in different areas on campus including building entrances, classrooms, and bathrooms
<b>Out of Order Elevators</b>	Different elevators on campus out of order multiple times during the year
<b>Other</b>	<p>Other comments include:</p> <ul style="list-style-type: none"> <li>• Campus-wide notifications not readily available to ECC's deaf population</li> <li>• Signage throughout campus can be confusing and needs to be improved</li> <li>• Need for update and/or redesign of the ECC website; currently, ECC website is not intuitive and can be difficult to navigate</li> <li>• Presence of several facilities on campus that are not in compliance with ADA regulations</li> </ul>

Note: Some responses addressed more than one of these themes.