EEO Data Analyses Presentation

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Chancellor
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SAN DIEGO
Community College District

Mission

The San Diego Community College District uplifts diverse individuals and communities through culturally affirming teaching, learning, and work environments.

SAN DIEGO
Community College District

Vision

Every member of our community experiences inclusive excellence. We create spaces where access, belonging, success, and the exchange of ideas and learning are paramount for our diverse community of students, faculty, and employees. We increase the prosperity and well-being of our local communities and the state of California.

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Be.
Belong.
Become.

EEO Data Analyses Overview

- Quantitative measure for workforce diversity

- Current workforce diversity

- Underutilization / underrepresentation

- Longitudinal hiring outcomes

- Longitudinal selection process outcomes

Workforce Diversity – Quantitative Assessment

- Historically defined by race, ethnicity, and sex characteristics in law (Title VII of the Civil Rights Act; California Fair Employment and Housing Act)

- Limited analytic requirements based on ability status and veteran status

- SDCCD expanded employee and applicant data collection to include SOGI characteristics for future analyses

Workforce Diversity Metrics

Composite measure of race, ethnicity, and gender diversity using five measures:

1. SDCCD student demographics

2. San Diego County population estimates

3. California population estimates

4. United States population estimates

5. Recent graduate degrees awarded demographics

Workforce Diversity Metrics

Asian/PI	12.9%
Black	6.7%
Indigenous/Native American	0.3%
Latine/Hispanic	30.8%
White	42.9%
Female	51.9%
Male	48%

Current Workforce

Districtwide

All Job Categories

Asian/PI	15.3%
Black	7.7%
Indigenous/Native American	0.6%
Latine/Hispanic	22.4%
White	38.6%
Female	54.5%
Male	44.4%

Data as of June 30, 2024

Districtwide Utilization Analysis

Key Findings

Latine/Hispanic

Diversity Metric	30.8%
Current Workforce	22.4%

Districtwide Utilization Analysis

Management

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	12.4%	12.7%	Yes
Black	11.1%	6.9%	
Indigenous / NA	0%	0.3%	Yes
Latine / Hispanic	24.8%	29.6%	Yes
White	34%	44.1%	
Female	58.2%	52%	
Male	41.8%	47.8%	

Districtwide Utilization Analysis

Supervisors

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	19%	12.7%	
Black	7.1%	6.9%	
Indigenous / NA	0%	0.3%	Yes
Latine / Hispanic	23.8%	29.6%	Yes
White	33.3%	44.1%	
Female	50%	52%	*Yes*
Male	50%	47.8%	

Districtwide Utilization Analysis

Contract Faculty

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	11%	12.7%	Yes
Black	7.1%	6.9%	
Indigenous / NA	0.8%	0.3%	*Yes*
Latine / Hispanic	19.5%	29.6%	Yes
White	47.4%	44.1%	
Female	59.2%	52%	
Male	40.6%	47.8%	

Districtwide Utilization Analysis

Adjunct Faculty

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	11.9%	12.7%	Yes
Black	6.1%	6.9%	Yes
Indigenous / NA	0.8%	0.3%	*Yes*
Latine / Hispanic	15.1%	29.6%	Yes
White	51%	44.1%	
Female	51.3%	52%	
Male	48.2%	47.8%	

Districtwide Utilization Analysis

Classified Professionals / Confidential

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	18.4%	12.4%	
Black	9.7%	6.9%	
Indigenous / NA	0.8%	0.3%	*Yes*
Latine / Hispanic	34%	31.3%	
White	22.8%	43.1%	
Female	50.9%	51.8%	
Male	48.8%	48.1%	

Districtwide Utilization Analysis

College Police

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	12.9%	12.2%	
Black	6.5%	7%	Yes
Indigenous / NA	0%	0.4%	Yes
Latine / Hispanic	25.8%	31.6%	Yes
White	35.5%	43%	
Female	29%	49%	Yes
Male	71%	50.9%	

Mesa College
Utilization Analysis

All Job Categories

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	13.7%	12.2%	
Black	7%	7%	
Indigenous / NA	0.7%	0.4%	*Yes*
Latine / Hispanic	18.1%	31.6%	Yes
White	44.5%	43%	
Female	56.4%	49%	
Male	42.8%	50.9%	

Mesa College
Utilization Analysis

Management

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	10.7%	12.7%	Yes
Black	10.7%	6.9%	
Indigenous / NA	0%	0.3%	Yes
Latine / Hispanic	28.6%	29.6%	
White	21.4%	44.1%	
Female	67.9%	52%	
Male	32.1%	47.8%	

Mesa College
Utilization Analysis

Supervisors

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	20%	12.7%	
Black	10%	6.9%	
Indigenous / NA	0%	0.3%	Yes
Latine / Hispanic	40%	29.6%	
White	20%	44.1%	
Female	60%	52%	
Male	40%	47.8%	

Mesa College
Utilization Analysis

Contract Faculty

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	11.9%	12.7%	Yes
Black	8%	6.9%	
Indigenous / NA	0.4%	0.3%	*Yes*
Latine / Hispanic	18.1%	29.6%	Yes
White	46.5%	44.1%	
Female	57.5%	52%	
Male	42.5%	47.8%	

Mesa College
Utilization Analysis

Adjunct Faculty

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	11%	12.7%	Yes
Black	6.3%	6.9%	Yes
Indigenous / NA	0.8%	0.3%	*Yes*
Latine / Hispanic	14.3%	29.6%	Yes
White	51.5%	44.1%	
Female	55.2%	52%	
Male	44.5%	47.8%	

Mesa College
Utilization Analysis

Classified Professionals / Confidential

Key Findings

Race / Gender	Current Workforce	Diversity Metric	Focus Area
Asian / PI	24.8%	12.4%	
Black	5.7%	6.9%	Yes
Indigenous / NA	0%	0.3%	Yes
Latine / Hispanic	27.7%	31.3%	Yes
White	27.7%	43.1%	
Female	62.4%	51.8%	
Male	37.6%	48.1%	

Districtwide Longitudinal Hiring Outcomes

All Job Categories

Key Findings

Race / Gender	Diversity Metric	% of Applicants	% of Hires	Selection Phase Focus
Asian / PI	12.9%	14.3%	18%	
Black	6.7%	12.1%	9.8%	Selection for Interview
Latine / Hispanic	30.8%	35.5%	41.8%	
White	42.9%	38.1%	30.5%	
Female	51.9%	57.2%	59%	
Male	48%	42.8%	41%	

Mesa College Longitudinal Hiring Outcomes

All Job Categories

Key Findings

Race / Gender	Diversity Metric	% of Applicants	% of Hires	Selection Phase Focus
Asian / PI	12.9%	15.6%	23.8%	
Black	6.7%	10.8%	8.4%	Selection for Interview
Latine / Hispanic	30.8%	34.2%	41.1%	Selection for Interview
White	42.9%	39.5%	26.7%	
Female	51.9%	59.7%	69.3%	
Male	48%	40.3%	30.7%	

Mesa College
Longitudinal Hiring Outcomes

Mgmt/Supv

Key Findings

Race / Gender	Diversity Metric	% of Applicants	% of Hires	Selection Phase Focus
Asian / PI	12.7%	12.7%	29%	
Black	6.9%	15.7%	9.7%	Selection for Interview
Latine / Hispanic	29.6%	31.2%	38.7%	
White	44.1%	40.3%	22.6%	
Female	52%	53.9%	73.5%	
Male	47.8%	46.1%	26.5%	

Mesa College Longitudinal Hiring Outcomes

Instructional Faculty

Key Findings

Race / Gender	Diversity Metric	% of Applicants	% of Hires	Selection Phase Focus
Asian / PI	12.7%	17.4%	18.9%	
Black	6.9%	8.4%	7.5%	Selection for Interview
Latine / Hispanic	29.6%	17.2%	22.6%	
White	44.1%	57%	50.9%	
Female	52%	48.6%	71.7%	
Male	47.8%	51.4%	23.8%	

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Longitudinal Hiring Outcomes

Non-Instructional Faculty

Key Findings

Race / Gender	Diversity Metric	% of Applicants	% of Hires	Selection Phase Focus
Asian / PI	12.7%	11.2%	8.3%	2nd level interview / job offer
Black	6.9%	14.7%	33.3%	
Latine / Hispanic	29.6%	43.1%	25%	2nd level interview / job offer
White	44.1%	31%	33.3%	
Female	52%	66.8%	53.8%	Min Quals
Male	47.8%	33.2%	46.2%	

There were only 12 hires during the five-year analysis period

Mesa College Longitudinal Hiring Outcomes

Classified Professionals

Key Findings

Race / Gender	Diversity Metric	% of Applicants	% of Hires	Selection Phase Focus
Asian / PI	12.4%	16.2%	26.4%	
Black	6.9%	9.9%	5.7%	Selection for Interview
Latine / Hispanic	31.3%	42.4%	52.8%	Selection for Interview
White	43.1%	31.5%	15.1%	
Female	51.8%	66.4%	68.5%	
Male	48.1%	33.6%	31.5%	

Key Findings

- Persistent differences in the selection process across all job categories primarily impacting applicants identifying as Black and Latine/Hispanic

- Limited selections in noninstructional faculty prevent robust quantitative findings; districtwide findings show more parity in diverse hiring outcomes than other categories

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Historical Context

- Social norms have defined professional roles within race, gender/SOGI, ability status and other stereotypes

- Standard hiring practices in American were developed primarily in the early 1900s

- Discrimination in education and employment was legal, encouraged, and expected based on race, ethnicity, gender, religion, ability status, etc.

Historical Context

- Cover letters, resumes, CVs, reference letters, etc. are framed by socioeconomic status markers, access to and inclusion in networks, and biases strongly correlated with cultural identities

- Name, prior employers, schools attended, and writing style indicate social class, race/ethnicity, gender, etc.

- Decisions based on the assumption prior experience and education are objective predictors of job-related KSAs and future performance

Current Context

- Cultural diversity as an organizational benefit is undervalued and often discouraged or perceived to be an EEO violation ("reverse" discrimination)

- Communication, engagement, and behaviors are often more impactful than technical competencies on performance and undervalued in selection decisions

Predicting Job Performance

- Interpersonal - Will they interact and communicate effectively within our values?

- Cultural - Will their behaviors and relationships contribute to our desired environment?

- Technical - Do they have the required competencies?

- Skills - Will they perform key duties well?

EEO Law Restriction

- <u>Illegal</u>: selection decisions based on protected characteristics (race, ethnicity, gender, gender identity, sexual orientation, religion, ability status, etc.)

- <u>Legal</u>: selection decisions based on ability to serve / work effectively with diverse communities

Reframing Employment and Engagement

Invite

Initiate
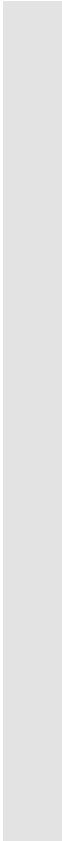
Include

Invest

Invite
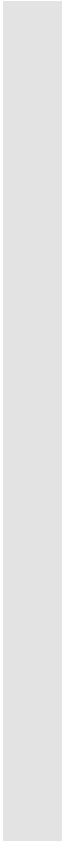
Our mission, vision, and values must be evident everywhere
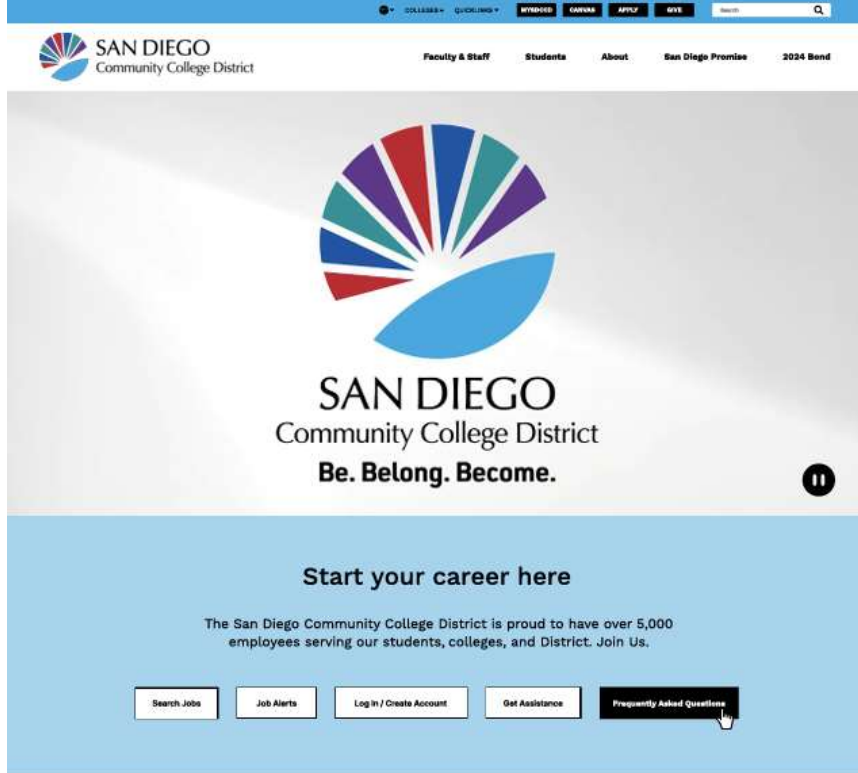
Invite

We must convince people we value their authenticity

Invite

Employment Marketing

- Success of our diverse student communities

- Dynamic content

- Individuals feel a cultural connection to the content

Invite

New Employment Website Design

Invite

Expressing Interest

- Specific questions about engagement and using technical KSAs to facilitate success of diverse communities

- Eliminate information which perpetuates biases and barriers

- Anonymous Screening

Assess

Community Engagement

- Redefining committee participation to require DEIA-focused assessments

- Redefine technical KSAs within successful engagement with diverse communities

- Align decision-making tools with desired outcomes

- Behaviors and outcomes, not philosophies

Our Future

Intentional Design

- Who would we welcome into our community if we were redesigning to specifically ensure the success of underserved communities

- How will we identify the behaviors and competencies necessary to meet our mission, vision, and values

- How will we align individual actions, culture, and formal structures to hold ourselves accountable for student outcomes?

Community Building

- How do individuals experience our culture and formal structures?

- How do we validate and value the lived experiences of individuals within our culture and formal structures

- How do we create opportunities for personal and professional growth aligned with our mission, vision, and values

Let's Talk

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