



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN

The San Mateo County Community College District's Equal Employment Opportunity Plan reflects the District's commitment to diversity, equity, inclusion, anti-racism, and belonging as well as equal, fair, and accessible employment opportunity.

July 1, 2021 – June 30, 2024



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SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT EQUAL EMPLOYMENT OPPORTUNITY PLAN

1. INTRODUCTION FROM THE CHANCELLOR



This year, in furthering the work of the District’s Strategic Plan, which centers on Student’s First: Success, Equity, and Social Justice and in keeping with the District’s commitment to diversity, equity and inclusion, the District fully embraced the Black Lives Matter and the Stop Anti-Asian Hate movements. With this, I am excited to present the San Mateo County Community College District Equal Employment Opportunity 2021-2024 Plan (the “Plan”). The Plan reflects the District’s unwavering commitment to equal employment opportunity. I firmly believe in taking proactive and intentional steps to solidify equal employment opportunities and nourishing a professional and academic environment to which we can all belong. Through a transformative educational

experience in an inclusive environment where we can all belong, students will be prepared to thrive in a truly global society. To properly attract, serve and sustain a diverse population, the District is committed to hire and retain equity-minded faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student demographic it serves.

The Plan’s unwavering focus is the equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.). The Plan contains an analysis of the demographic makeup of the District’s workforce population and an analysis of the type of underrepresentation for certain groups. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an equal employment opportunity advisory committee; methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the Plan.

The Plan will be reviewed by the District annually and be revised as necessary and submitted to the State Chancellor’s Office. The State Chancellor’s Office retains the authority to review plans on a case-by-case basis.

Michael Claire, Chancellor

Date

2. DEFINITIONS¹

- a. **Adverse Impact:** means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “[Uniform Guidelines on Employee Selection Procedures](#)”²).
- b. **Cultural Competency:** encompasses successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. “Culture” refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. “Cultural” therefore refers to more than race and ethnicity.
- c. **Diversity:** means a condition of broad inclusion in an employment environment offering equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.
- d. **Equal Employment Opportunity:** (“EEO”) means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels, in all job categories. Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
 - (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position; and
 - (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas, and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.
- e. **Equal Employment Opportunity Plan:** is a written document that describes a district’s EEO program. A district’s EEO plan shall include: 1) analysis of the district’s work force; and 2) descriptions of the district’s program and strategies, informed by the district’s work force analysis, that it is implementing or will implement, to promote equal employment opportunity.

¹ Title 5 section 53001. All subsequent references are also to Title 5 unless otherwise specified.

² <https://www.law.cornell.edu/cfr/text/29/part-1607>.

- f. **Equal Employment Opportunity Programs:** refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.
- g. **Ethnic Group Identification:** means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- h. **In-house or Promotional Only Hiring:** hiring means that only existing district employees are eligible for a position.
- i. **Job categories:** includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
- j. **Monitored Group:** means the groups for which districts must provide demographic data pursuant to section 53004
- k. **Person with a Disability:** means any person who: (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- l. **Reasonable Accommodation:** means the efforts made by the district in compliance with Government Code section 12926.
- m. **Screening or Selection Procedures:** means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques.
- n. **Significantly Underrepresented Group:** means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category.

3. POLICY STATEMENT³

The San Mateo County Community College District is committed to the principles of equal employment opportunity, diversity, inclusion, anti-racism, belonging, and respectful work

³ Section 53002.

environment and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, gender, gender identity, gender expression, physical disability, mental disability, ancestry, sexual orientation, citizenship status, transgender status, parental status, marital status, military and 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 will strive to achieve a workforce that is welcoming to individuals in legally protected categories to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

The District believes that in order to effectively address and comply with state and federal mandates as well as the District's goals on equal employment opportunity and diversity, the Board of Trustees, administration, faculty and classified staff must recognize that equal employment opportunity and diversity, equity, inclusion, anti-racism, and belonging are shared responsibilities.

This Equal Employment Opportunity Plan is maintained to ensure the implementation of equal employment opportunity principles conform to state and federal laws.

4. DELEGATION OF RESPONSIBILITY, AUTHORITY AND COMPLIANCE⁴

It is the goal of the 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.

Governing Board

The Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District and college operations, and for ensuring equal employment opportunity as described in the Plan. The Board of Trustees is responsible for adopting a plan that is in compliance with Title 5 of the California Code of Regulations.

Chancellor

The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees regarding statewide policy emanating from the Board of Governors of the California

⁴ Section 53020.

Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

Equal Employment Opportunity Officer

The District has designated the Chief Human Resources Officer as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committees

The District has an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate. A member from each college advisory committee shall serve as a member of the District-wide committee.

Agents of the District

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

Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of this Plan. A good faith effort is one that is honest and taken with sincere intent.

5. ADVISORY COMMITTEE⁵

The District has established a District-wide equal employment opportunity advisory committee (the “Advisory Committee”) to assist the District in developing, revising, and implementing its programs and plans. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and

⁵ Section 53005.

procedures as well as diversity, equity, inclusion, anti-racism, and belonging. The Advisory Committee may sponsor events, training, or other activities promoting equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Advisory Committee shall receive training in all of the following:

- the requirements of Title 5 and of state and federal nondiscrimination laws;
- identification and elimination of bias in hiring;
- strategies for implementing diversity, equity, inclusion, anti-racism, and belonging; and
- the role of the advisory committee in drafting and implementing the District's EEO plan.

The committee shall be composed of a diverse membership and include members from district stakeholder groups. A substantial good faith effort to maintain a diverse membership is expected. If the District is unable to maintain a diverse membership, it will document that efforts were made to recruit advisory committee members who are members of historically underrepresented groups.

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity, equity, inclusion, anti-racism, and belonging efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

6. COMPLAINTS⁶

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

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

⁶ Section 53026.

A complainant may not appeal the District's determination pursuant to section 53026 to the State 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 State Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or District level using the process provided by section 53026. (See California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/General-Counsel/Guidelines-Policies-and-Forms> (Guidelines, Policies, and Forms).

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

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer. 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 equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

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

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

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Chief Human Resources Officer is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination and sexual harassment complaint procedures are summarized in Administrative Procedure 2.19.2.

7. NOTIFICATION TO DISTRICT EMPLOYEES⁷

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity and diversity, equity, inclusion, anti-racism, and belonging is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan.

The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Chancellor, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will

⁷ Section 53003(c)(3).

be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the District office will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The policy statement will be printed in the college catalogs and class schedules. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
2. Where complete copies of the Plan are available, including in every campus library, on the college and District internet site and the Office of Human Resources.

8. TRAINING FOR SCREENING/SELECTION COMMITTEES⁸

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall – prior to their participation – receive training that includes, but is not limited to:

- the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.) and of state and federal nondiscrimination laws;
- the educational benefits and strategies for enacting workforce diversity, equity, inclusion, anti-racism, and belonging;
- the elimination of bias in hiring decisions; and
- best practices in serving on a selection or screening committee.

Persons serving in the above capacities will be required to receive in person training within the 24 months prior to service. This training is mandatory: individuals who have not received this training will not be allowed to serve on screening/selection committees. The Office of Human Resources is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District's respective Equal Employment Opportunity Plan.

9. ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS⁹

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The

⁸ Section 53003(c)(4).

⁹ Section 53003(c)(5).

notice will also include the internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources.

10. ANALYSIS OF DISTRICT WORKFORCE AND APPLICANT POOL¹⁰

The District shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of this Plan and to provide data needed for the reports required by this Plan. For purposes of the data collection and reports required to be made, each applicant or employee shall be afforded the opportunity to identify their gender (including the non-binary option), ethnic group identification and, if applicable, their disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Korean, Vietnamese, Asian Indians, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories.

The data collection instrument will clearly notify applicants/employees that this information is kept confidential; is not utilized in making any individual employment decisions or viewed by those making such decisions; and is separated from the applications that are forwarded to the screening/interview committee and hiring managers.

The District shall gather information and conduct a periodic, longitudinal data analysis of its employees, employee trends, and applications, broken down by numbers of individuals in each of the following seven job categories:

- (1) executive/administrative/managerial;
- (2) faculty and other instructional staff;
- (3) professional nonfaculty;
- (4) secretarial/clerical;
- (5) technical and paraprofessional;
- (6) skilled crafts; and
- (7) service and maintenance.

The District shall annually report to the State Chancellor, in a manner prescribed by the State Chancellor, this data for the results of its annual survey of employees at each college in the district. The data is attached to this report as Exhibit A.

Pursuant to section 53006, the District shall assess the information gathered to identify and determine the cause of any underrepresentation, of monitored groups, across all phases of the employment process, including recruitment to applicant pools, hiring, retention, and promotion. Where the District determines that significant underrepresentation of adverse

¹⁰ Section 53003(c)(6): Section 53004.

impact of one or more monitored groups in recruitment may be the result of non-job related factors, it shall implement additional strategies in its EEO plan designed to mitigate promptly the underrepresentation or adverse impact. The District will review this information annually.

11. ANALYSIS OF DEGREE OF UNDERREPRESENTATION AND SIGNIFICANT UNDERREPRESENTATION¹¹

This component cannot be completed until such time as the State Chancellor's Office provides workforce availability data. At the time that such data is provided, the District will revise this component of the Plan.

12. METHODS TO ADDRESS UNDERREPRESENTATION¹²

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination by developing and offering diversity, equity, anti-racism, inclusion and belonging information sharing and implementation programs. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection 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 are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.

This Plan component cannot be completed until such time as the State Chancellor's Office provides workforce availability data referenced in Title 5 section 53003(c)(7). At the time that such data is provided, the District will revise this component of the Plan.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures consistent with the following:

Recruitment

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. College Equal Employment Opportunity Advisory Committees are encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements will state that the district is an "Equal Employment Opportunity Employer."

¹¹ Section 53003(c)(7).

¹² Section 53003(c)(8).

Job Announcements

The District actively seeks equity-minded individuals who will support the District's strategic goals of student success, equity and social justice. The District's job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination, and a commitment to participating in District designed/organized professional development on bias (unconscious and explicit) and educational equity. All faculty and administrative positions will state as a preferred or desired qualification familiarity with educational equity and prior training in cultural proficiency. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment Opportunity Employer."

For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

Applicant Pool Reviews¹³

The application for employment shall provide for self-identification of the applicant's gender non-binary option, ethnic group identification and, if applicable, disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the district's equal employment opportunity program, or another similar purpose authorized by law.

All initial applications shall be screened to determine which candidates satisfy the job specifications. The candidates who meet the job specifications shall constitute the "qualified applicant pool."

Districts shall conduct an initial demographic review of the qualified applicant pool before an application deadline for a district position closes. If the pool's candidate diversity is not consistent with the diversity goals of the EEO Plan, the district may extend the search period. The composition of the qualified applicant pool shall be reviewed and compared to the

¹³ Section 53023.

composition of the initial applicant pool. If the EEO Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, appropriate action shall be taken. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

Screening/Selection Committee Procedures¹⁴

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

All screening and/or and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

- (1) provided to the State Chancellor upon request;
- (2) 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, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;
- (3) based solely on job-related criteria; and
- (4) designed to avoid an adverse impact, as defined above, and monitored by the EEO officer to detect and address any adverse impact which does occur for any monitored group.

The District may not designate or set aside positions or job classifications for members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law.

The District shall review all of its job specifications to ensure that seniority or length of service may be taken into consideration only if they are relevant to posted job qualifications consistent with the requirements of this Plan.

Selection testing for employees shall follow procedures outlined in the Equal Employment Opportunity Commission's "[Uniform Guidelines on Employee Selection Procedures](#)."

Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

The Board of Trustees or their designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a

¹⁴ Section 53024.

screening committee. The Board of Trustees may reject all candidates and order further review by the screening committee, or reopen the position where necessary to further achievement of the objectives of the EEO plan or to ensure equitable consideration lending itself to fulfilling the obligations mandated as equal employment opportunity.

13. ADDITIONAL MEASURES TO SUPPORT DIVERSITY AND ENSURE EQUAL EMPLOYMENT OPPORTUNITY¹⁵

The District shall review the information gathered pursuant to Title 5 section 53003(c)(6) (Component 10) to determine if significant underrepresentation of a particular group may be the result of non job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

- (1) longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
- (2) analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
- (3) analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

Where the review described above identifies that significant underrepresentation of a particular group may be the result of non-job related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

- (1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
- (2) consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;
- (3) determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
- (4) review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job- related and consistent with:

- (A) any requirements of federal law; and

¹⁵ Section 53006.

(B) qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or

- (5) discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (1)(4) of this subdivision; and
- (6) continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
- (7) consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For purposes of this section, "a reasonable period of time" means annually, or such longer period as the State Chancellor may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the District Chancellor, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

The District will continue, with the assistance of the Equal Employment Opportunity Advisory Committee, to implement its equal employment opportunity, hiring, recruitment, and promotional policies and procedures.

14. STRATEGIZING FOR ACHIEVING INSTITUTIONAL DIVERSITY¹⁶

The District recognizes that establishing and maintaining a richly diverse and equitable workforce is an on- going process that requires continued institutionalized effort. The District shall implement effective strategies to achieve its institutional commitment to diversity detailed in this plan. Equal employment opportunity strategies shall be selected according to the individualized challenges to diversity faced by each institution within the District and that 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.

Having a District that has accepted principles of diversity, multiculturalism, and interculturalism can make implementation and maintenance of an effective equal employment

¹⁶ Section 53003(c)(9); Section 53024.1.

opportunity program much easier. For that reason, institutionalizing a diversity, equity, inclusion, anti-racism, and belonging program that is well-planned, well-funded, and supported by the leadership of the District can be of great value.

The District sponsors cultural events and speakers on issues dealing with diversity, equity, inclusion, anti-racism, and belonging and explores how to infuse diversity, equity, inclusion, anti-racism, and belonging into the classroom and curriculum. The District promotes the concept of cultural proficiency and has developed an evaluation form that integrates diversity into the evaluation of employees. The District also promotes learning opportunities and personal growth in the area of diversity, equity, inclusion, anti-racism, and belonging and evaluates how the physical environment can be responsive to its diverse employee and student populations.

This District shall continue to develop, and implement on a continuing basis, indicators of its institutional commitment to pre-hiring, hiring, and post-hiring diversity, equity, inclusion, anti-racism, and belonging such as:

- a. conducting surveys of campus climate on a regular basis, and implements concrete measures utilizing the information drawn from the surveys;
- b. conducting exit interviews with employees voluntarily leaving the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular underrepresented groups, and implements concrete measures utilizing this information;
- c. providing training on elimination of bias in hiring and employment;
- d. providing cultural awareness training to members of the campus community;
- e. maintaining a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities;
- f. auditing and/or maintenance of job descriptions and/or job announcements;
- g. providing training the board of trustees receives on the elimination of bias in hiring and employment at least once every election cycle;
- h. timely and thoroughly investigating all harassment and discrimination complaints, and takes appropriate corrective action in all instances where a violation is found;
- i. timely complying with the requirements of Government Code section 12950.1 (AB1825), and includes all forms of harassment and discrimination in the training;
- j. having District publications and the website convey its commitments to diversity, equity, inclusion, anti-racism, and belonging as well as equal employment opportunity;
- k. having a mission statement conveying its commitment to diversity, equity, inclusion, anti-racism, and belonging and recognition that a diverse, equitable, inclusive, anti-racist, and welcoming workforce promotes its educational goals and values;
- l. requiring applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community

- college students in a manner specific to the position;
- m. encouraging staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity, equity, inclusion, anti-racism, and belonging enhancement;
 - n. maintaining updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline;
 - o. addressing issues of inclusion/exclusion in a transparent and collaborative fashion;
 - p. attempting to gather information from applicants who decline job offers to inquire why, records this information, and utilizes it;
 - q. conducting longitudinal analysis of various employment events by underrepresented group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline;
 - r. highlighting the District's equal employment opportunity and diversity, equity, inclusion, anti-racism, and belonging policies in job announcements and in its recruitment, marketing, and other publications;
 - s. conducting diversity, equity, inclusion, anti-racism, and belonging dialogues, forums, and intercultural workshops;
 - t. recognizing and valuing staff and faculty who have promoted diversity, equity, inclusion, anti-racism, and belonging and equal employment opportunity principles by awarding a yearly diversity, equity, inclusion, anti-racism, and belonging recognition award;
 - u. establishing an "Equal Employment Opportunity Diversity, Equity, Inclusion, Anti-Racism, and Belonging" online presence by highlighting the District's diversity, equity, inclusion, anti-racism, and belonging 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;
 - v. promoting various cultural celebrations on campus;
 - w. recognizing multilingualism and knowledge of multiculturalism for the engagement of positive intercultural experiences as a desired, and when appropriate, required skill and qualification for community college employees;
 - x. having a formal diversity, equity, anti-racism, and belonging program on campus that is visible, valued and adequately funded;
 - y. developing leadership opportunities with current staff focusing on diversity, equity, inclusion, anti-racism, and belonging;
 - z. ensuring that top administrative staff support diversity, equity, inclusion, anti-racism, and belonging objectives and that the diversity, equity, and/or equal employment opportunity officer position is maintained as a cabinet or cabinet-adjacent high-level administrative position;
- aa. seeking direct contact with student, professional, community and other organizations representing the diverse community we serve. These organizations can serve as resources for referring potential candidates; and
 - bb. collaborating with the District Antiracism Council to implement the Initiative in Diversity, Equity, Antiracism and Leadership (the "IDEAL") Program—a comprehensive, certificated Professional Development program. The IDEAL Program will cover a wide-range of topics related to equity and justice. These

distinct topics are held together by a critical, inter-sectional analytical framework. This framework is designed to aid IDEAL participants in better understanding the root causes of the institutionalized inequities embedded within our policies, practices, procedures, and pedagogies. IDEAL is district-wide precisely because while we are, admittedly, three distinct campuses, we do share the same overarching goal- to respectfully serve our students and be supportive colleagues.

15. ACCOUNTABILITY AND CORRECTIVE ACTION¹⁷

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

- (1) recorded, reviewed and reported the data required regarding qualified applicant pools and longitudinal data;
- (2) reviewed and updated, as needed, the Strategies Component of the Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of Title 5; and
- (4) expended equal employment opportunity funds in accordance with the purpose set forth in subdivision (c) of section 53030.

Upon review of the District's certification, data reports, or any complaint filed under the accountability and corrective action portion of this plan, the Chancellor may review the District's EEO plan and implementation to assess the District's ongoing efforts to support diversity and/or the District's compliance. Where the Chancellor finds that the District's efforts have been insufficient, the Chancellor will inform the District of specific area(s) of concern, and direct the District to adopt a revised Equal Employment Opportunity plan within 120 days. Upon review of the revised Equal Employment Opportunity Plan, in the 90-days period before adoption, the Chancellor will either:

- (1) determine the revisions are sufficient, and provide a timetable for any subsequent review of the District implementation; and
- (2) determine the revisions are insufficient, and direct the District to implement specific strategies and provide a timetable for subsequent review of the District's implementation.

16. PERSONS WITH DISABILITIES: ACCOMMODATIONS

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

¹⁷ Section 53024.2.

The Office of Human Resources is responsible for handling requests from applicants and employees seeking reasonable accommodations.

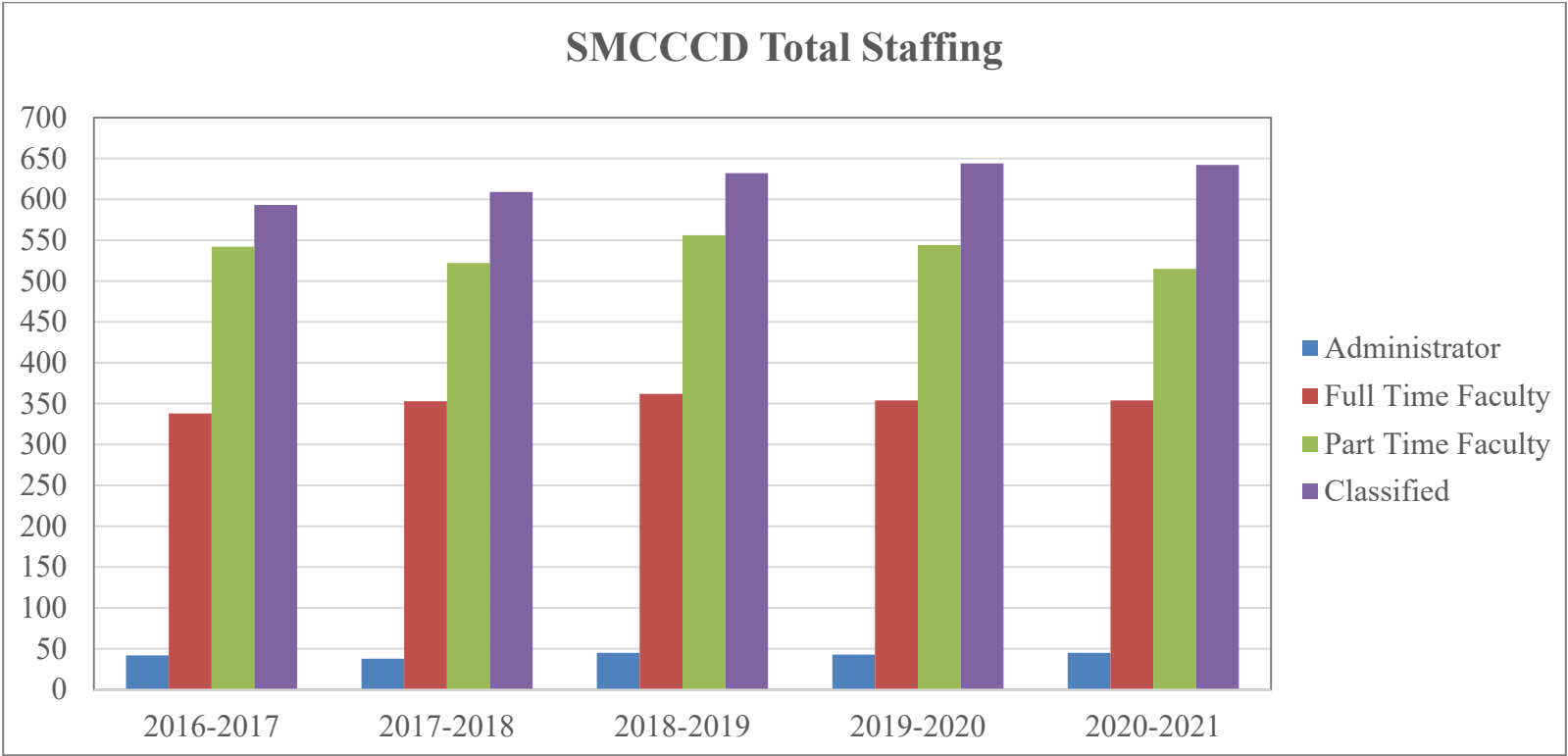
17. GRADUATE ASSUMPTION PROGRAM OF LOANS FOR EDUCATION

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them in completing their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, 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.

EXHIBIT A

SMCCCD Total Staffing: 2016 – 2021

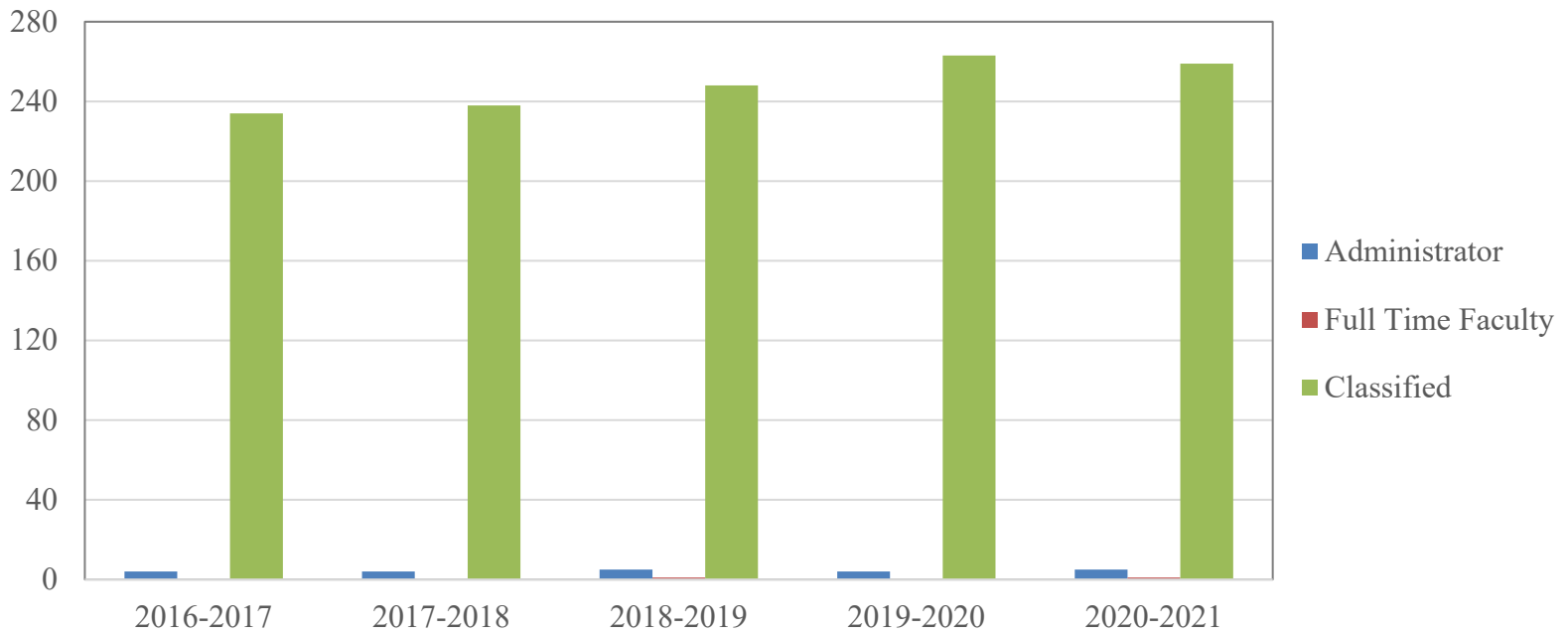
	2016 - 2017	2016 - 2017	2017 - 2018	2017 - 2018	2018 - 2019	2018 - 2019	2019 - 2020	2019 - 2020	2020 - 2021	2020 - 2021
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Educational Administrator	42	2.77 %	38	2.50 %	45	2.82 %	43	2.71 %	45	2.89 %
Academic, Tenured/Tenure Track	338	22.31 %	353	23.19 %	362	22.70 %	354	22.33 %	354	22.75 %
Academic, Temporary	542	35.78 %	522	34.30 %	556	34.86 %	544	34.32 %	515	33.10 %
Classified	593	39.14 %	609	40.01 %	632	39.62 %	644	40.63 %	642	41.26 %



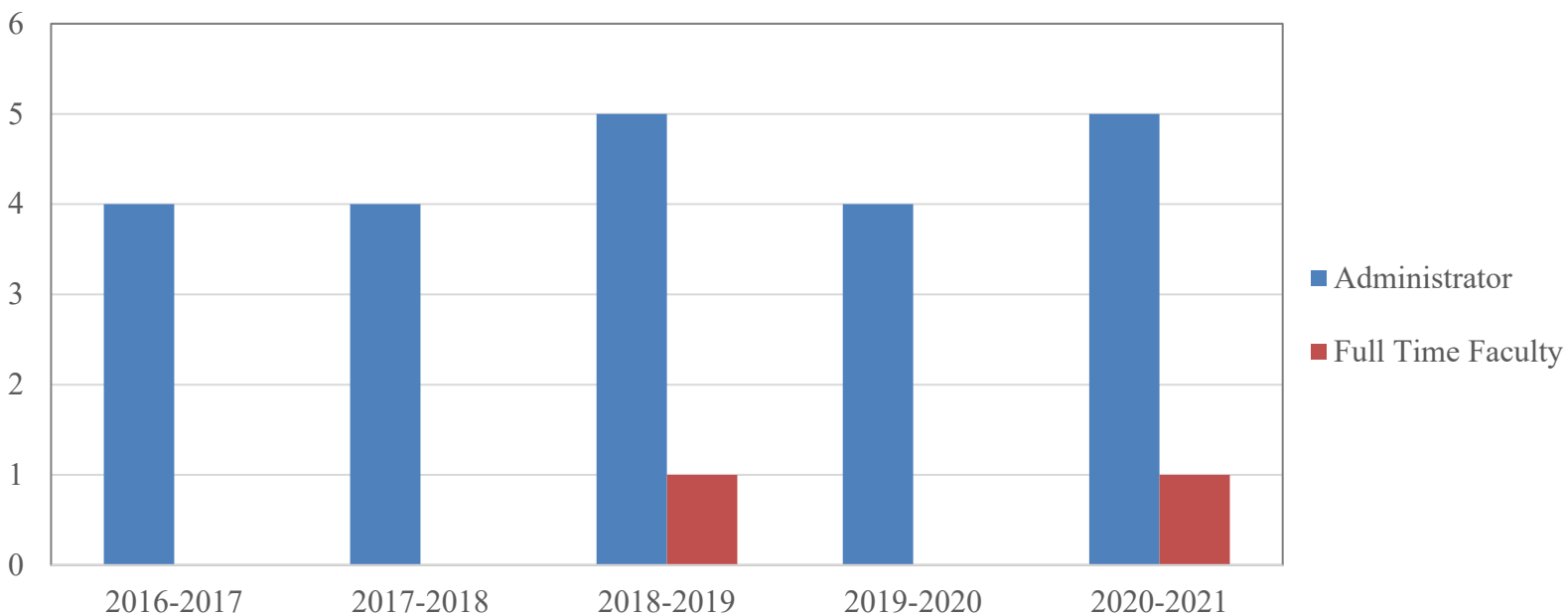
Colleges and District Services Total Staffing: 2016 – 2021

	2016 - 2017	2016 - 2017	2017 - 2018	2017 - 2018	2018 - 2019	2018 - 2019	2019 - 2020	2019 - 2020	2020 - 2021	2020 - 2021
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
San Mateo CCD Office Total	238	15.71 %	242	15.90 %	254	15.92 %	267	16.85 %	265	17.03 %
Educational Administrator	4	1.68 %	4	1.65 %	5	1.97 %	4	1.50 %	5	1.89 %
Academic, Tenured/Tenure Track		0.00 %		0.00 %	1	0.39 %		0.00 %	1	0.38 %
Classified	234	98.32 %	238	98.35 %	248	97.64 %	263	98.50 %	259	97.74 %
Canada Total	325	21.45 %	324	21.29 %	329	20.63 %	335	21.14 %	310	19.92 %
Educational Administrator	9	2.77 %	8	2.47 %	12	3.65 %	10	2.99 %	12	3.87 %
Academic, Tenured/Tenure Track	82	25.23 %	84	25.93 %	84	25.53 %	82	24.48 %	78	25.16 %
Academic, Temporary	140	43.08 %	132	40.74 %	135	41.03 %	142	42.39 %	120	38.71 %
Classified	94	28.92 %	100	30.86 %	98	29.79 %	101	30.15 %	100	32.26 %
San Mateo Total	450	29.70 %	451	29.63 %	488	30.60 %	483	30.47 %	490	31.49 %
Educational Administrator	13	2.89 %	12	2.66 %	13	2.66 %	13	2.69 %	12	2.45 %
Academic, Tenured/Tenure Track	126	28.00 %	133	29.49 %	144	29.51 %	142	29.40 %	145	29.59 %
Academic, Temporary	174	38.67 %	169	37.47 %	185	37.91 %	184	38.10 %	189	38.57 %
Classified	137	30.44 %	137	30.38 %	146	29.92 %	144	29.81 %	144	29.39 %
Skyline Total	502	33.14 %	505	33.18 %	524	32.85 %	500	31.55 %	491	31.56 %
Educational Administrator	16	3.19 %	14	2.77 %	15	2.86 %	16	3.20 %	16	3.26 %
Academic, Tenured/Tenure Track	130	25.90 %	136	26.93 %	133	25.38 %	130	26.00 %	130	26.48 %
Academic, Temporary	228	45.42 %	221	43.76 %	236	45.04 %	218	43.60 %	206	41.96 %
Classified	128	25.50 %	134	26.53 %	140	26.72 %	136	27.20 %	139	28.31 %

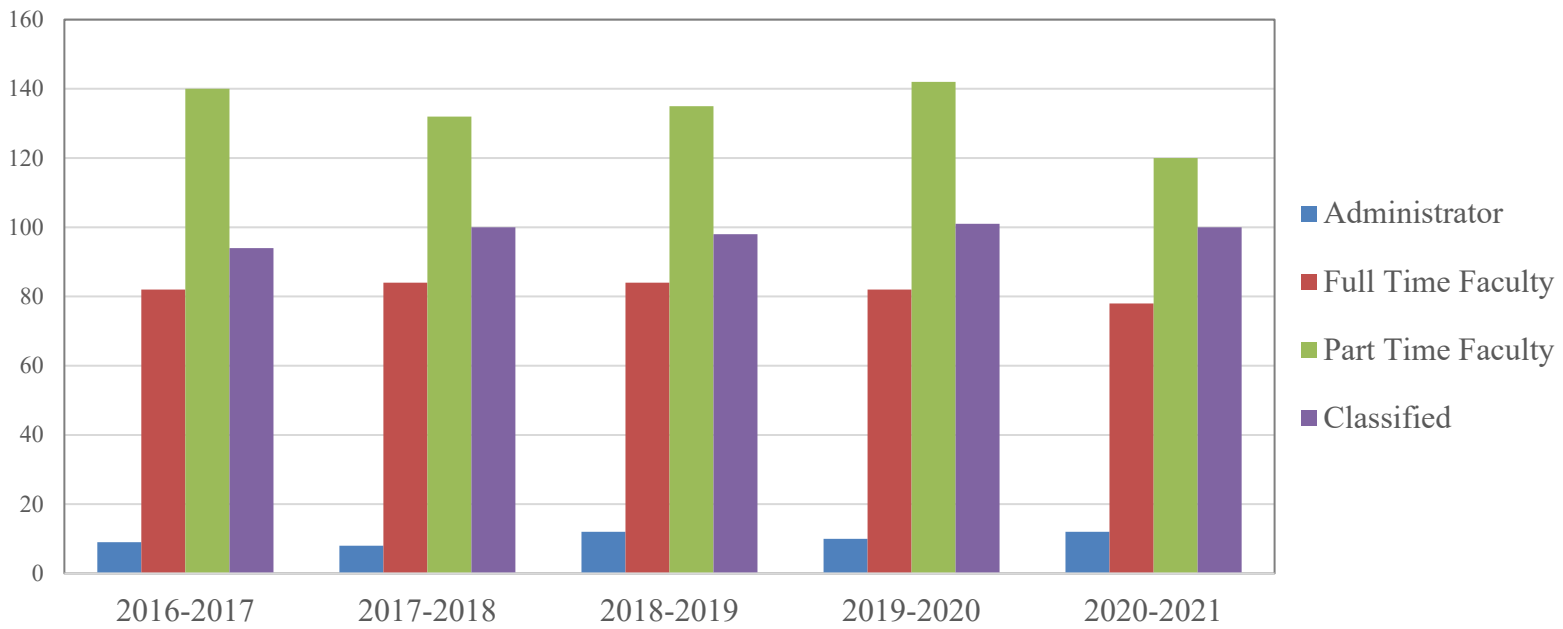
District Services - Total Staffing



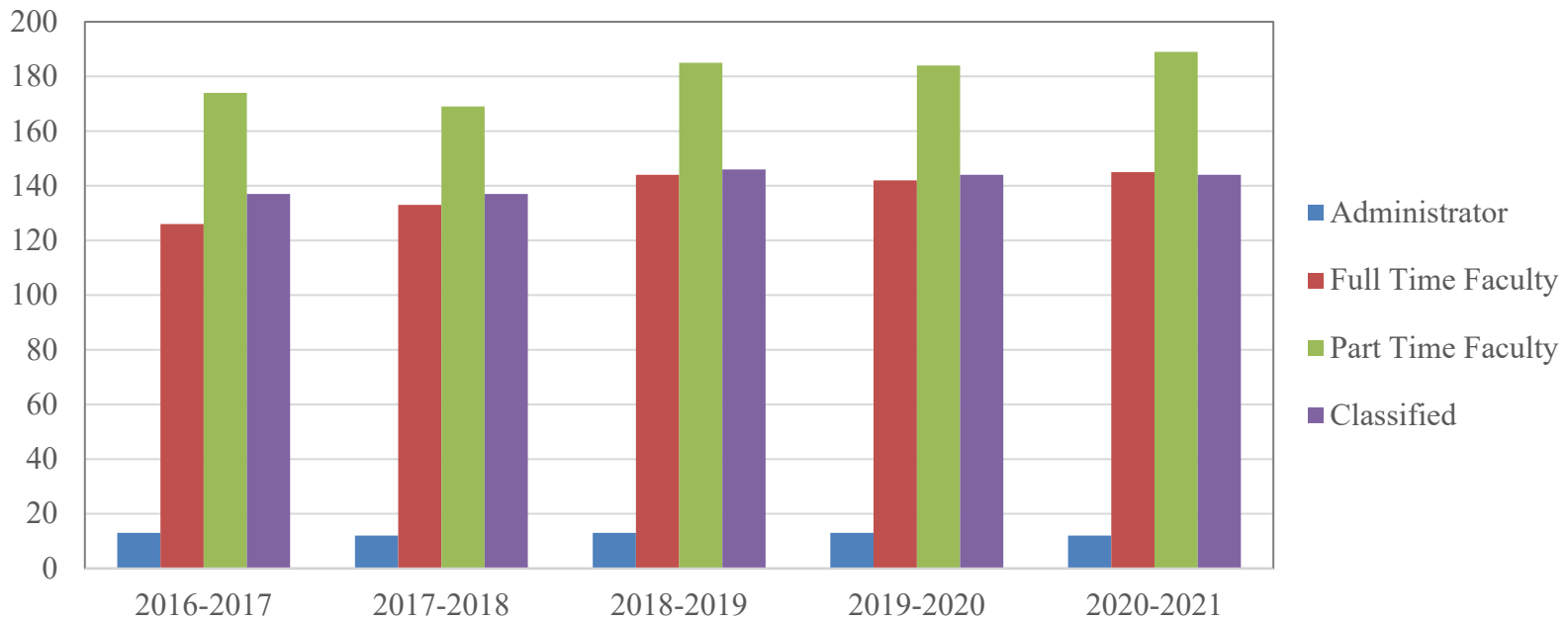
Closer Look: District Services - Total Staffing



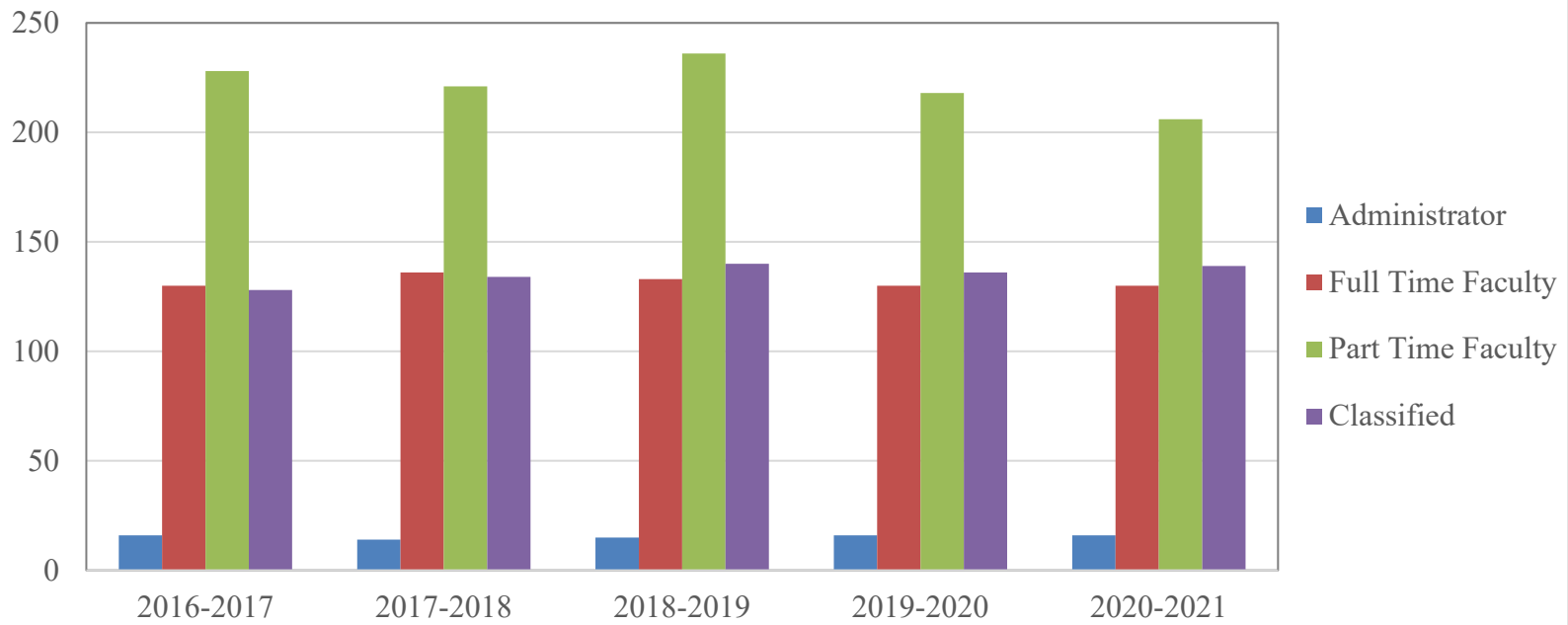
Cañada College - Total Staffing



College of San Mateo - Total Staffing



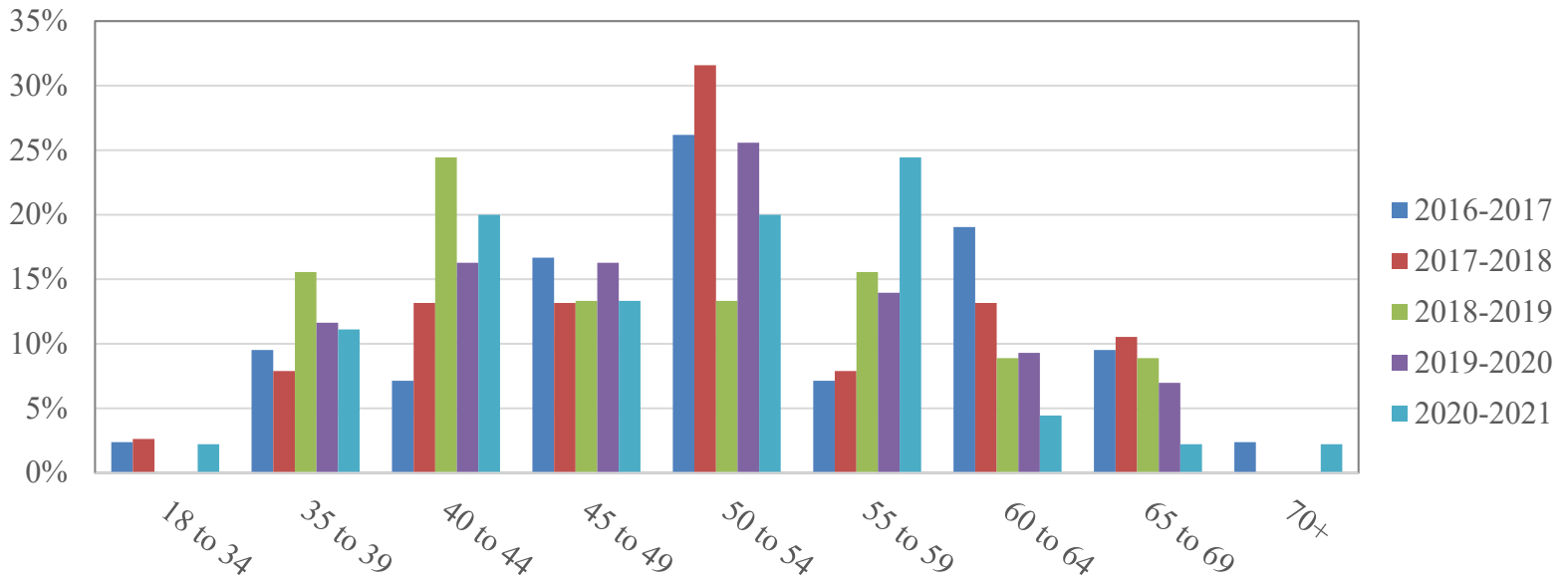
Skyline College - Total Staffing



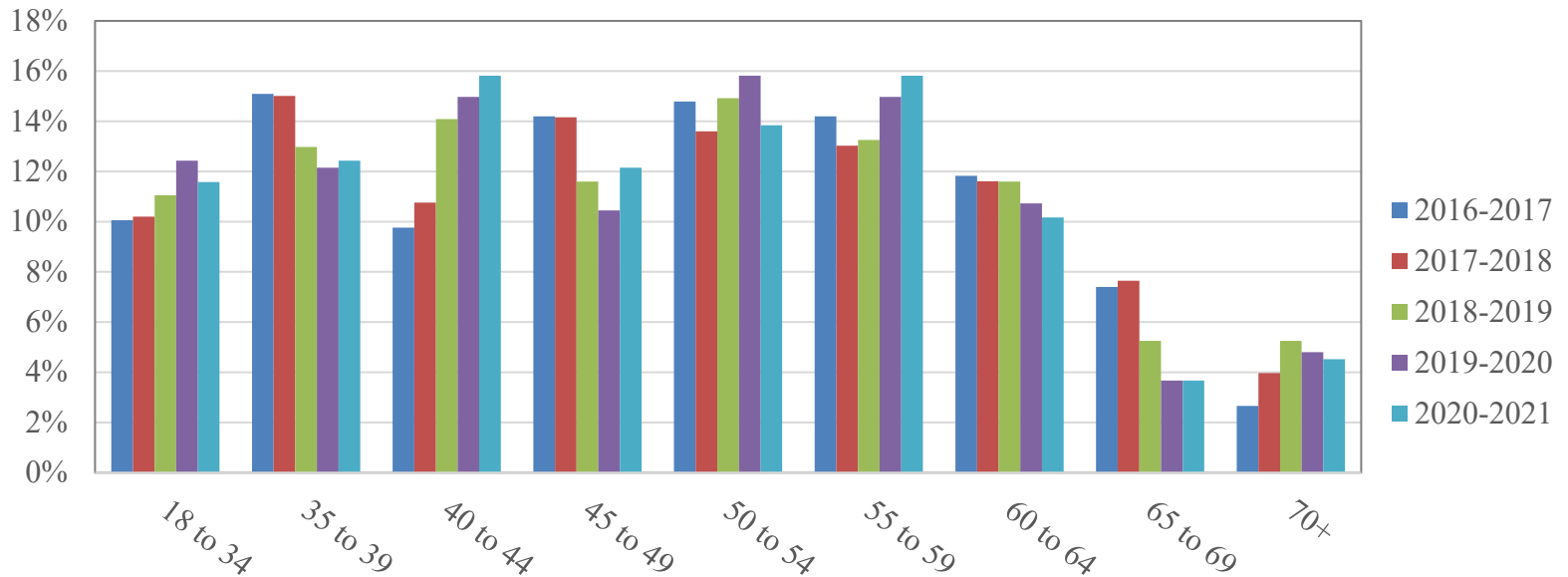
Age Distribution: 2016 – 2021

		2016 - 2017	2016 - 2017	2017 - 2018	2017 - 2018	2018 - 2019	2018 - 2019	2019 - 2020	2019 - 2020	2020 - 2021	2020 - 2021
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
San Mateo CCD Total		1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Educational Administrator		42	2.77 %	38	2.50 %	45	2.82 %	43	2.71 %	45	2.89 %
18 to 34		1	2.38 %	1	2.63 %		0.00 %		0.00 %	1	2.22 %
35 to 39		4	9.52 %	3	7.89 %	7	15.56 %	5	11.63 %	5	11.11 %
40 to 44		3	7.14 %	5	13.16 %	11	24.44 %	7	16.28 %	9	20.00 %
45 to 49		7	16.67 %	5	13.16 %	6	13.33 %	7	16.28 %	6	13.33 %
50 to 54		11	26.19 %	12	31.58 %	6	13.33 %	11	25.58 %	9	20.00 %
55 to 59		3	7.14 %	3	7.89 %	7	15.56 %	6	13.95 %	11	24.44 %
60 to 64		8	19.05 %	5	13.16 %	4	8.89 %	4	9.30 %	2	4.44 %
65 to 69		4	9.52 %	4	10.53 %	4	8.89 %	3	6.98 %	1	2.22 %
70+		1	2.38 %		0.00 %		0.00 %		0.00 %	1	2.22 %
Academic, Tenured/Tenure Track		338	22.31 %	353	23.19 %	362	22.70 %	354	22.33 %	354	22.75 %
18 to 34		34	10.06 %	36	10.20 %	40	11.05 %	44	12.43 %	41	11.58 %
35 to 39		51	15.09 %	53	15.01 %	47	12.98 %	43	12.15 %	44	12.43 %
40 to 44		33	9.76 %	38	10.76 %	51	14.09 %	53	14.97 %	56	15.82 %
45 to 49		48	14.20 %	50	14.16 %	42	11.60 %	37	10.45 %	43	12.15 %
50 to 54		50	14.79 %	48	13.60 %	54	14.92 %	56	15.82 %	49	13.84 %
55 to 59		48	14.20 %	46	13.03 %	48	13.26 %	53	14.97 %	56	15.82 %
60 to 64		40	11.83 %	41	11.61 %	42	11.60 %	38	10.73 %	36	10.17 %
65 to 69		25	7.40 %	27	7.65 %	19	5.25 %	13	3.67 %	13	3.67 %
70+		9	2.66 %	14	3.97 %	19	5.25 %	17	4.80 %	16	4.52 %
Academic, Temporary		542	35.78 %	522	34.30 %	556	34.86 %	544	34.32 %	515	33.10 %
18 to 34		75	13.84 %	65	12.45 %	62	11.15 %	58	10.66 %	54	10.49 %
35 to 39		60	11.07 %	65	12.45 %	76	13.67 %	64	11.76 %	61	11.84 %
40 to 44		49	9.04 %	54	10.34 %	53	9.53 %	59	10.85 %	59	11.46 %
45 to 49		74	13.65 %	61	11.69 %	78	14.03 %	67	12.32 %	68	13.20 %
50 to 54		54	9.96 %	58	11.11 %	55	9.89 %	67	12.32 %	70	13.59 %
55 to 59		66	12.18 %	56	10.73 %	63	11.33 %	61	11.21 %	60	11.65 %
60 to 64		68	12.55 %	65	12.45 %	66	11.87 %	61	11.21 %	60	11.65 %
65 to 69		60	11.07 %	53	10.15 %	47	8.45 %	48	8.82 %	36	6.99 %
70+		36	6.64 %	45	8.62 %	56	10.07 %	59	10.85 %	47	9.13 %
Classified		593	39.14 %	609	40.01 %	632	39.62 %	644	40.63 %	642	41.26 %
18 to 34		155	26.14 %	164	26.93 %	175	27.69 %	166	25.78 %	165	25.70 %
35 to 39		82	13.83 %	85	13.96 %	82	12.97 %	77	11.96 %	76	11.84 %
40 to 44		56	9.44 %	65	10.67 %	81	12.82 %	93	14.44 %	103	16.04 %
45 to 49		62	10.46 %	65	10.67 %	66	10.44 %	73	11.34 %	67	10.44 %
50 to 54		79	13.32 %	70	11.49 %	61	9.65 %	68	10.56 %	71	11.06 %
55 to 59		76	12.82 %	76	12.48 %	82	12.97 %	82	12.73 %	67	10.44 %
60 to 64		58	9.78 %	56	9.20 %	52	8.23 %	51	7.92 %	57	8.88 %
65 to 69		20	3.37 %	23	3.78 %	26	4.11 %	28	4.35 %	30	4.67 %
70+		5	0.84 %	5	0.82 %	7	1.11 %	6	0.93 %	6	0.93 %

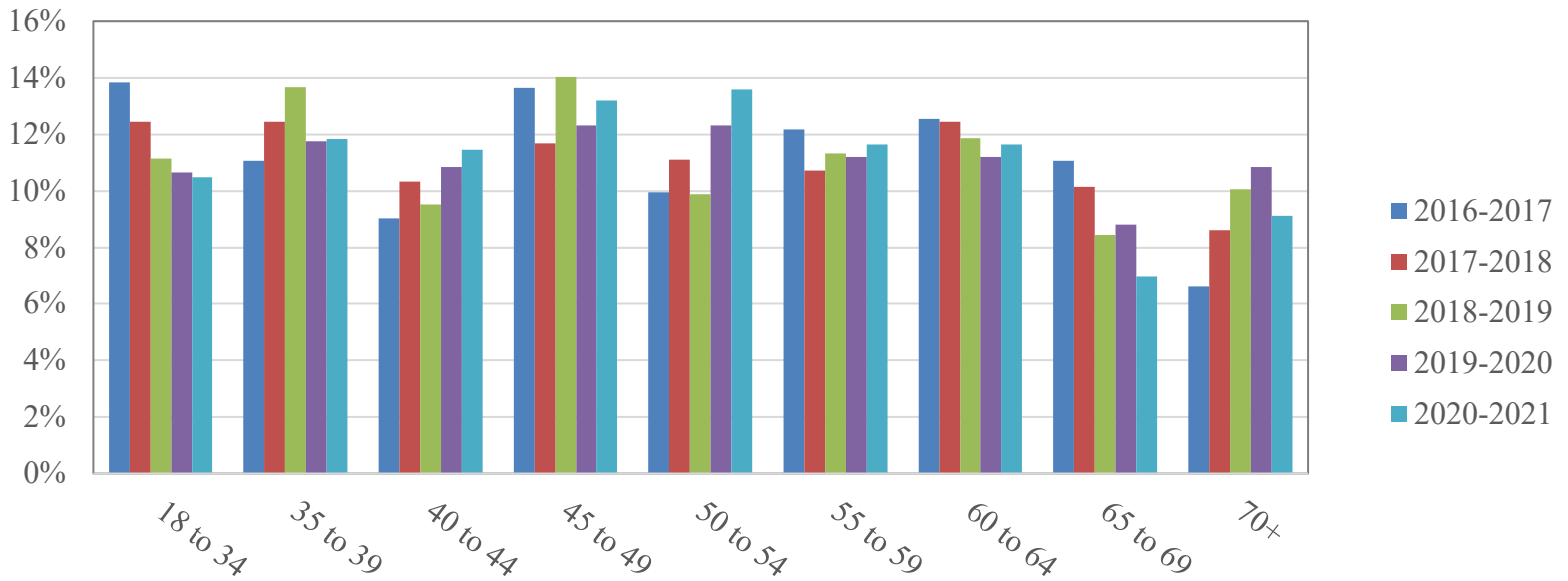
Age Distribution 2016 - 2021 Administrator



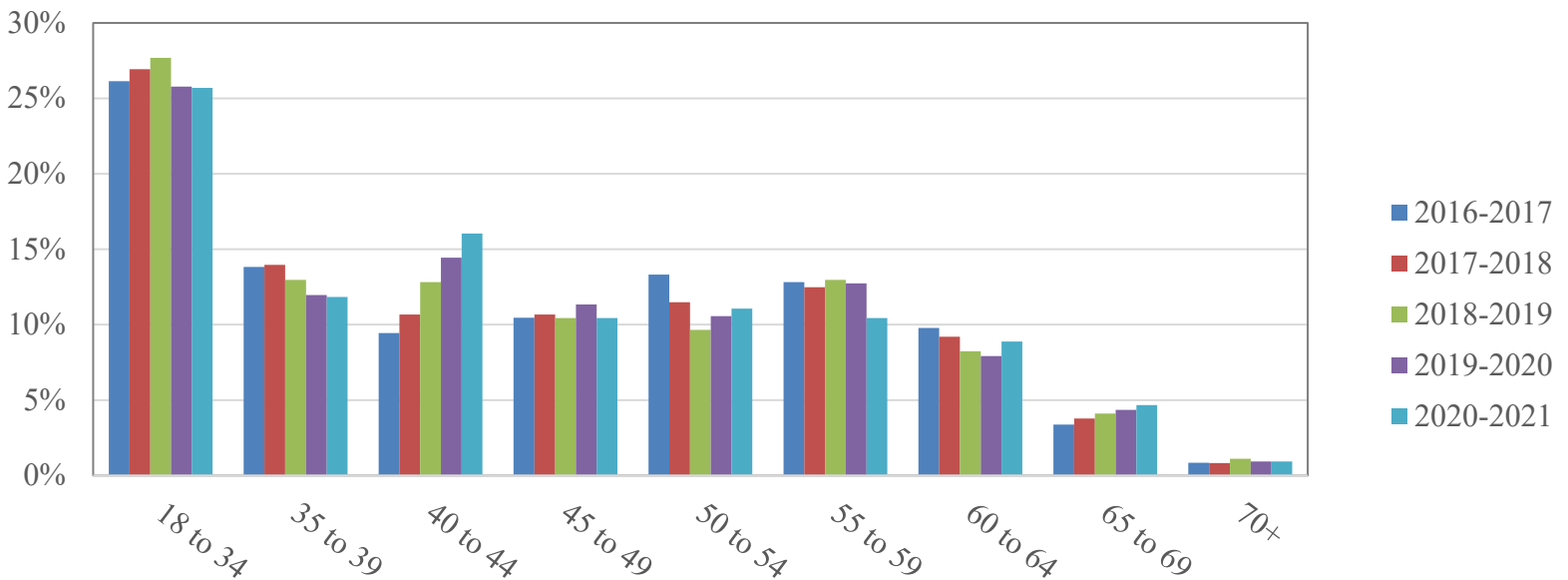
Age Distribution 2016 - 2021 Full Time Faculty



Age Distribution 2016 - 2021 Part Time Faculty



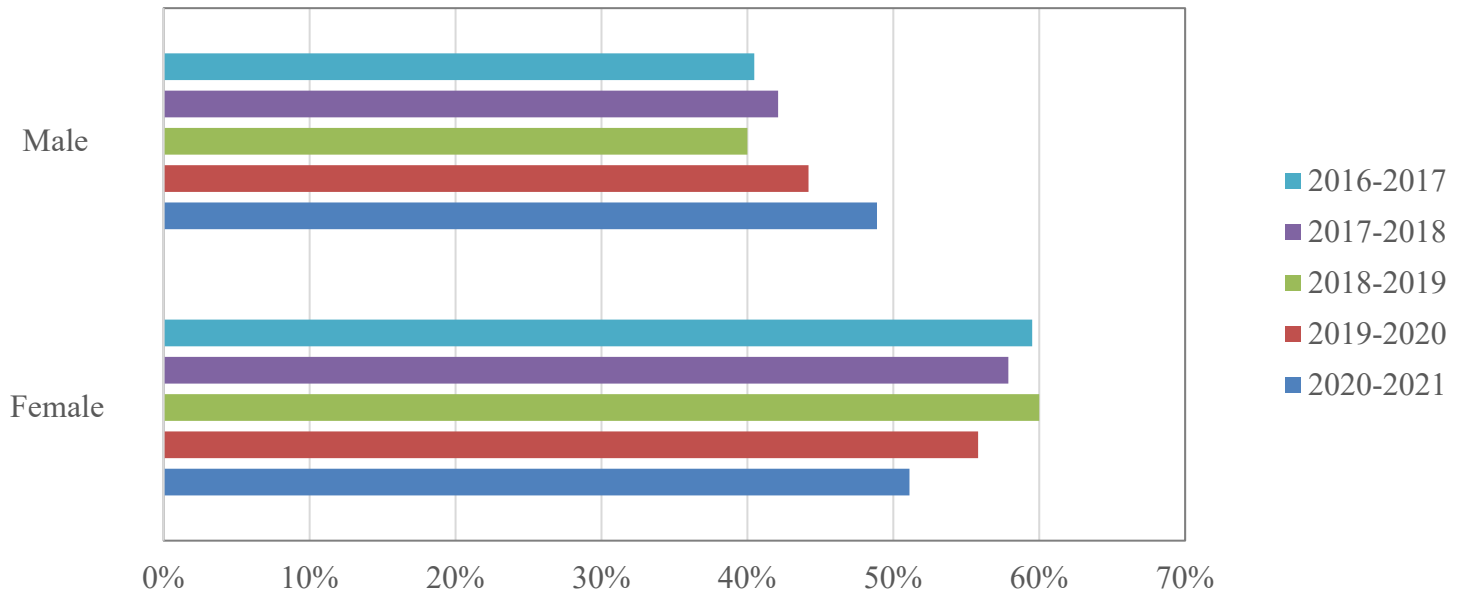
Age Distribution 2016 - 2021 Classified



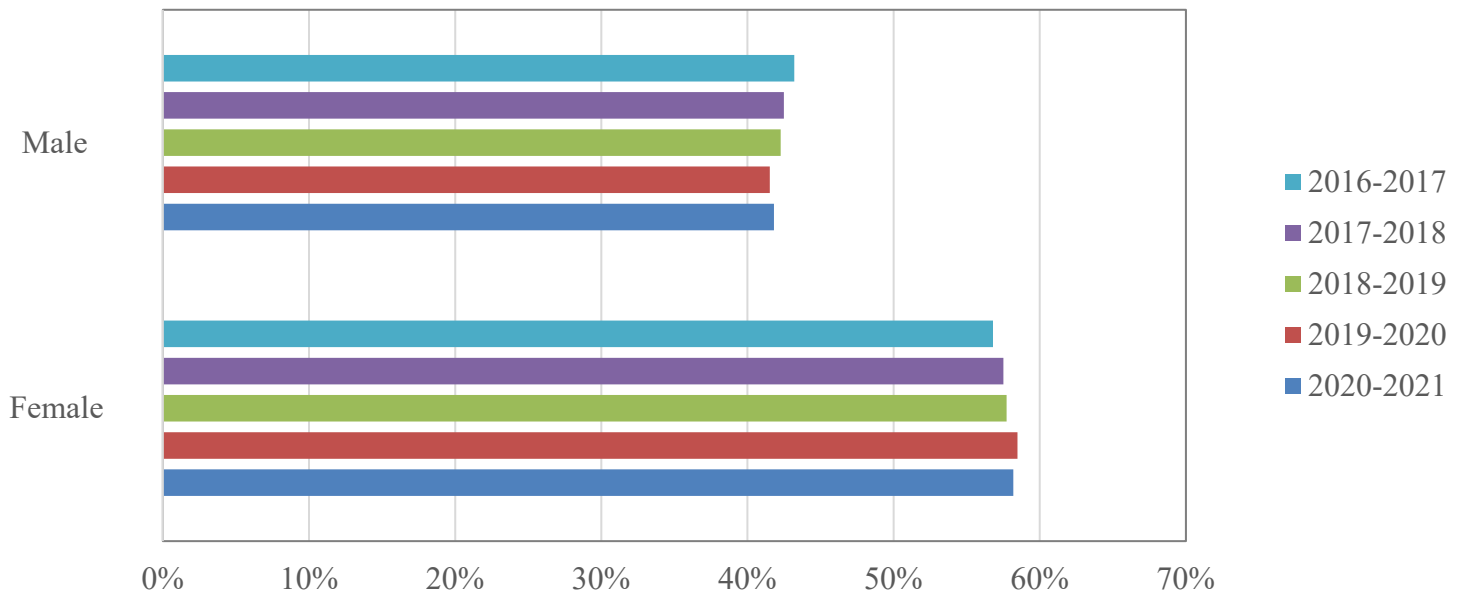
Gender: 2016 – 2021

		2016 - 2017	2016 - 2017	2017 - 2018	2017 - 2018	2018 - 2019	2018 - 2019	2019 - 2020	2019 - 2020	2020 - 2021	2020 - 2021
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
San Mateo CCD Total		1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
	Educational Administrator	42	2.77 %	38	2.50 %	45	2.82 %	43	2.71 %	45	2.89 %
	Female	25	59.52 %	22	57.89 %	27	60.00 %	24	55.81 %	23	51.11 %
	Male	17	40.48 %	16	42.11 %	18	40.00 %	19	44.19 %	22	48.89 %
Academic, Tenured/Tenure Track		338	22.31 %	353	23.19 %	362	22.70 %	354	22.33 %	354	22.75 %
	Female	192	56.80 %	203	57.51 %	209	57.73 %	207	58.47 %	206	58.19 %
	Male	146	43.20 %	150	42.49 %	153	42.27 %	147	41.53 %	148	41.81 %
Academic, Temporary		542	35.78 %	522	34.30 %	556	34.86 %	544	34.32 %	515	33.10 %
	Female	293	54.06 %	279	53.45 %	300	53.96 %	302	55.51 %	280	54.37 %
	Male	249	45.94 %	243	46.55 %	256	46.04 %	242	44.49 %	235	45.63 %
Classified		593	39.14 %	609	40.01 %	632	39.62 %	644	40.63 %	642	41.26 %
	Female	347	58.52 %	353	57.96 %	370	58.54 %	367	56.99 %	364	56.70 %
	Male	246	41.48 %	256	42.04 %	262	41.46 %	277	43.01 %	278	43.30 %

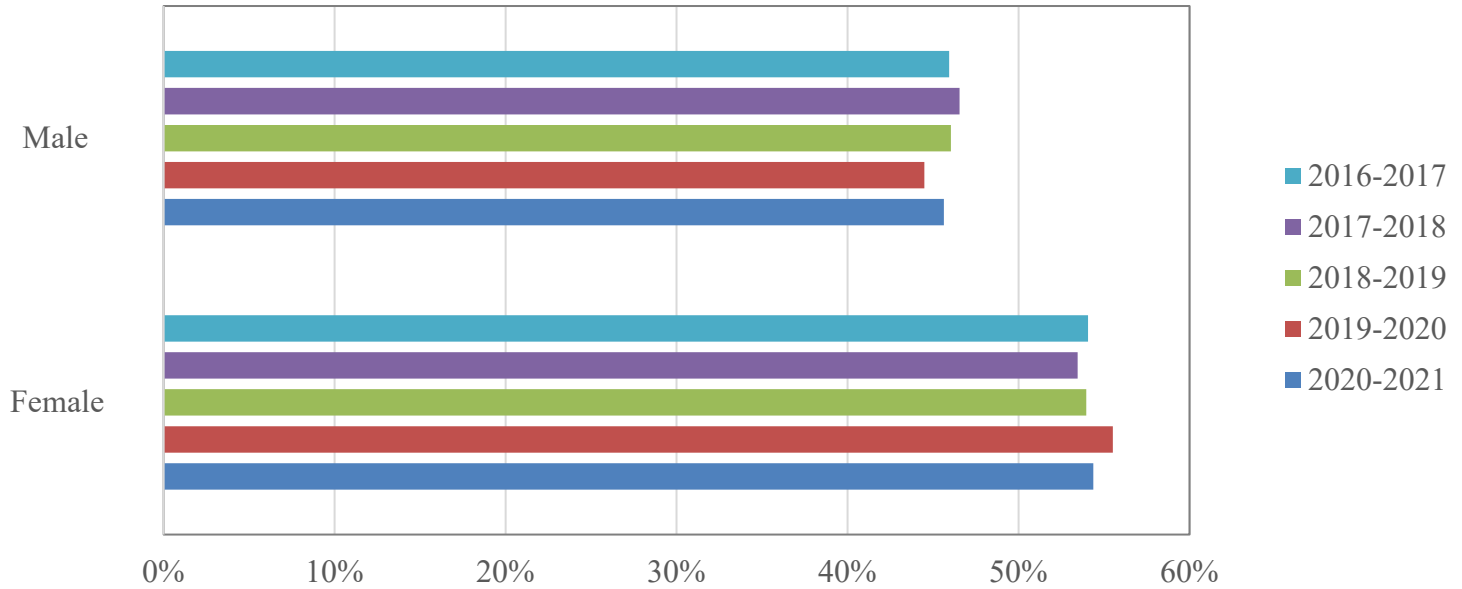
Gender 2016 - 2021 Administrator



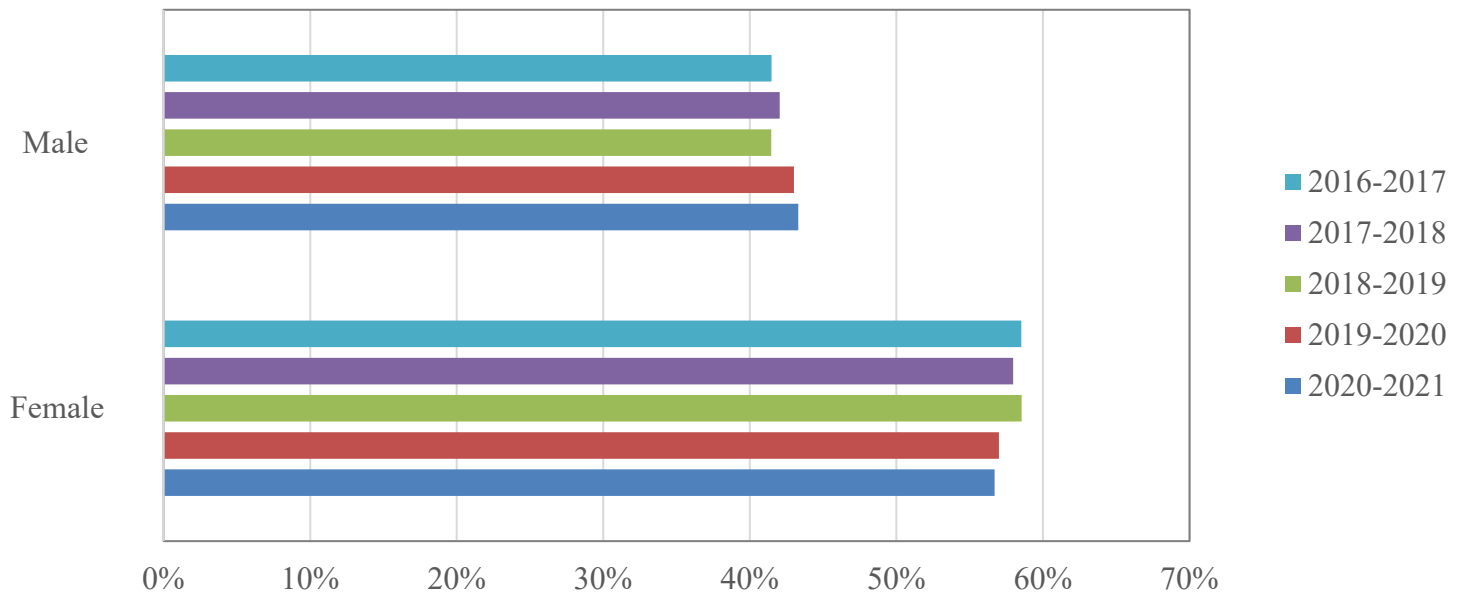
Gender 2016 - 2021 Full Time Faculty



Gender 2016 - 2021 Part Time Faculty



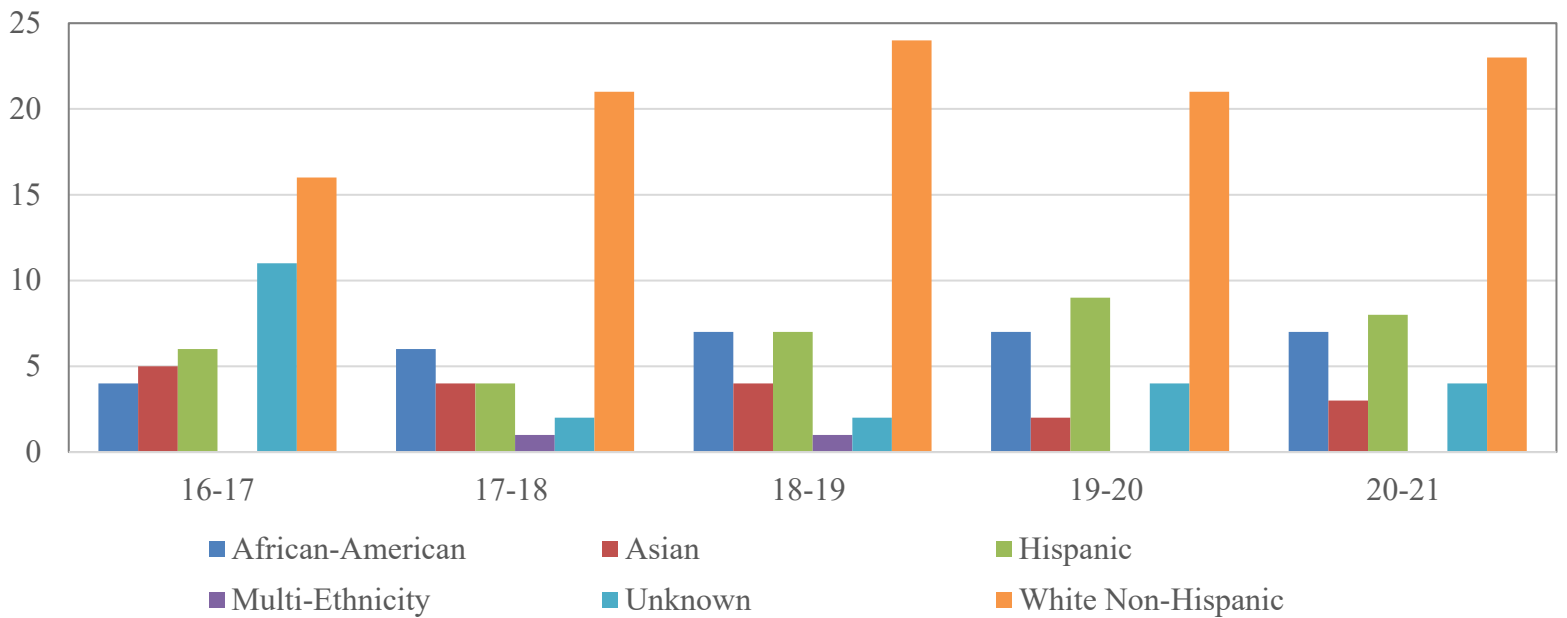
Gender 2016 - 2021 Classified



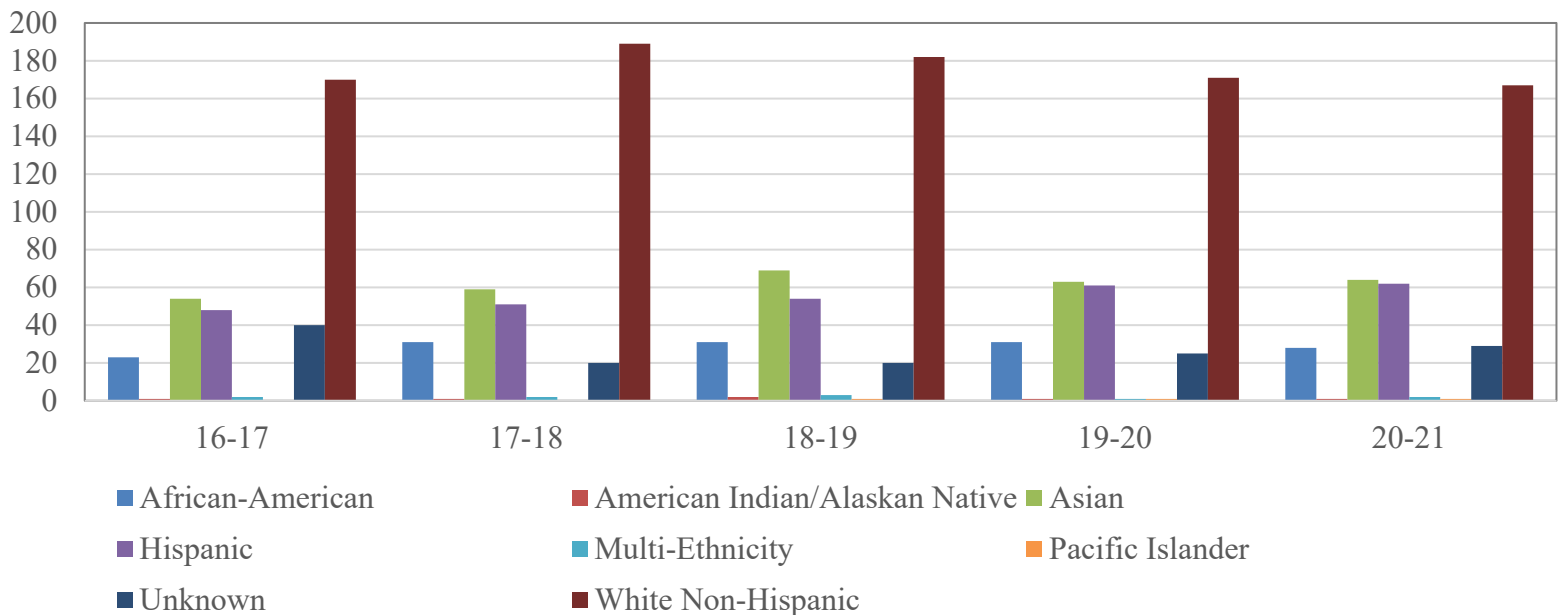
Ethnicity: 2016 – 2021

		2016 - 2017	2016 - 2017	2017 - 2018	2017 - 2018	2018 - 2019	2018 - 2019	2019 - 2020	2019 - 2020	2020 - 2021	2020 - 2021
		Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
San Mateo CCD Total		1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Educational Administrator		42	2.77 %	38	2.50 %	45	2.82 %	43	2.71 %	45	2.89 %
African-American		4	9.52 %	6	15.79 %	7	15.56 %	7	16.28 %	7	15.56 %
Asian		5	11.90 %	4	10.53 %	4	8.89 %	2	4.65 %	3	6.67 %
Hispanic		6	14.29 %	4	10.53 %	7	15.56 %	9	20.93 %	8	17.78 %
Multi-Ethnicity			0.00 %	1	2.63 %	1	2.22 %		0.00 %		0.00 %
Unknown		11	26.19 %	2	5.26 %	2	4.44 %	4	9.30 %	4	8.89 %
White Non-Hispanic		16	38.10 %	21	55.26 %	24	53.33 %	21	48.84 %	23	51.11 %
Academic, Tenured/Tenure Track		338	22.31 %	353	23.19 %	362	22.70 %	354	22.33 %	354	22.75 %
African-American		23	6.80 %	31	8.78 %	31	8.56 %	31	8.76 %	28	7.91 %
American Indian/Alaskan Native		1	0.30 %	1	0.28 %	2	0.55 %	1	0.28 %	1	0.28 %
Asian		54	15.98 %	59	16.71 %	69	19.06 %	63	17.80 %	64	18.08 %
Hispanic		48	14.20 %	51	14.45 %	54	14.92 %	61	17.23 %	62	17.51 %
Multi-Ethnicity		2	0.59 %	2	0.57 %	3	0.83 %	1	0.28 %	2	0.56 %
Pacific Islander			0.00 %		0.00 %	1	0.28 %	1	0.28 %	1	0.28 %
Unknown		40	11.83 %	20	5.67 %	20	5.52 %	25	7.06 %	29	8.19 %
White Non-Hispanic		170	50.30 %	189	53.54 %	182	50.28 %	171	48.31 %	167	47.18 %
Academic, Temporary		542	35.78 %	522	34.30 %	556	34.86 %	544	34.32 %	515	33.10 %
African-American		25	4.61 %	34	6.51 %	31	5.58 %	34	6.25 %	30	5.83 %
American Indian/Alaskan Native		1	0.18 %	2	0.38 %	1	0.18 %	1	0.18 %		0.00 %
Asian		88	16.24 %	89	17.05 %	97	17.45 %	70	12.87 %	90	17.48 %
Hispanic		33	6.09 %	48	9.20 %	51	9.17 %	36	6.62 %	53	10.29 %
Multi-Ethnicity		1	0.18 %	2	0.38 %	4	0.72 %	1	0.18 %	4	0.78 %
Pacific Islander		9	1.66 %	4	0.77 %	2	0.36 %	3	0.55 %	5	0.97 %
Unknown		91	16.79 %	29	5.56 %	44	7.91 %	54	9.93 %	44	8.54 %
White Non-Hispanic		294	54.24 %	314	60.15 %	326	58.63 %	345	63.42 %	289	56.12 %
Classified		593	39.14 %	609	40.01 %	632	39.62 %	644	40.63 %	642	41.26 %
African-American		30	5.06 %	38	6.24 %	32	5.06 %	30	4.66 %	31	4.83 %
American Indian/Alaskan Native			0.00 %		0.00 %		0.00 %		0.00 %	1	0.16 %
Asian		141	23.78 %	142	23.32 %	146	23.10 %	149	23.14 %	146	22.74 %
Hispanic		152	25.63 %	174	28.57 %	186	29.43 %	200	31.06 %	201	31.31 %
Multi-Ethnicity		8	1.35 %	8	1.31 %	11	1.74 %	11	1.71 %	13	2.02 %
Pacific Islander		10	1.69 %	11	1.81 %	11	1.74 %	12	1.86 %	15	2.34 %
Unknown		63	10.62 %	40	6.57 %	42	6.65 %	49	7.61 %	57	8.88 %
White Non-Hispanic		189	31.87 %	196	32.18 %	204	32.28 %	193	29.97 %	178	27.73 %

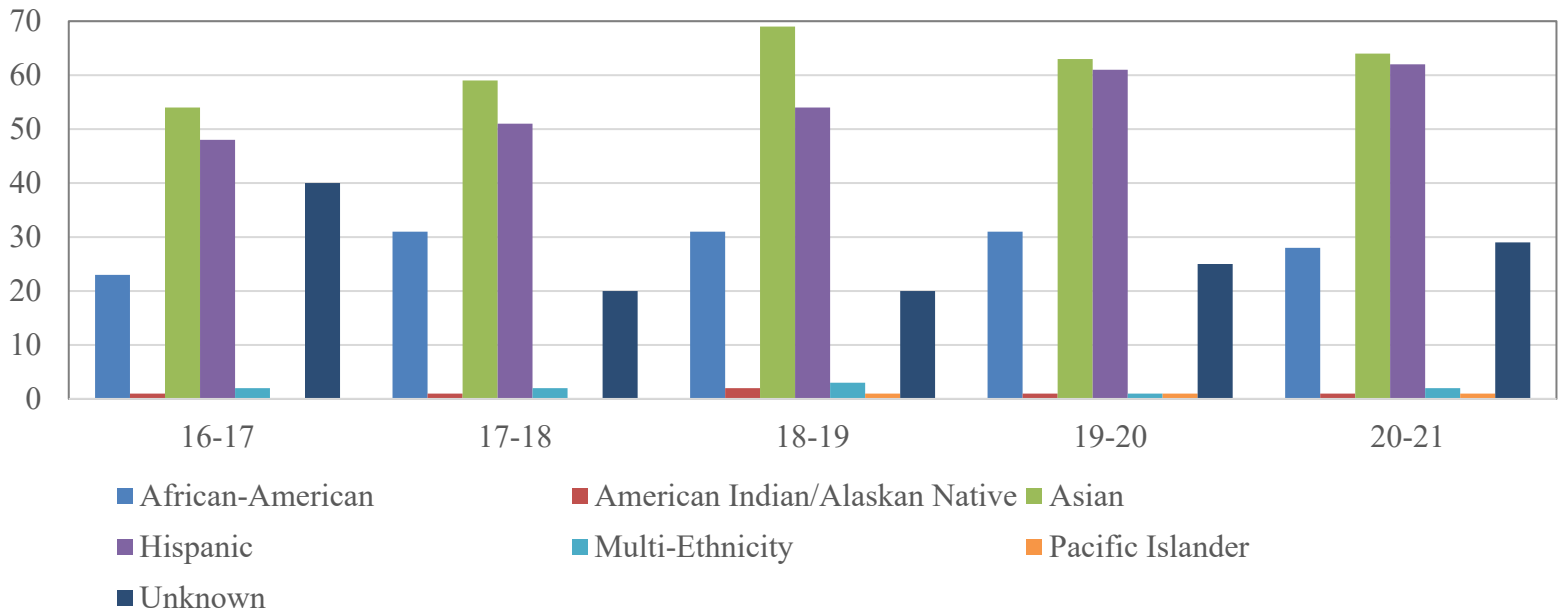
Ethnicity 2016 - 2021 Administrator



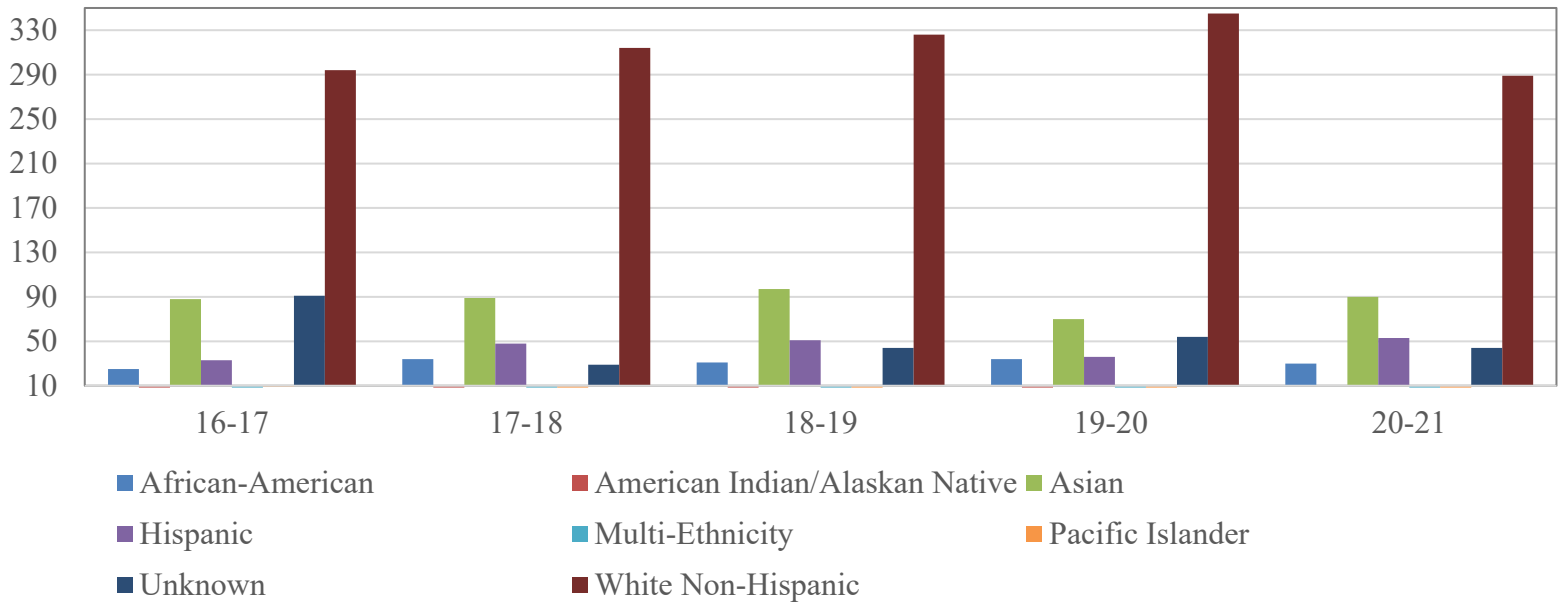
Ethnicity 2016 - 2021 Full Time Faculty



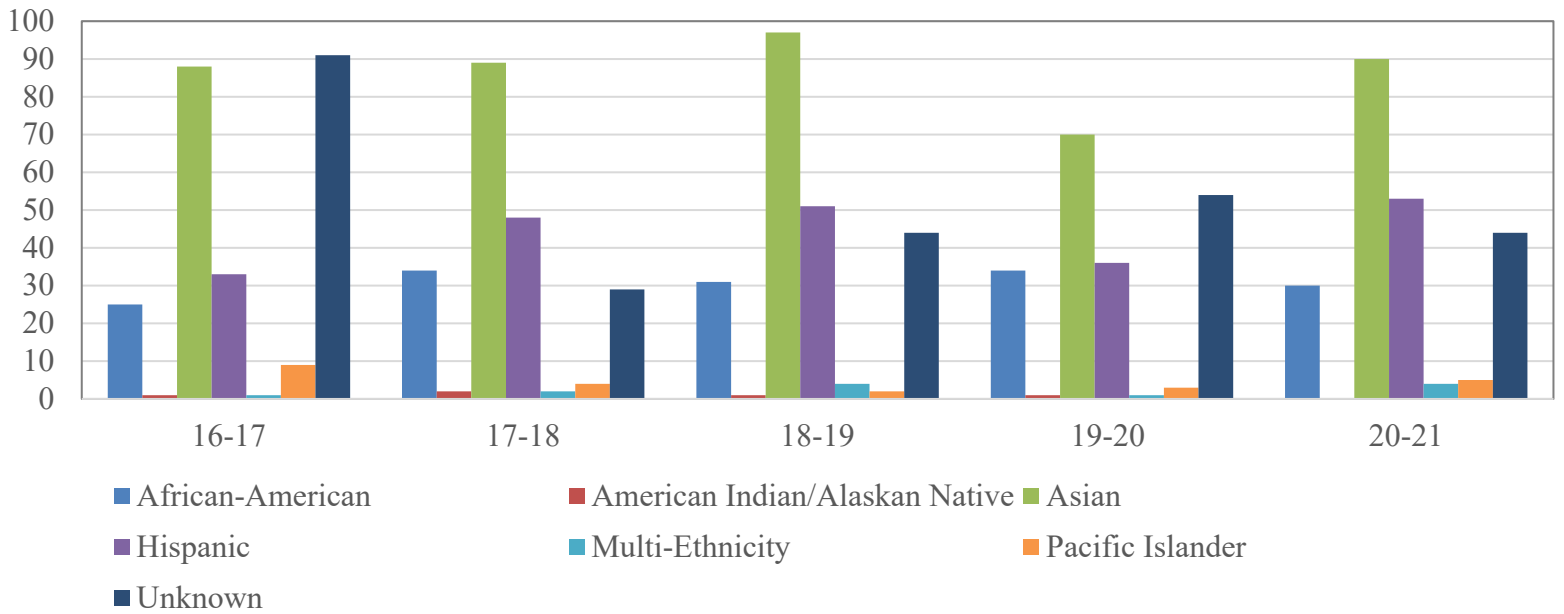
Closer Look: Ethnicity 2016 - 2021 Full Time Faculty



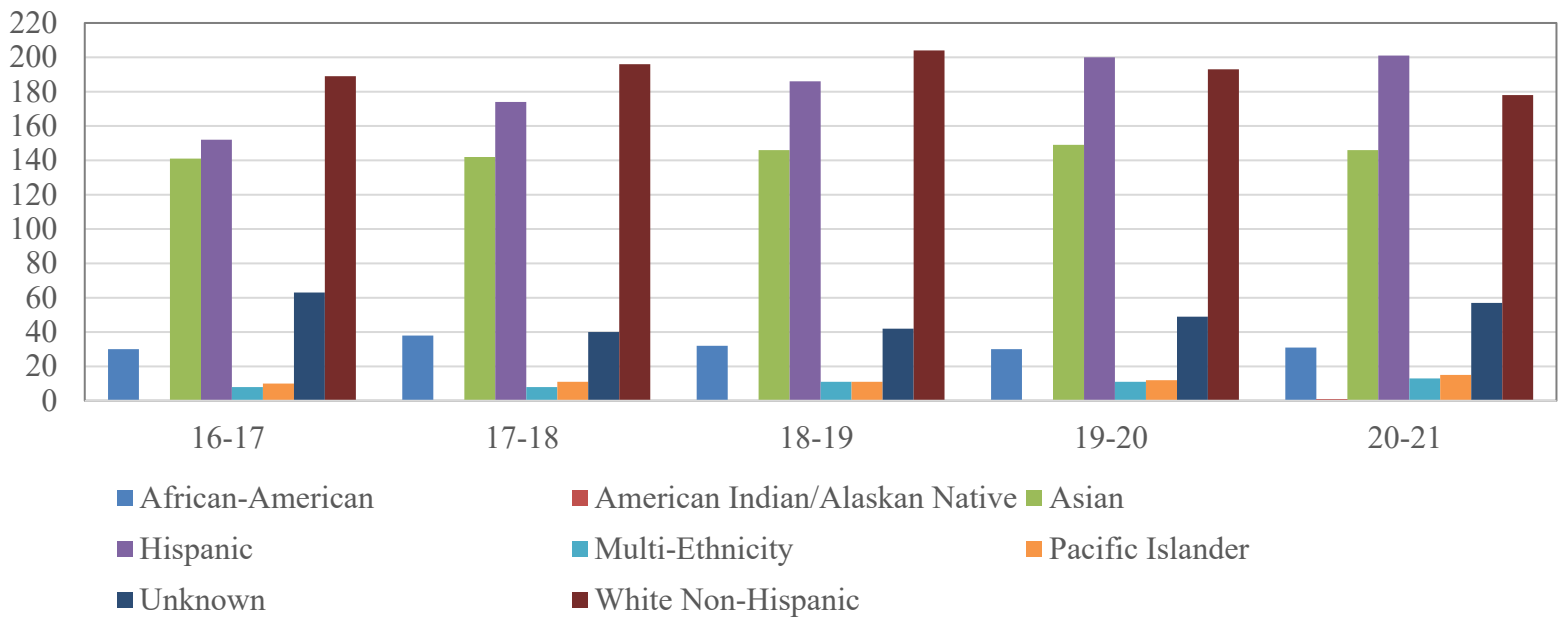
Ethnicity 2016 - 2021 Part Time Faculty



Closer Look: Ethnicity 2016 - 2021 Part Time Faculty



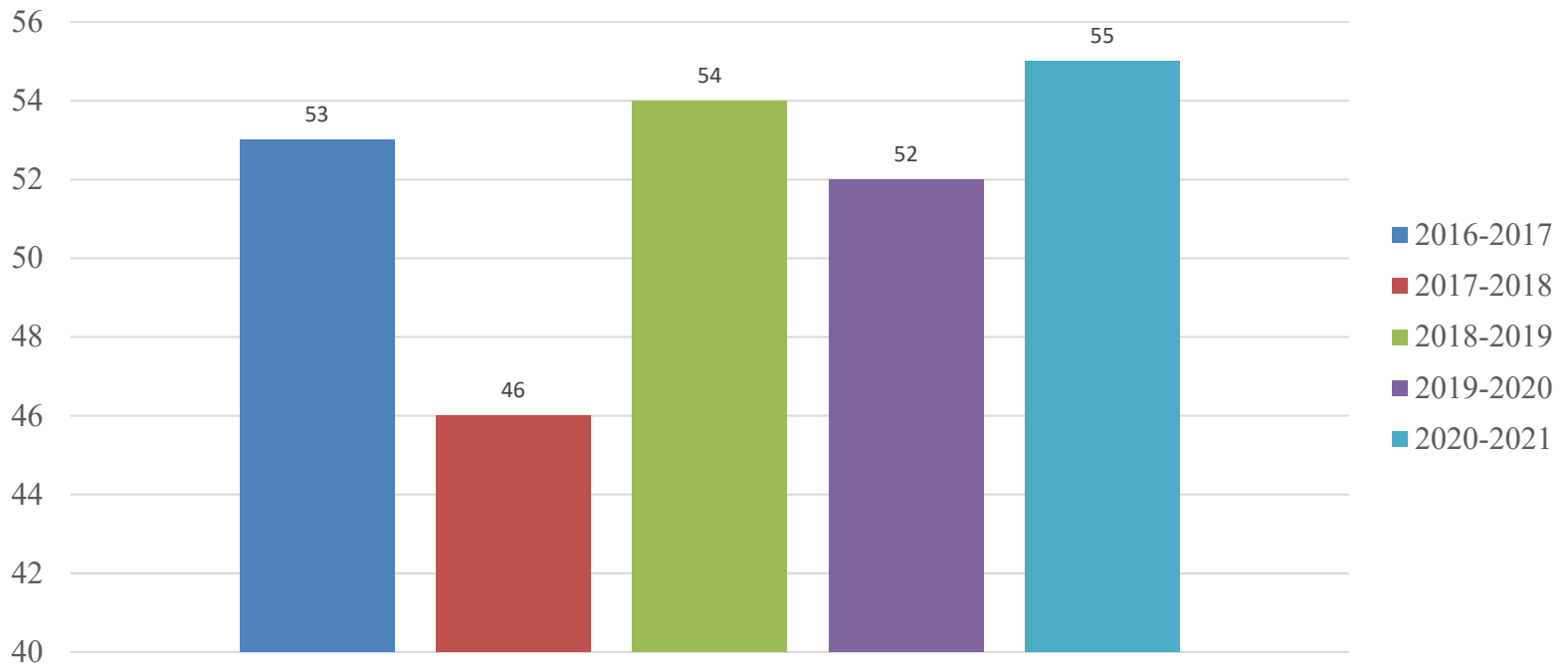
Ethnicity 2016 - 2021 Classified



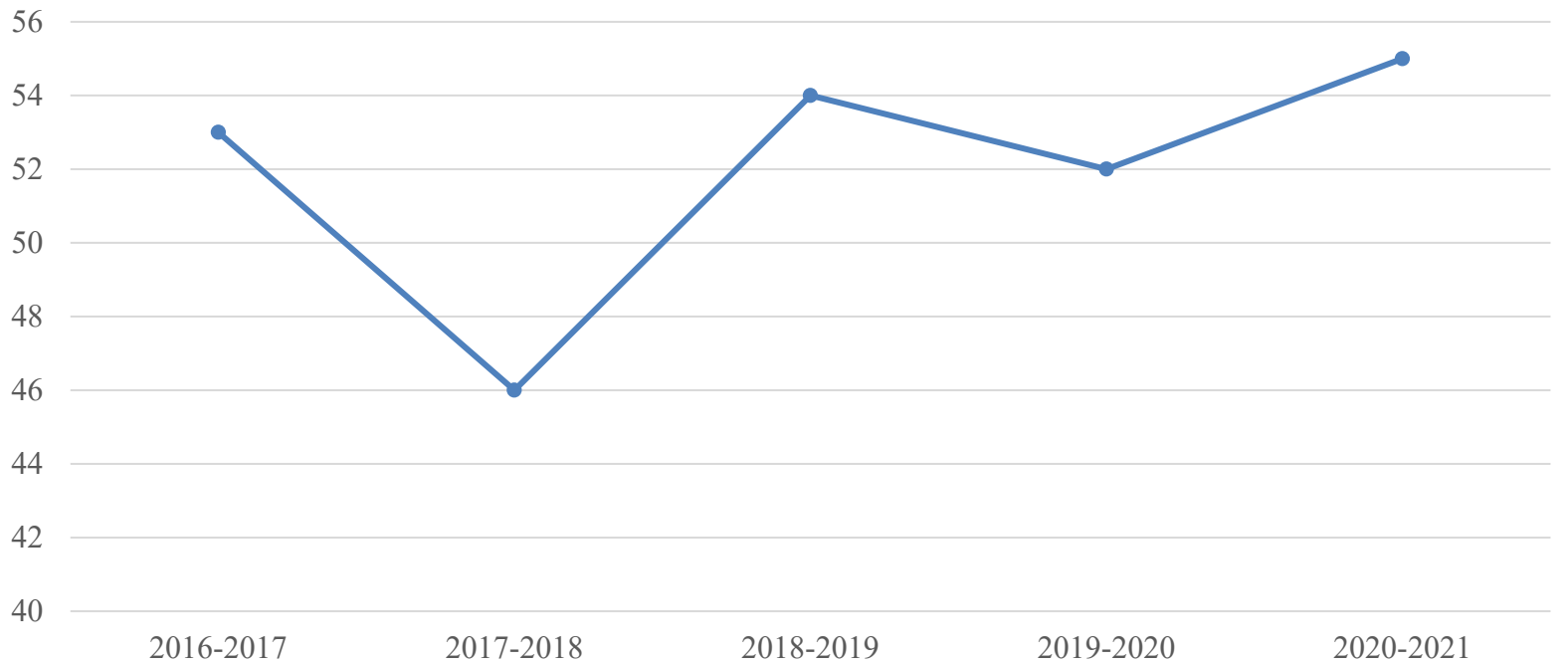
EEO 6 Occupational Activity Headcount: 2016-2021

	2016 - 2017	2016 - 2017	2017 - 2018	2017 - 2018	2018 - 2019	2018 - 2019	2019 - 2020	2019 - 2020	2020 - 2021	2020 - 2021
	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
San Mateo CCD Total	1,515	100.00 %	1,522	100.00 %	1,595	100.00 %	1,585	100.00 %	1,556	100.00 %
Executive / Administrative/ Managerial	53	3.50 %	46	3.02 %	54	3.39 %	52	3.28 %	55	3.47 %
Faculty	880	58.09 %	875	57.49 %	918	57.55 %	898	56.66 %	869	54.83 %
Professional (Non-Faculty)	93	6.14 %	96	6.31 %	96	6.02 %	105	6.62 %	108	6.81 %
Clerical/ Secretarial	190	12.54 %	244	16.03 %	254	15.92 %	255	16.09 %	253	15.96 %
Technical/ Paraprofessional	194	12.81 %	151	9.92 %	153	9.59 %	142	8.96 %	143	9.02 %
Skilled Crafts	17	1.12 %	19	1.25 %	18	1.13 %	21	1.32 %	19	1.20 %
Service/ Maintenance	88	5.81 %	91	5.98 %	102	6.39 %	112	7.07 %	109	6.88 %
Instruction/ Research Assistants	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %

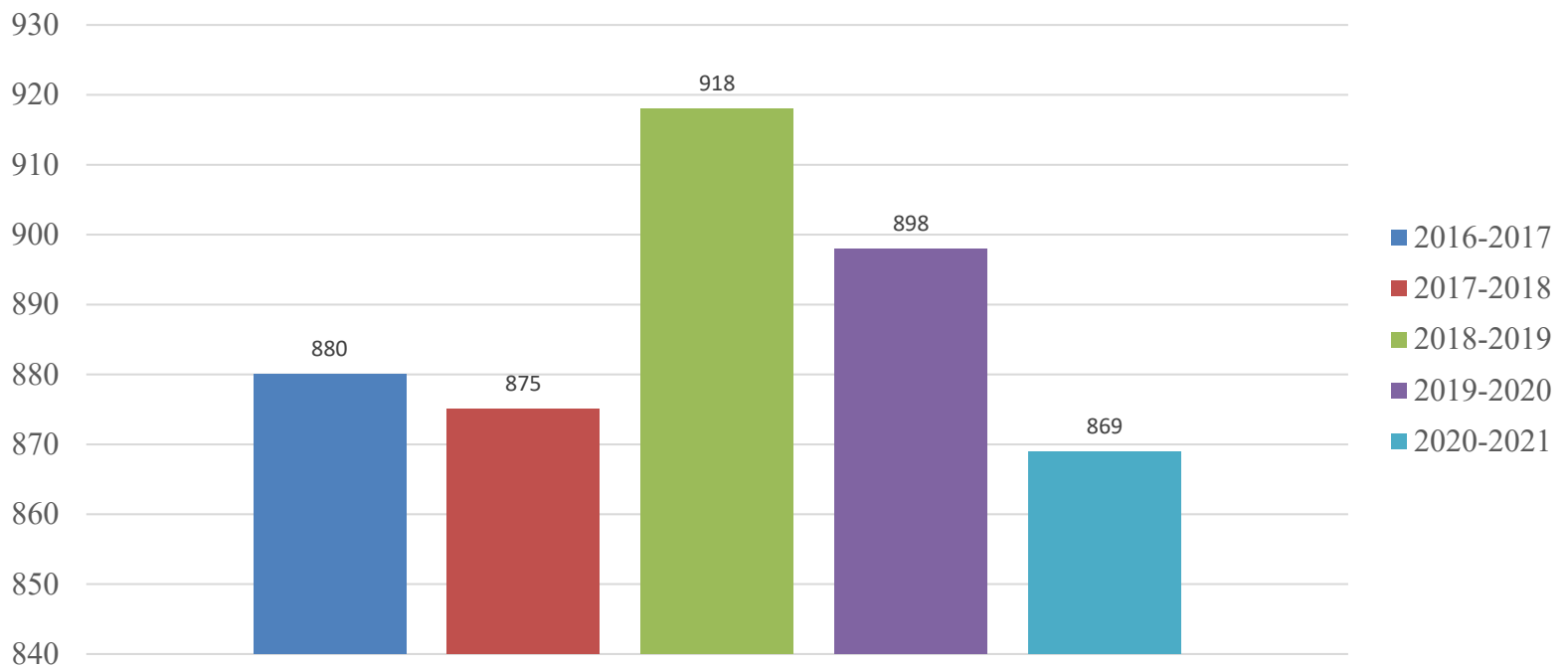
Executive/ Administrative/ Managerial (EEO 6)



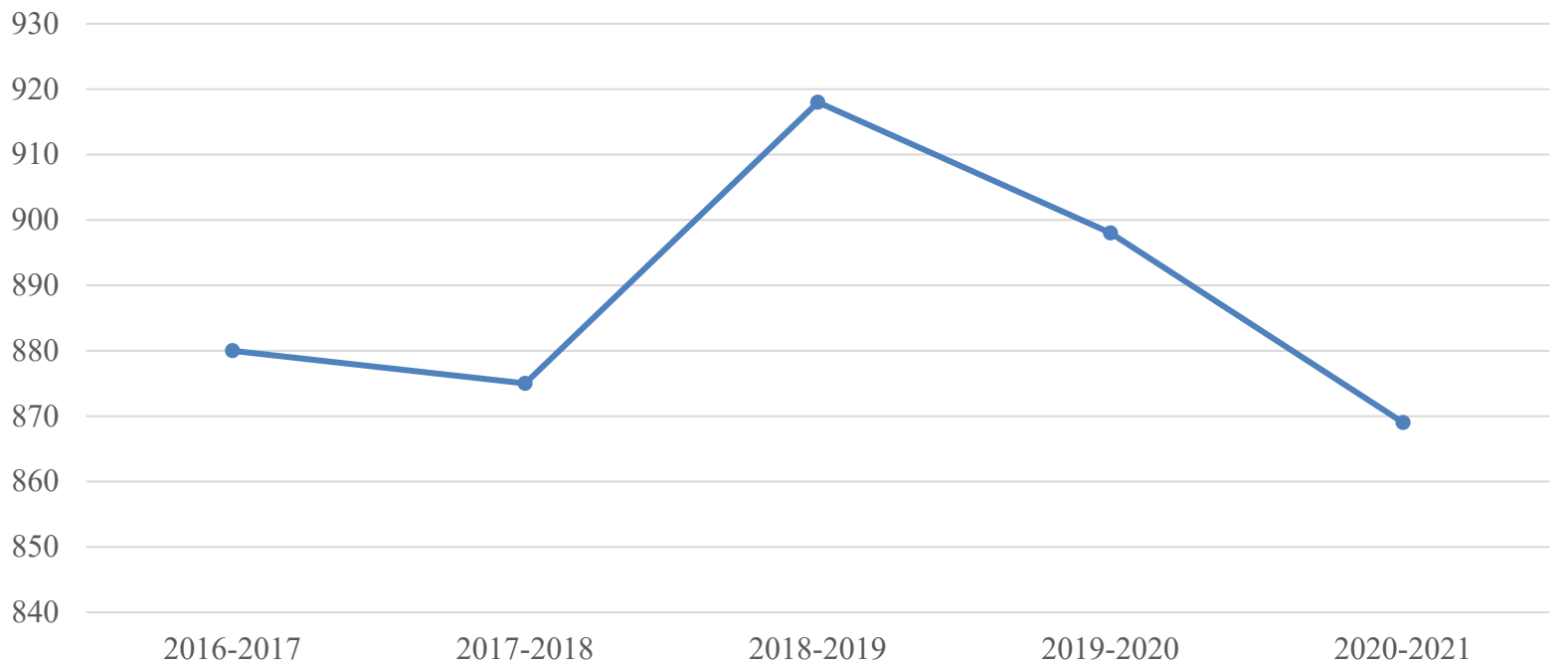
Executive/ Administrative/ Managerial (EEO 6)



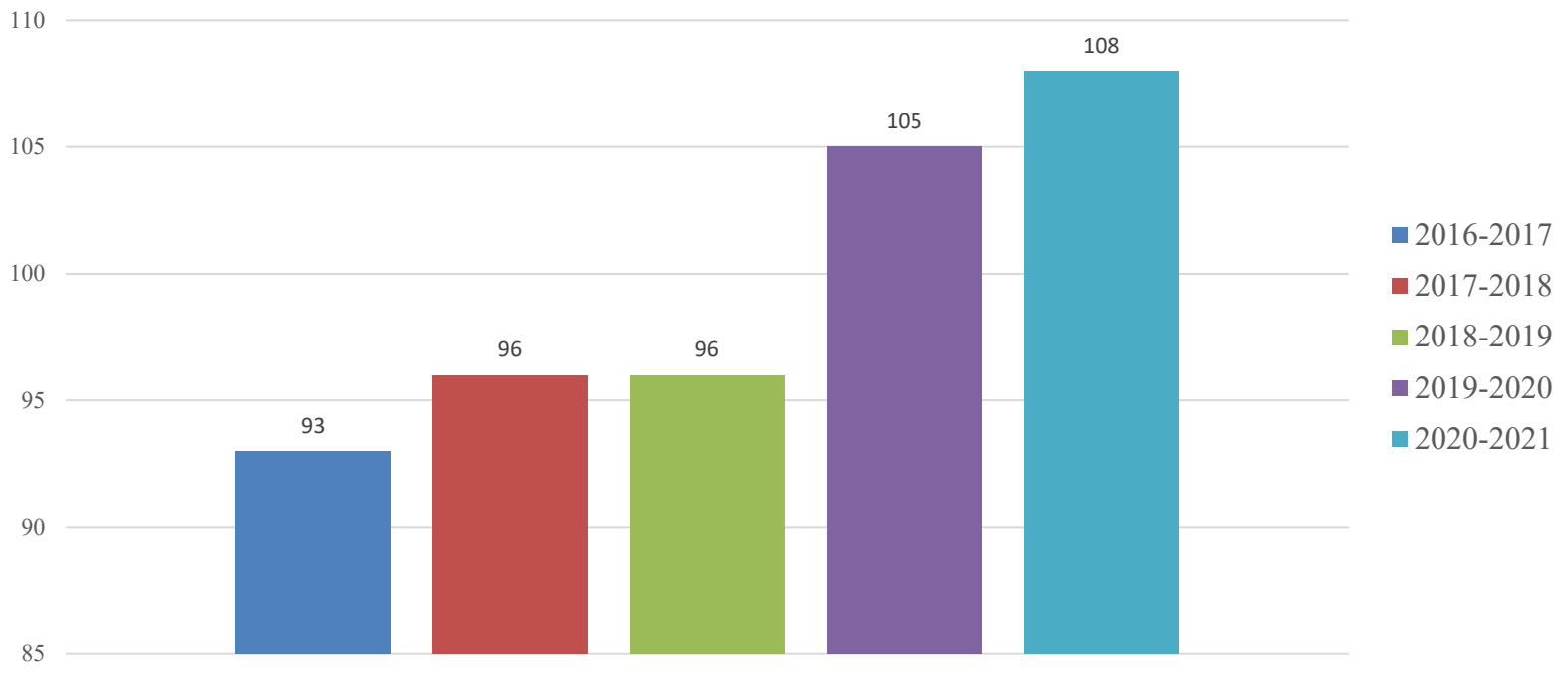
Faculty (EEO 6)



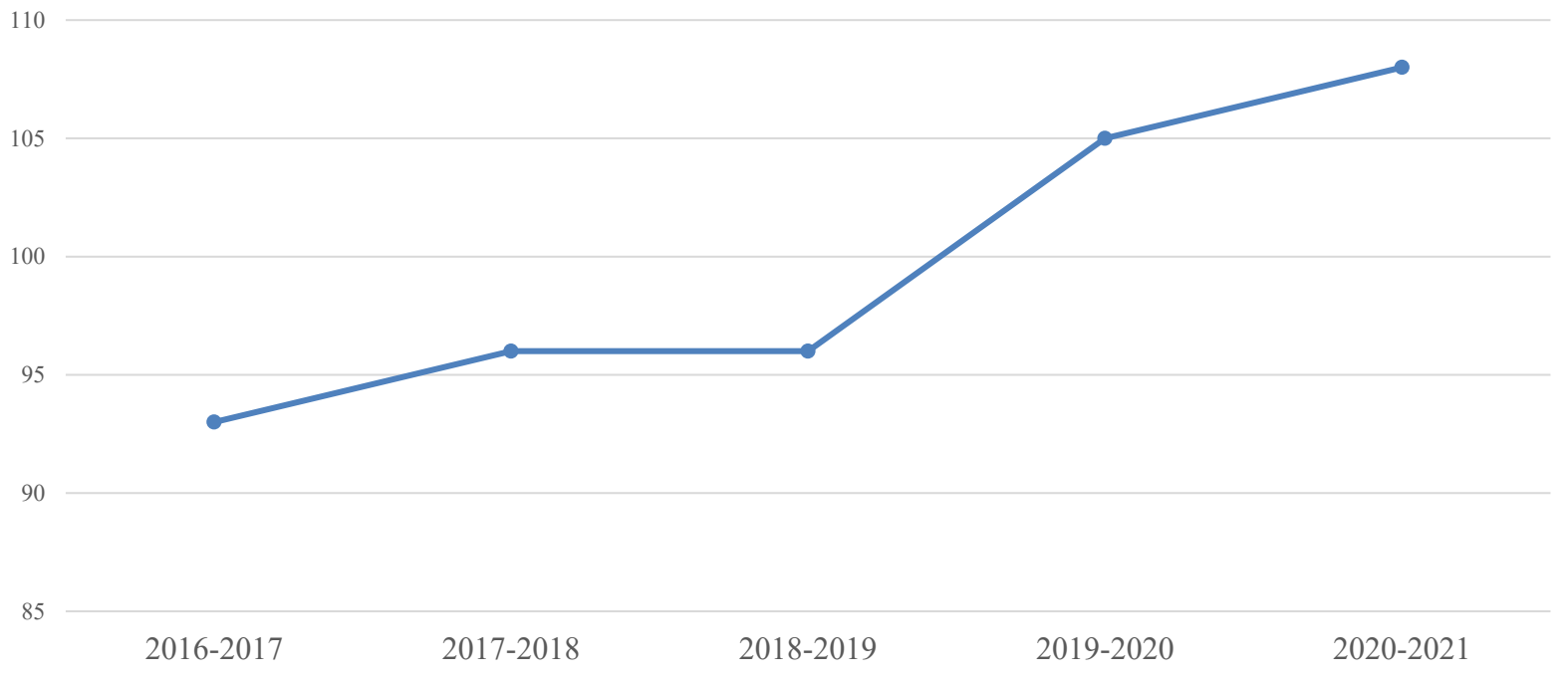
Faculty (EEO 6)



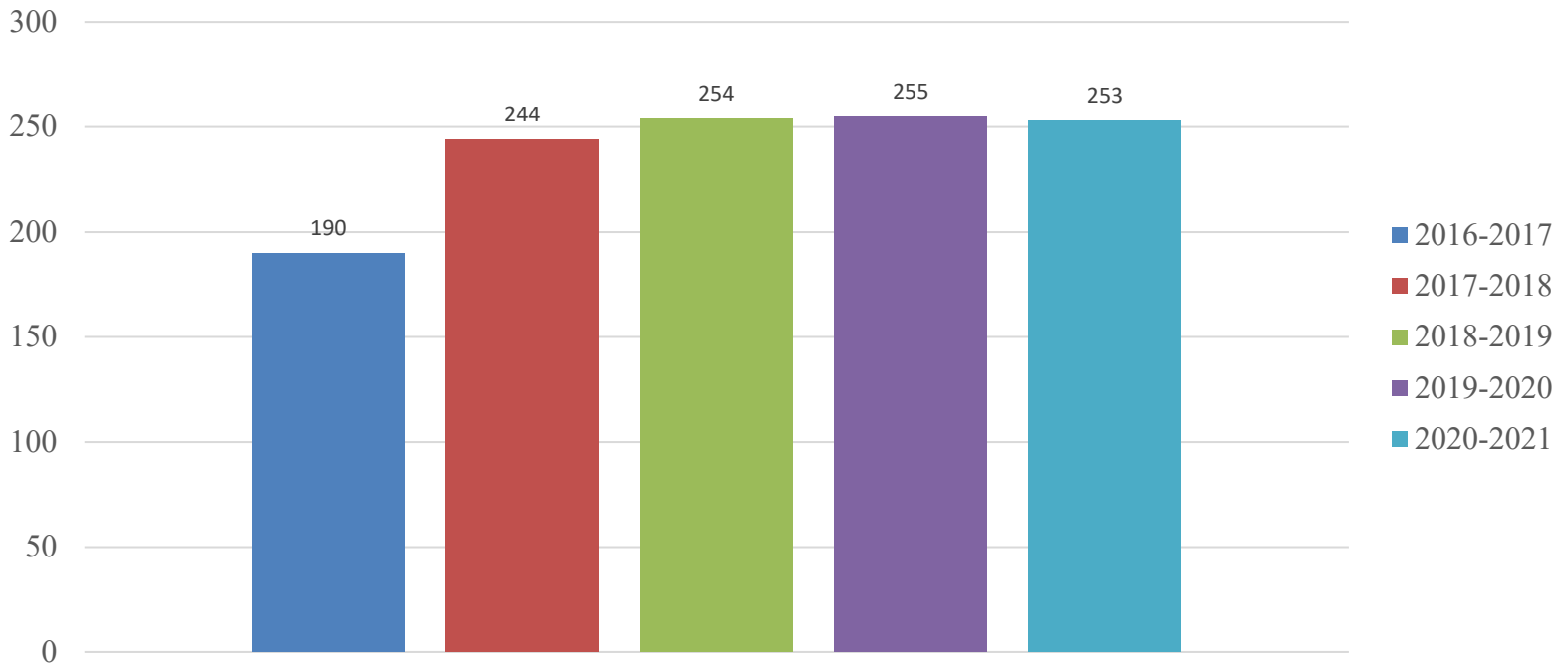
Professional Non-Faculty (EEO 6)



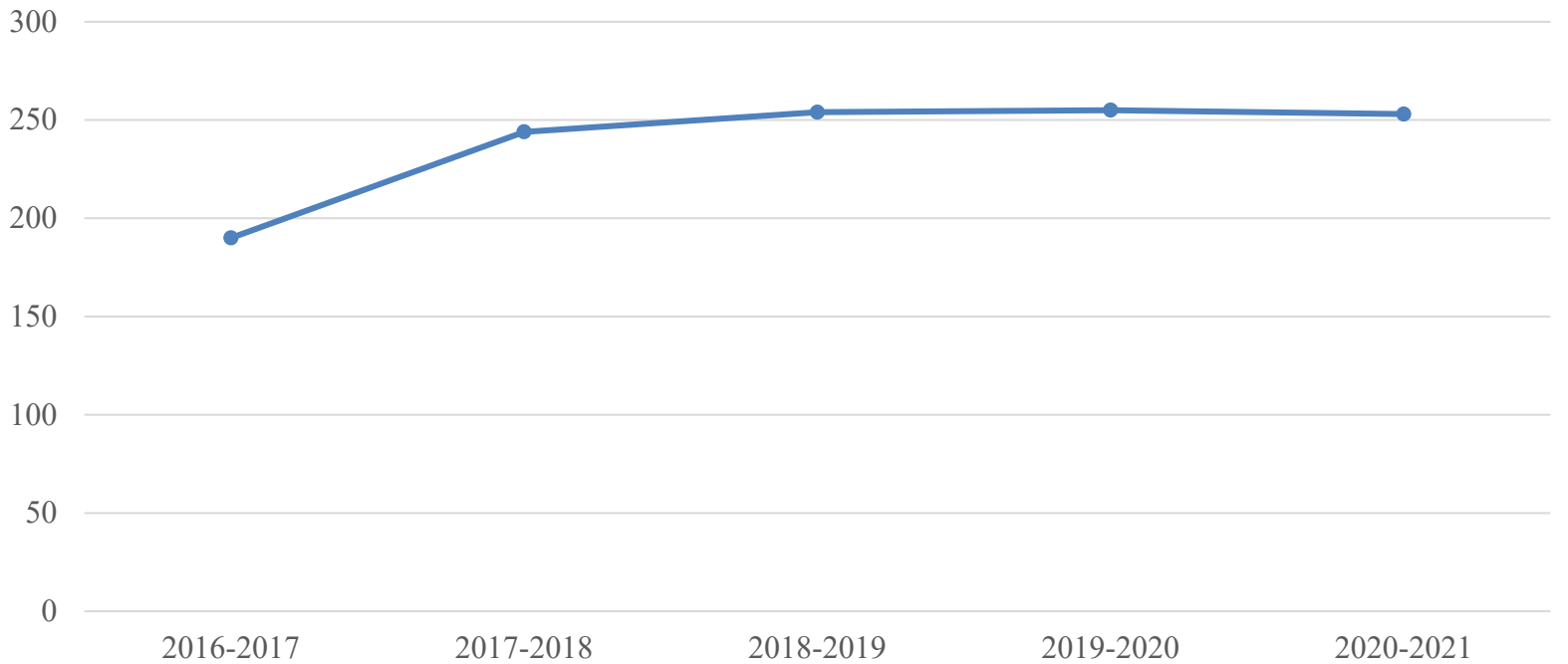
Professional Non-Faculty (EEO 6)



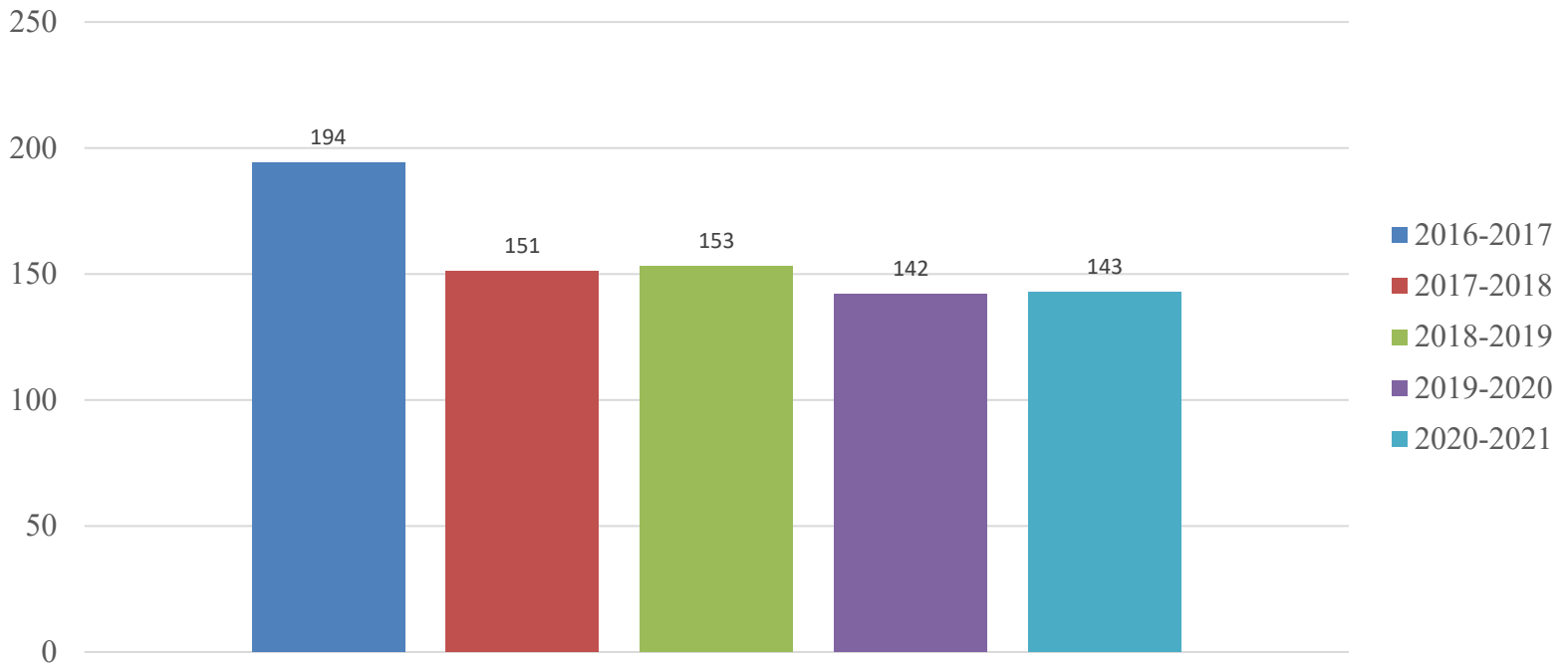
Clerical/ Secretarial (EEO 6)



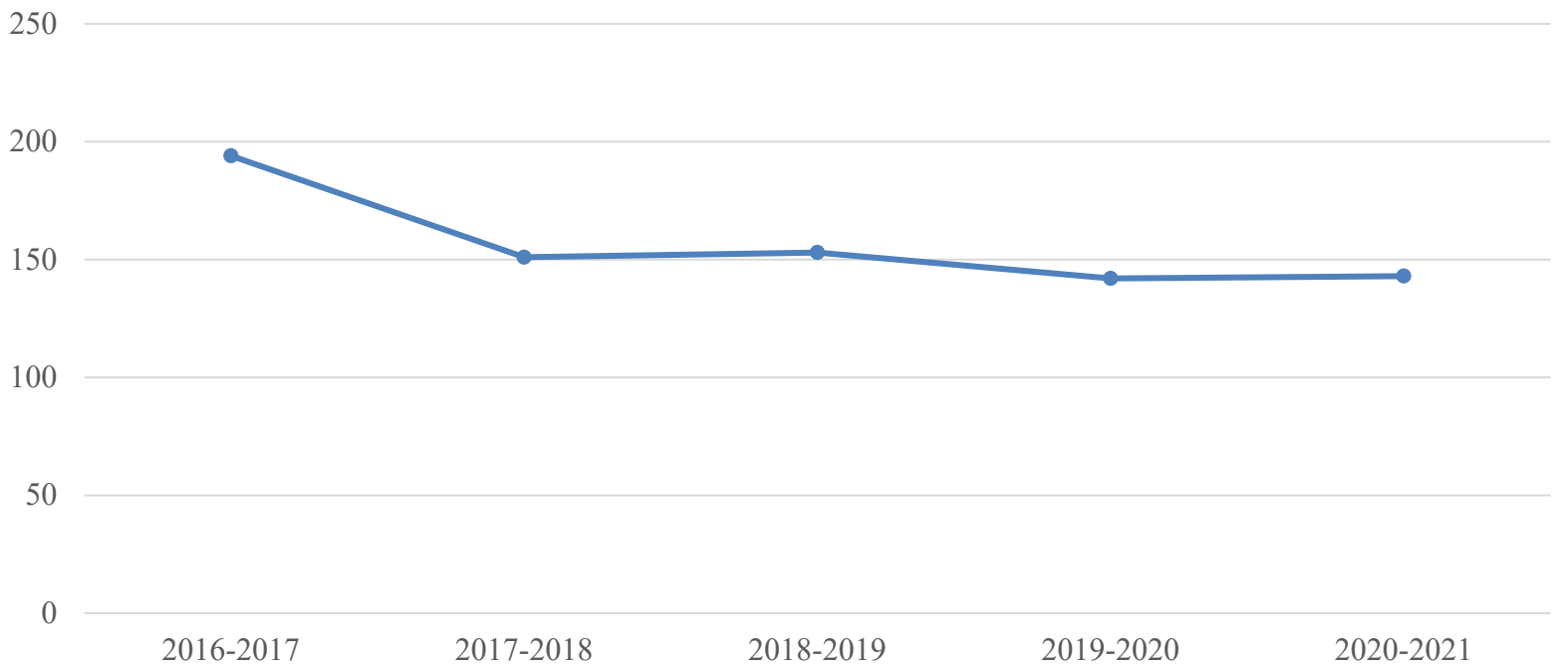
Clerical/ Secretarial (EEO 6)



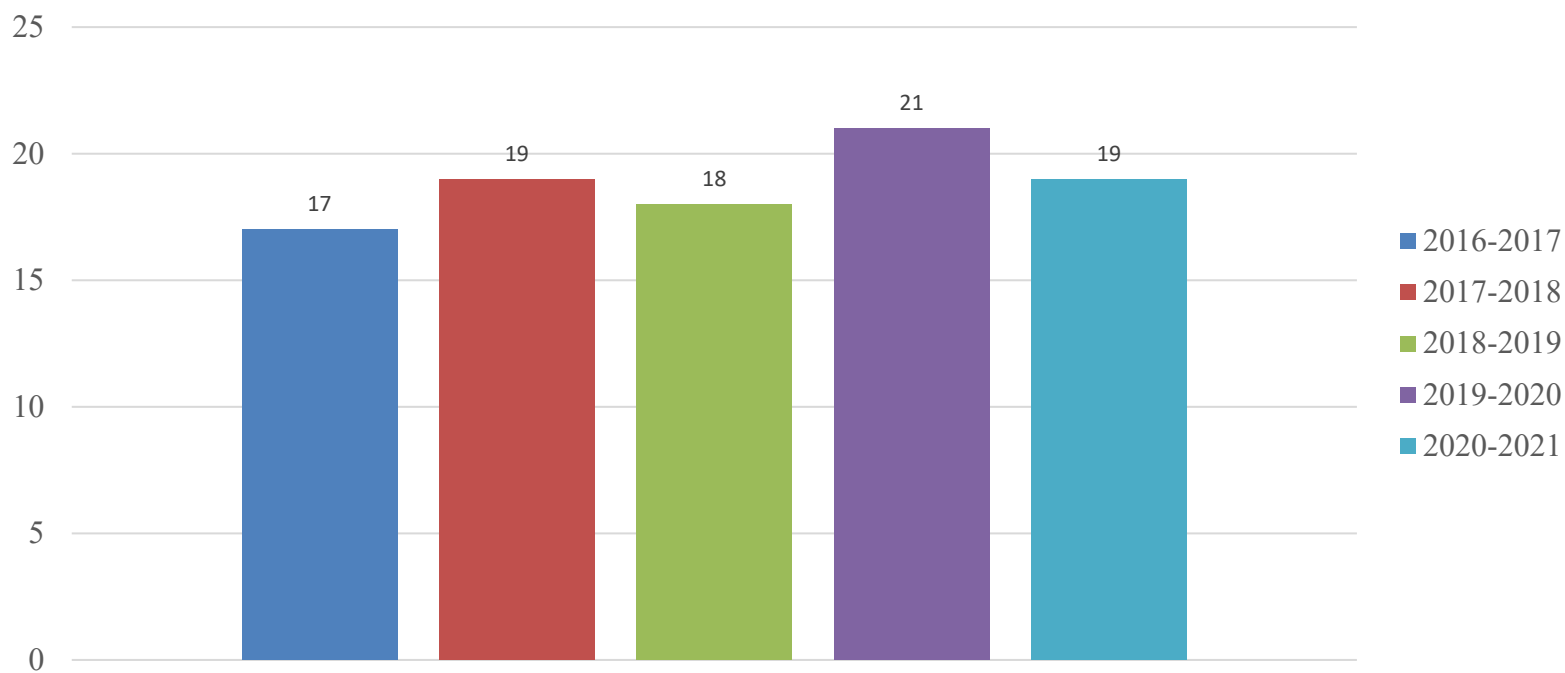
Technical/ Paraprofessional (EEO 6)



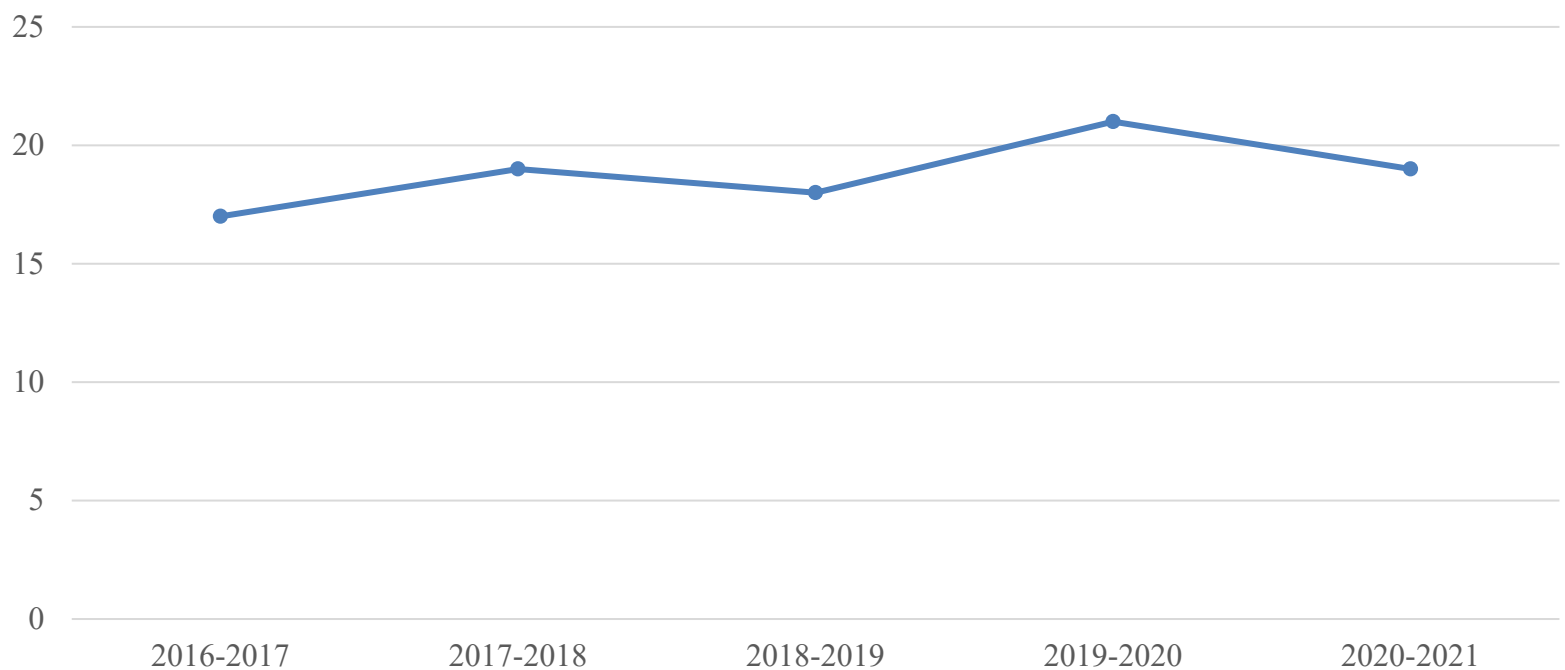
Technical/ Paraprofessional (EEO 6)



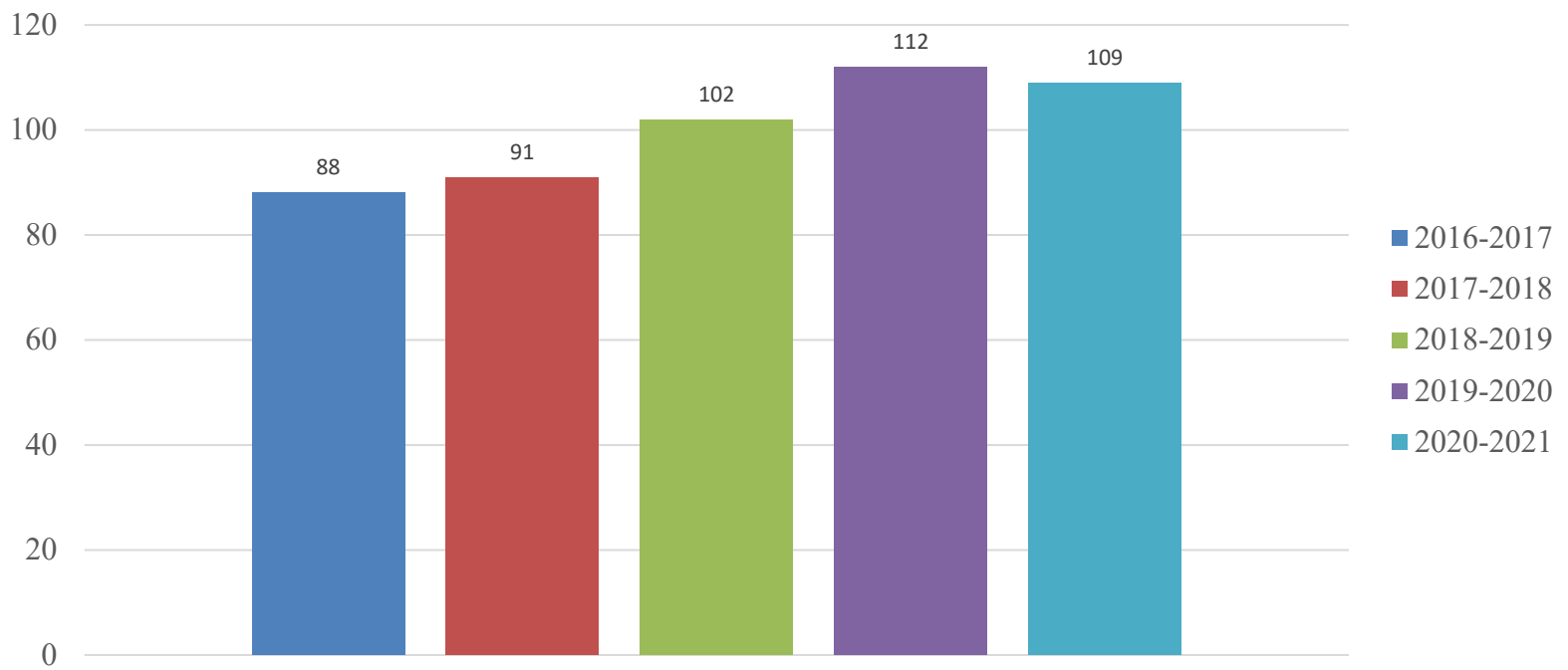
Skilled Crafts (EEO 6)



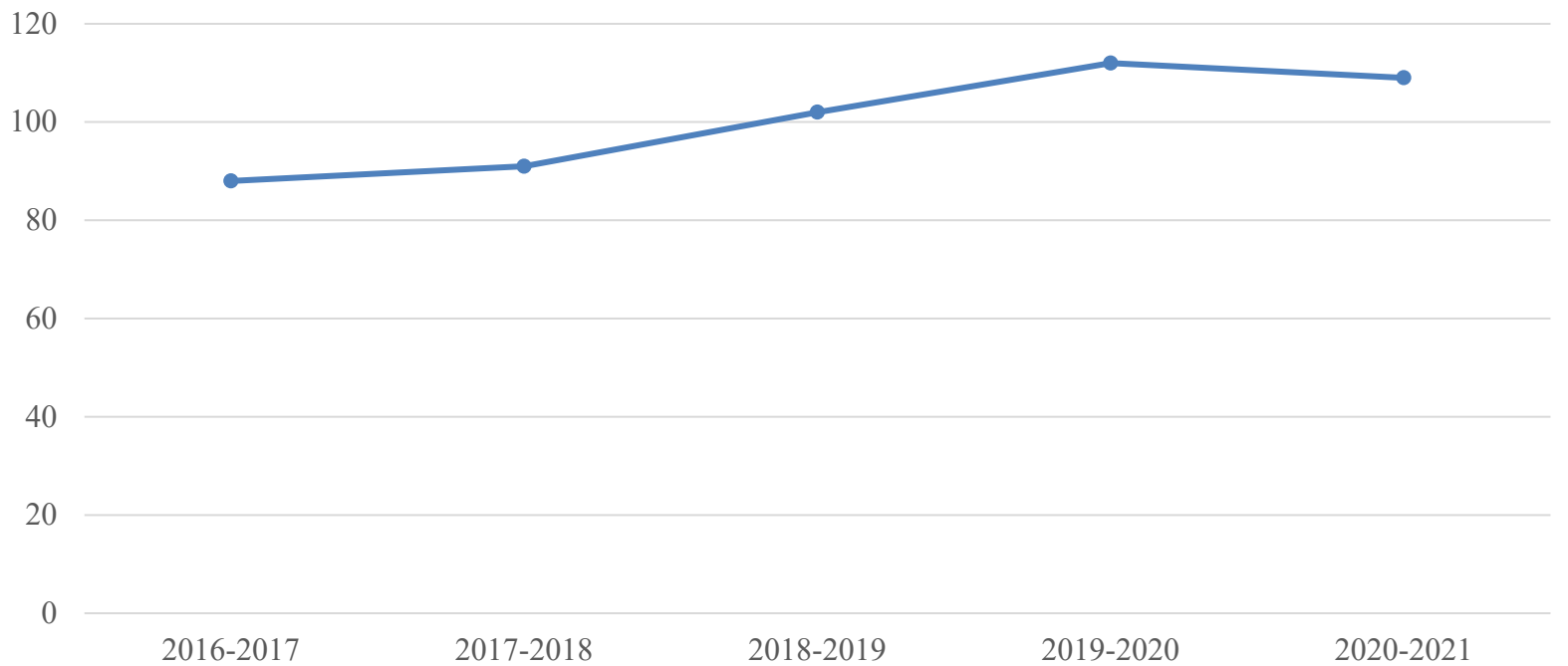
Skilled Crafts (EEO 6)



Service/ Maintenance (EEO 6)



Service/ Maintenance (EEO 6)



Instruction/ Research Assistants (EEO 6)

