

**EQUAL EMPLOYMENT OPPORTUNITY PLAN****I. Introduction**

The Contra Costa Community College District Equal Employment Opportunity Plan (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, which is welcoming to all, 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 under representation of monitored groups. *The Plan will contain an analysis of the demographic makeup of the District's workforce population and an analysis of whether under representation 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 which 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.

**Formatted:** Font: Not Bold

**II. Definitions**

**Commented [TG1]:** Definition updates per 2013 Title 5 revision

a) **Adverse Impact:** means a statistical measure (such as those outlined in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code 12940 defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

b) **Business Necessity:** circumstances which justify an exception to the requirements of 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.

be) **Diversity:** means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds. The District recognizes that diversity in an academic environment promotes academic excellence; fosters cultural, racial and human understanding; provides positive role models for all students; and creates an inclusive and supportive educational and work environment for students, employees, and the community. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race,

**Formatted:** Underline

gender, disability status, belief, age, national origin, cultural background, life experience, sexual orientation, gender identity and other enriching characteristics.

- (cd) **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 in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance, and in all job categories listed in Section 53004(a). Ensuring equal employment opportunity also involves:
- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment which 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 protected from discrimination pursuant to Government Code section 12940, by Title 5, Section 53000 et seq.
- (de) **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.
- (ef) **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.
- (fg) (1) **Ethnic Minorities:** American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African Americans, and Hispanics/Latinos.
- (2) **Ethnic Group Identification:** means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to Section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.
- (h) **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 workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
- (ig) **In-house or Promotional Only Hiring:** means that only existing District employees are allowed to apply for a position.
- (hi) **Monitored Group:** means those groups identified in Section 53004(b) for which monitoring and reporting is required pursuant to Section 53004(a).

**Formatted:** Indent: First line: 0"

**Formatted:** Indent: Left: 1.5"

**Formatted:** Indent: Left: 1.5"

**Formatted:** Indent: Hanging: 1", Tab stops: 1", Left + Not at 1.5"

**Formatted:** Indent: Left: 0.5", Hanging: 1", Tab stops: 1", Left

- i(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 "limited" 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 State Chancellor to be available and qualified to perform the work in question.
- j(m) Reasonable Accommodation: the efforts made on the part of the District in compliance with Government section 12926, 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(k) 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.
- l(e) 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.
- q) Timetable: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

Title 5, § 53001 (a)(l

)

### III. Policy Statements

The 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 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, ancestry, religion, marital status, sex, national origin, religion, age, gender, gender identity, gender expression, age, disability, ancestry, sexual orientation, physical or mental disability, medical condition, genetic information, veteran status, language, accent, citizenship status, transgender, parental status, citizenship marital status, economic status, veteran status, medical condition, or on the basis of these because an individual is perceived to have one or more of these 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 men, women, everyone, including all genders, persons with disabilities and individuals from all ethnic and other

Formatted: Not Highlight  
Formatted: Highlight

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

Board Policy 2052, [Equal Employment Opportunity](#)  
Board Policy 2001, [Nondiscrimination Policy](#)  
[Board Policy 2059, Diversity](#)

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

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.

a) **Governing Board**

The Governing Board 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.

b) **Chancellor**

The Governing Board 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 concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the plan.

c) **Equal Employment Opportunity Officer**

The District has designated the [Associate Vice Chancellor](#)/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 Section VI and for ensuring that applicant pools and selection procedures are properly monitored.

d) **Equal Employment Opportunity Advisory Committee**

The Colleges and District Office will establish 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 Committees 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.

**e) Agents of the District**

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

**f) Good Faith Effort**

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

Title 5, § 53003 (c)(1) and 53020

**Commented [TG2]:** Check the regulations to ensure correct references**V. Advisory Committee**

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer, or designee, shall train the advisory committee on (1) the requirements of Title 5, Sections 53000 et seq. and of state and federal non-discrimination 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 equal employment compliance and the plan itself. 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.

**Purpose**

It is the purpose of the District Equal Employment Opportunity Advisory Committee (DEEOAC) in conjunction with the College Equal Employment Opportunity Committees to advise, assist, and make recommendations to and through the Associate Vice Chancellor/Chief Human Resources Officer to the Chancellor's Cabinet for the development and implementation of a effective District-wide Equal Employment Opportunity, staff diversity and disability access programs. Furthermore, the District Human Resources Office shall maintain a file on relevant state laws and regulations, and each member of The District Equal Employment Opportunity Advisory Committee shall understand and promote a district-wide commitment to the achievement of staff diversity, inclusion and equal employment opportunities beyond labor force parity.

Title 5, § 53005~~53052~~**Commented [TG3]:** Has been repealed. This needs to be updated on the committee procedures and objectives as well as here.**Committee Structure**

The committee shall equally represent all Constituent Groups; therefore, in addition to the Associate Vice Chancellor/Chief Human Resources Officer, Principal Human Resources Representative (Employee Relations), and the College Equal Employment Officers, the committee will be comprised of six (6) representatives from each college designated by each of the following constituency groups:

**Formatted:** Indent: Left: 1"

Academic Senate \_\_\_\_\_ United Faculty  
Classified Senate \_\_\_\_\_ Local 1  
Management Council \_\_\_\_\_ Student Governing Board Member

Formatted: Indent: Left: 1.5"

\_\_\_\_\_ AND

Four (4) representatives from the District Office one (1) designated by each of the following constituency groups:

Management Council  
Classified Senate  
Local 1  
Confidential

A minimum of at least three (3) of the college representatives shall be current members of each College's Equal Employment Opportunity Advisory Committee. Appointments to the District Equal Employment Opportunity Advisory Committee shall be two (2) years. In order to provide continuity, the District Equal Employment Opportunity Advisory Committee membership may be renewed. The student will serve a one (1) year term.

Formatted: Indent: Left: 1"

Each college shall establish its own Equal Employment Opportunity Advisory Committee which shall be composed in a manner similar to the District-wide committee and carry out similar functions regarding hiring and equal employment opportunity issues at that college.

A minimum of at least three (3) of the college representatives shall be current members of each College's Equal Employment Opportunity Advisory Committee. Appointments to the District Equal Employment Opportunity Advisory Committee shall be two (2) years. In order to provide continuity, the District Equal Employment Opportunity Advisory Committee membership may be renewed. The student will serve a one (1) year term.

The structure of this committee shall represent individuals interested and committed to diversity, and shall include a diverse membership whenever possible. The District Equal Employment Opportunity Advisory Committee will include the following:

- ▲ 3 members from the College's Equal Employment Opportunity Committee (including the College's EEO Officer)
- ▲ 2 community members appointed by the Governing Board

Formatted: Font: (Default) Arial, 10 pt

Formatted: Indent: Left: 0.5"

Formatted: Font: (Default) Arial, 10 pt

In order to further ensure diverse membership, the DEEOAC is an open committee seeking broad participation. Additional members may be appointed by the following:

- ▲ 1 member designated by Faculty Senate Coordinating Council
- ▲ 1 member designated by Classified Senate Coordinating Council
- ▲ 1 member designated by Management Council
- ▲ 1 member designated by Local #1
- ▲ 1 member designated by United Faculty
- ▲ 1 member designated by Student Trustee Advisory Council

Formatted: Indent: Left: 0.5"

Formatted: Font: (Default) Arial, 10 pt

Formatted: Indent: Left: 0.5"

The Chief Human Resources Officer and other District staff will participate as appropriate and shall report directly to the Chancellor, or designee.

**Formatted:** Indent: Left: 0.5"

Appointments to the District Equal Employment Opportunity Advisory Committee shall be two (2) years. In order to provide continuity, the DEEOAC membership may be renewed.

**Formatted:** Font: (Default) Arial, 10 pt

**Operational Procedures**

The committee shall have one chair and one vice-chair, to be elected from among the ~~CE~~ committee members. The term~~s~~ will be staggered with one serving for two years, and one for three years. A vacancy shall be filled in accordance with the District Equal Employment Opportunity Advisory Committee appointment process.

The Chief Human Resources Officer shall serve as the District Equal Employment Opportunity Officer, and shall ensure the provision of secretarial support for the District Equal Employment Opportunity Advisory Committee shall be ensured by the Associate Vice Chancellor/Chief Human Resources Officer.

The committee shall meet monthly during the fall and spring semesters, and/or as needed during the summer. All members may suggest agenda items; agendas, minutes and other materials will be distributed one week in advance for regularly scheduled each meetings.

Amendments to committee procedures and objectives shall be by majority of those members present at the meeting.

For any other committee decisions, at least a member from two of the three colleges must be present at the meeting.

**Formatted:** Indent: Left: 0"

The committee may hold an annual retreat for the purpose of on-going strategic planning which involves setting long-term goals and methods for achievement and evaluating the progress of the previous year's projects, and to review the plan for the next academic year. Other retreats may be scheduled as needed. The College Equal Employment Opportunity Committees may be invited to meet with the District Equal Employment Opportunity Advisory Committee to discuss and plan activities and programs to achieve goals.

The committee will assist the Associate Vice Chancellor/ Chief Human Resources Officer in identifying and selecting staff for orientation and assignments as recruiters to attend career fairs, conferences and community activities.

Amendments to committee procedures and objectives shall be by majority of those members present at the meeting at which the action is agendized.

In accordance with Title 5, Section 53005, the DEEOAC shall receive training in all of the following areas:

- o The requirements of Title 5 and state and federal nondiscrimination laws;
- o Identification and elimination of bias in hiring;
- o The educational benefits of workforce diversity; and
- o The role of the advisory committee in carrying out the District's EEO Plan (HR 1010.01).

**Formatted:** Indent: Left: 1"

**Formatted:** Font: 10 pt

**Formatted:** Indent: Left: 0.5", No bullets or numbering

**Formatted:** Font: (Default) Arial, 10 pt

**Formatted:** Font: (Default) Arial, 10 pt

**Formatted:** Indent: Left: 1", No bullets or numbering

Evaluate all efforts to promote equal opportunity for underrepresented groups in the recruitment, hiring, retention, and promotion of all Contra Costa Community College District personnel.

**Formatted:** List Paragraph, Left, Indent: Left: 0", Space After: 8 pt, Don't add space between paragraphs of the same style, Line spacing: Multiple 1.08 li

**Formatted:** Font: 10 pt

Sub-committees shall be formed as needed and shall be the mechanism through which much of the work of the District Equal Employment Opportunity Advisory Committee is completed. Sub-committee Chairs shall be selected by the Chair of the District Equal Employment Opportunity Advisory Committee with approval of a majority of the membership.

[Title 5, § 53005](#)

## VI. Complaints

a) **Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)<sup>1</sup>** The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations<sup>1</sup> 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 plant 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. 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:

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

**Formatted:** Indent: First line: 0.5", No bullets or

<http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm>.

**Formatted:** Indent: Left: 0"

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 Chancellor. To the extent practicable, a written determination on all accepted

<sup>1</sup> The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 et seq.

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 State 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.

- b) **Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)** The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor/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 and investigation procedures are contained in Human Resources Procedure 1040.07, Unlawful Discrimination and Harassment.

**VII. Notification to District Employees**

The commitment of the Governing Board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the Governing Board, all managers and supervisors, academic and classified senate presidents and vice presidents, and Management Council, United Faculty, and Local 1 presidents and Vice presidents.

The plan will be made available to all employees on the District's website under the Human Resources Department Office.

Title 5, §53003(c)(3)

**VIII. Training for Screening/Selection Committees**

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of 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 humility<sup>2</sup>; the value of a diverse workforce; and recognizing and mitigating bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees.

**Formatted:** Highlight

**Formatted:** Highlight

<sup>2</sup> “Cultural humility” involves valuing diversity and understanding that cultural competence is a process, rather than an end product, for successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires contextual understanding of the numerous social and institutional dynamics, including how the effects of inequities affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. Moreover, it is a lifelong commitment to self-evaluation and ongoing learning. “Culture” refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. “Culture” therefore refers to more than simply race and ethnicity.

The District Human Resources Office is responsible for developing and implementing 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 Equal Employment Opportunity Plan.

**Formatted:** Highlight

**Commented [TG4]:** This includes validation of training

**Formatted:** Highlight

Title 5, § 53003(c)(4)

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

The ~~Associate Vice Chancellor~~/Chief Human Resources 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 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. A list of organizations, which will receive this notice, will be made available in the District Human Resource Office. This list may be revised from time to time as necessary.

Title 5, §53003(c)(5)

#### X. Analysis of District Workforce and Applicant Pool

The District Human Resources Office will annually analyze 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. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey data collection and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring committee administrator(s). This analysis will be done for each site location college in the District. The District will annually report to the Chancellor and the Board the results of its annual analysis of employees and forward required data to the State Chancellor's Office..

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

- a) Executive/Administrative/Managerial
- b) Faculty and other Instructional Staff:

<u>Adult Education</u>	<u>Instructional Support Services</u>
<u>Career Education</u>	<u>Mathematics</u>
<u>English/ESL</u>	<u>Natural Sciences</u>

Health and Physical Education – Social Sciences	
Humanities	Part-Time
c)	Professional Non-faculty
d)	Secretarial/Clerical
e)	Technical and Paraprofessional
f)	Skilled Crafts
g)	Service and Maintenance

Analysis will be performed as and when data and reporting guidelines are provided by the state Chancellor's Office.

Formatted: Tab stops: 1.44", Left

Title 5, §53003(c)(6)

**XI. Analysis of Degree of Under Representation and Significant Under Representation**

Analysis will be performed as and when data and reporting guidelines are provided by the state Chancellor's Office.

Commented [TG5]: Per 2013 Title 5 revision

Title 5, § 53003(c)(7)

**XII. Methods to Address Under Representation Recruitment and Hiring Procedures to Ensure Equal Employment Opportunity**

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/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 below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code Section 87482. 6.

Except as otherwise provided in Title 5, section 503021, the District will actively recruit from both within and outside the District work force to attract qualified applicants for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the District. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions. Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry. Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this plan.

"In-house or promotional only" recruitment shall not be used to fill any vacancy for any position described above except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or series of interim appointments exceeds two years in duration. Where in-house or promotional

only recruitment is utilized to fill a position on an interim basis, all District employees shall be afforded the opportunity to apply and demonstrate that they are qualified. The job announcement for the interim position shall comply with the requirements set forth in this plan and the selection process will be consistent with the requirements of this section.

For the purposes of this section, a vacancy is not created, and the requirements of the above do not apply, when:

- a) there is a reorganization that does not result in a net increase in the number of employees;
- b) one or more lateral transfers are made and there is no net increase in the number of employees;
- c) a position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;
- d) the faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term;
- e) the position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code;
- f) A part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. For purposes of this section, "a substantial break in service" means more than one calendar year of such different period as may be defined by a collective bargaining agreement; or
- g) An individual not currently employed by the District, who is specifically training, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointments pursuant to this provision may exceed a period of two years.

**Formatted:** Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

To address any identified under-representation of monitored groups pursuant to Section XI, the District will review and if necessary revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not under-representation exists, because the provisions are also valuable in ensuring equal employment opportunity. The District's recruitment and hiring procedures will be revised to include the following provisions:

- a) **Recruitment**  
It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. 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." The District will include in the recruitment section of its recruitment and hiring procedures the following provisions:
  - 1) For any job category where continuing under representation exists, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract unless the Chancellor or his/her designee first notifies the Governing Board in writing of the

compelling reason to limit the persons who may be considered for a vacancy in a job category where under representation persists.

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

**Formatted:** Indent: Left: 1"

b)

Job Announcements

The District's recruitment and hiring procedures section on job announcements will be revised to include the following provisions:

- 1) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance.

For 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. ity in the workplace and educational environment.

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 or designee 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."

Title 5, §5302~~203(e)(8)~~

- 2) 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, District Human Resources will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

c) **Review of Initial and Qualified Applicant Pools**

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

- 1) **Application:** The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability. [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 any other purpose specifically authorized by Title 5, Section 53023, or by any applicable statute or regulation](#)
- 2) **Initial Applicant Pool:** The initial applicant pool is composed of all applications received by the application deadline. [After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Associate Vice Chancellor/Chief Human Resources Officer or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool". The following steps will be taken when reviewing the initial applicant pool.](#)

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

[Step 2: If projected representation has not been met, the application deadline may be extended so that additional recruitment can be conducted, if it is determined that job qualifications are not sufficiently job related or consistent with business necessity, as required by California Code of Regulations, Title 5, Section 53006.](#)

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

- 3) Qualified Applicant Pool: The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Associate Vice Chancellor/Chief Human Resources Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described Title 5, Section 53006(a). is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. Before the qualified applicant pool is forwarded to the screening/selection committees, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

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

Formatted: Indent: Left: 1"

Formatted: Indent: Hanging: 0.5"

Step 2: Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.

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

Step 4: If adverse impact persists after taking Steps 1 and 2 above, the selection process may proceed only if locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.

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

Formatted: Indent: Hanging: 0.5"

d) Screening/Selection Committees Procedures

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

- 1) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
  - (a) 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 diversity 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 in the workplace and educational environment.
  - (b) Based solely on job-related criteria; and
  - (c) Designed to avoid an adverse impact, as defined in Title 5, Section 53001(a), and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.
- 2) When possible, effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- 3) The Associate Vice Chancellor/Chief Human Resources Officer The equal employment opportunity officer, or designee, should is responsible for approving the makeup of selection/screening committees. If the equal employment opportunity officer, Associate Vice Chancellor/Chief Human Resources Officer or designee, does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- 4) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.
- 5) At every level, interviews must include a t least two questions which will assesses the candidate's understanding of and commitment to diversity, equal employment opportunity, aAnd his or her level of cultural proficiency. Reference checks must also include one question addressing such issues.
- 6) All screening materials must be approved for compliance with equal employment opportunity principles.
- 7) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
  - (a) After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
  - (b) After the applicants have been interviewed and prior to forwarding finalists to the hiring interview. Finalists cannot be forwarded for hiring

**Formatted:** Font: Bold

**Commented [a7]:** Who makes the determination of adverse impact? What is the statistical measure?

**Formatted:** Font: Bold

consideration until the applicant pool has been approved and cleared for adverse impact.

- 8) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Associate Vice Chancellor/Chief Human Resources Officer, or designee, will do the following:
- a) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
  - b) When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
  - c) If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.
  - d) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- 89) 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 pl*an* in a rigid manner that has the purpose or effect of so discriminating.
- 10) The District will review all of its current and future job specifications to ensure that seniority or length of service is taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of pl*an* Section 112, (see Title 5, §§ 53022 and 53024(cd)).
- Service will be considered job-related for purposes of taking seniority or length of service into account only if it is closely related to the actual assignment. Service in the same department will not automatically be considered closely related unless the actual assignments within the department are similar. The use of seniority or length of service will be assessed for adverse impact in each selection process where it is taken into account. If adverse impact results from the use of seniority or length of service as a job-related factor, the process will continue only if applicants who were eliminated by the use of seniority or length of service considerations are placed back in the pool and continue to be considered during the hiring process.
- 11) Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

**Formatted:** Indent: Left: 1", First line: 0"

**Formatted:** Indent: Left: 1"

- 12) The Board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committees. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the plan or to ensure equal employment opportunity.
- 13) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the plan, the District will request the Equal Employment Opportunity Advisory Committee to recommend new methods to meet the plan objectives, or if necessary, to modify the plan itself to ensure equal employment opportunity.

### XIII.XI. Additional Steps to Remedy Significant Under RepresentationMeasures to Support Diversity and Ensure Equal Employment Opportunity

Commented [TG8]: 2013 Title 5 changes

In Section XI of this Plan, the District identified particular monitored groups that are significantly under-represented with respect to one or more job categories. In order to address these instances of significant under representation, the District will take the following steps:

a) The District shall review the information gathered pursuant to Title 5, Section 53003, subdivision (c)(6) to determine if significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process. For these purposes, 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 not be limited to, will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the under representation.

Formatted: Indent: Left: 0"

1b) The District may consider increasing the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive. Longitudinal analysis of data gathered regarding job applicants, 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;

Formatted: Indent: Left: 0", First line: 0"

e2) The District will require that the manager for the division or department where the significant under representation occurs develop, in conjunction with the equal employment opportunity officer, recruitment and hiring program to assist in addressing the significant under representation. 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

The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly underrepresented groups; additional training for current employees on the value of a diverse workforce; and recommended changes to the job announcement.

Formatted: Indent: Left: 0", First line: 0"

3d) The District may develop and implement an intern program where graduate students will be provided the opportunity to co-teach a class offered by the District. The intern program will be designed to interest graduate students in teaching at community colleges and provide them with teaching experience. The program will be designed to provide a

diverse group of students with this opportunity. Analysis to determine whether the group is significantly underrepresented.

- (be) The District will actively monitor the representation rate of each group which was identified in Section XI as being significantly under-represented in one or more categories. If significant under representation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will: Where the review described above identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process, the District shall implement additional measures designed to address the specific areas of concern. These additional measures shall include the following:
- Review each locally established “required,” “desired or preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law. The District will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate Human Resources staff, review the District’s recruitment procedures and make recommendations on modifications that would address the underrepresentation.
    - 1) The District will require that the dean or responsible administrator(s) for the division or department where significant underrepresentation occurs develops, in conjunction with the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly underrepresented groups; additional training for current faculty and staff on the value of a diverse workforce; and recommend changes to the job announcement and screening criteria, including interview questions, that may reasonably be expected to attract candidates from the significantly underrepresented group. The responsible administrator(s) will be evaluated on the ability to develop and implement this recruitment and hiring program.
    - 2) The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories.
    - 3) 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 requirement of federal law; and
      - b. Qualifications which the Board of Governor has found to be job-related through the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
    - 4) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the specific areas of need.
    - 5)
    - 6)

Formatted: Indent: Left: 0"

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Font: 10 pt

Formatted: Font: 10 pt

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

Formatted: Numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.25"

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

4).

1) 3) Develop a recruitment committee composed of the college president, the Associate Vice Chancellor/Chief Human Resources Officer, the manager for the division or department where the significant under representation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in Section 23 above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant under-representation.

7)

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

Title 5, § 53003(c)(9)and 53006

#### XIV-XII. 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 under-representation and/or significant under representation, the District will implement a diversity program. Having a District that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well-planned-out, well-funded, and supported by the leadership of the District can be of great value.

The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom, curriculum, and the workplace. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District shall do the following:

- a) Commit to a formal diversity program that is part of the structure of the District and that will be adequately funded and supported by the District and college leadership.
- b) Conduct site specific climate studies to identify hidden barriers.
- c) Include guest speakers from under represented groups who are in leadership positions and who may inspire students and employees alike.
- d) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.

**Formatted:** Plain Text, Justified, Indent: Left: -0.25", Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

**Formatted:** Indent: Left: -0.25"

**Formatted:** Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

**Commented [a9]:** Check reference to reasonable amount of time

**Commented [TG10]:** This is in Title 5, but there is no reference to reasonable amount of time in the language of the section.

**Formatted:** Indent: Left: 0.75", First line: 0"

- e) Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
- f) Conduct diversity dialogues, forums, and cross-cultural workshops.  
Work with the College Curriculum Committees-Human Resources and the District and college professional development committees to assist in the development of a "Diversity Instructional Tool Kit" as a resources for employees faculty interested in infusing diversity and multiculturalism-inclusion into their instruction or services to students.
- g) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- h) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- i) Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development days).
- j) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity effort.
- k) Establish an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
- l) Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.
- m) Promote various cultural celebrations at all locations.
- n) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for employees.
- o) Have a formal diversity program at each location that is visible, valued and adequately funded.
- p) Consider providing for alternative educational or experience requirements for nonacademic positions.
- q) Develop leadership opportunities with current staff focusing on diversity.
- r) Ensure involvement of community members and Establish a Community Outreach Advisory Council to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the cColleges and District Office. Recommended membership will include representatives from local business and industry as well as from diverse community groups.
- s) Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
- t) 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.
- u) Develop and maintain institutional commitment to diversity.

Title 5, § 53003(c)(9)(O)

### XIII. Developing and Maintaining Institutional Commitment to Diversity

Pursuant to Board Policy 2059 Diversity, the District is committed to the integration of diversity into its recruitment, hiring, curriculum development, course offerings, teaching methods,

**Commented [TG11]:** This section is new to Title 5 53024.1. Need to review the bullets below to determine what we want to include.

**Formatted:** Indent: Left: 0.06", Hanging: 0.44"

**Formatted:** Indent: Left: 0.5", No bullets or numbering

employee/student retention, contracting, supervision, programs, services, evaluations, policies and procedures, staff development activities, workforce and student population. It is the District's belief that educational experience grounded in this approach will better prepare our students and employees to work and live in an increasingly global society. The chancellor, college presidents, and the District's chief human resources officer shall ensure the following:

- modification of current, and inclusion of, new policies and procedures that ensure implementation of Board Policy 2059;
- systematic training for all employees on the value of diversity, educational equity, equal opportunity, and how to infuse the principles of diversity in their daily work in accordance with state law and collective bargaining agreements; and
- annual reporting to the Board on 1) training programs offered for employees; 2) student, employee, and service area ethnic demographics; and 3) modification of and updates to policies and procedures on diversity.

The District also recognizes that establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort. The District will develop and implement on a continuing basis, indicators of institutional commitment to diversity. Such indicators may include, but are not limited to the examples listed in this section:-

- (a) conducting surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.
- (b) conducting exit interviews with employees who voluntary leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize 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 maintaining updated job descriptions and/or job announcements.
- (g) training the Governing Board on the elimination of bias in hiring and employment at least once every election cycle.
- (h) conducting timely and thoroughly investigates all complaints EEO and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division, and takes appropriate corrective action in all instances where a violation is found.
- (i) complying with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB1825]), and includes all forms of harassment and discrimination in the training.
- (j) ensuring the District's publications and website convey its diversity and commitment to equal employment opportunity.
- (l) ensuring the District's hiring procedures require 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 District staff members to serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity 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 find out why, records this information, and utilizes it.

**Commented [TG12]:** Just added a bit on BP here...

**Formatted:** Bulleted + Level: 1 + Aligned at: 0.75" + Indent at: 1"

**Formatted:** No bullets or numbering

**Formatted**

**Formatted**

**Formatted:** Font: (Default) Arial, 10 pt, No underline

**Formatted:** Font: (Default) Arial, 10 pt, No underline

**Formatted**

**Formatted**

**Formatted**

**Formatted**

**Formatted**

**Formatted**

**Formatted**

**Commented [TG13]:** Need to work on rewording this one!

**Formatted:** Font: (Default) Arial, 10 pt, No underline

**Formatted**

**Formatted**

**Formatted**

**Formatted**

**Formatted**

**Formatted**

**Formatted**

(q) conducting longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.  
 (r) encouraging community college students to become qualified for, and seek employment as, community college employees; and  
 (s) informing graduate students in local colleges and universities about the benefits of employment at a community college.

Title 5, § 53024.1

#### XIV. Accountability and Corrective Action

The District shall certify annually to the State Chancellor that they have timely complied with all of the following:

- (1) recorded, reviewed and reported the data required regarding qualified applicant pools;
- (2) reviewed and updated, as needed, the Strategies Component of the District's EEO Plan;
- (3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division.

Upon review of the District's certification, data reports, or any complaint filed under this subchapter, the State Chancellor may review the District's EEO Plan and Strategies Component pursuant to section 53024.1 for the required indicia of institutionalized and on-going efforts to support diversity and/or compliance with section 53006. Where the State Chancellor finds that the District's efforts have been insufficient, he/she will inform the District of his/her specific area(s) of concern, and direct the district to submit a revised EEO Plan within 120 days. Upon review of the revised EEO plan, the State Chancellor will either:

- (1) determine the revisions are sufficient, and provide a deadline by which the District must provide proof that the new measures have been implemented; or
- (2) if the State Chancellor finds that the revised plan is still lacking, he/she will direct the District to implement specific measures from those listed in section 53024.1, and provide a timeline for doing so.

Title 5, § 53024.2

#### XV. Persons with Disabilities: Accommodations and Goals for Hiring

##### XV.

###### Reasonable Accommodations

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, Sections 11135 et seq. and 12940(m); Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site work station or classroom modifications, job restructuring, part-time work schedules adjustments, flexible scheduling, and auxiliary aids such as readers, interpreters and note-takers, and adaptive equipment.

Historical Annotation:  
 11/6/90; Rev. 5/25/99, 7/6/99, 9/5/00  
 Revised 3/5/02  
 Second Revision 5/6/03

Related Board Policies:  
 Board Policies 2001, 2052

Related Procedures:  
 Management, Supervisory, and Confidential Employees Personnel manual 2.0

###### Formatted

**Formatted:** Normal, Indent: Left: 0.5", First line: 0.2", Add space between paragraphs of the same style, Line spacing: single, No bullets or numbering

###### Formatted

**Formatted:** Normal, Add space between paragraphs of the same style, Line spacing: single, No bullets or numbering

**Formatted:** Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 19 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

**Commented [TG14]:** New insertion to consolidate Graduate Assumption Loan Area below.

**Formatted:** Font: (Default) Arial, 10 pt, No underline

**Formatted:** No bullets or numbering

**Formatted:** Indent: Left: 0.5", No bullets or numbering

**Formatted:** Indent: Left: 0.06", No bullets or numbering

**Formatted:** Plain Text, Justified, Indent: Left: 0.06", Hanging: 0.44"

**Formatted:** No underline

**Formatted:** Plain Text, Justified, Indent: Left: 0.06", No bullets or numbering

###### Formatted

**Formatted:** Font: (Default) Arial, 10 pt, No underline

**Formatted:** Indent: Left: 0.75", No bullets or numbering

###### Formatted

**Commented [TG15]:** need reword for appropriate citation of regulations.

**Formatted:** Font: (Default) Arial, 10 pt, No underline

**Formatted:** No bullets or numbering

###### Formatted

**Commented [TG16]:** need to find direct citation

###### Formatted

**Formatted:** Indent: Left: 0.75", No bullets or numbering

###### Formatted

###### Formatted

###### Formatted

**Formatted:** Indent: Left: 0.06", No bullets or numbering

**Formatted:** Indent: Left: 0.06", Hanging: 0.44", Numbered + Level: 1 + Numbering Style: I, II, III, ... + Start at: 3 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.75"

**Commented [TG17]:** Updated to reflect Title 5 language

The ADA coordinators college or District Human Resources offices are responsible for handling requests for accommodations from current employees. The location District college specific Human Resources office is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the "Request for Reasonable Accommodations" form. The District's Reasonable Accommodation procedures can be found in Human Resources Procedure 1080.04 for job applicants and HR1080.05 for employees.

#### Procedures When Under Representation is Found

When persons with disabilities are found to be significantly under represented, measures required under plan Sections XIII and XIV will be implemented concurrently with the goals set forth. The District will make efforts to achieve the hiring goals by the target dates identified and will discontinue them when projected representation has been achieved for persons with disabilities in the category or categories in question.

Analysis will be performed as and when data and reporting guidelines are provided by the state Chancellor's Office.

#### 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.

Title 5, § 53003(d), 53025

#### Graduate Assumption Program of Loans for Education

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on 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 community college.

**Commented [TG18]:** This was included in several plans. I've inserted here.

**Formatted:** Font: Bold

**Formatted:** Font: Bold

**Formatted:** Justified, Indent: Left: 0"

**Commented [TG19]:** It was agreed that this section's title does not match the wording. Subcommittee agreed this is a possible activity that can be undertaken by the DEEOAC or college EEO committees. I've inserted parts of the information into the section on maintaining institutional commitment to diversity.