

**Coast Community College District
Equity & Equal Employment
Opportunity Plan**

2018 - 2021

Equity & Equal Employment Opportunity Plan

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Equity & Equal Employment Opportunity Advisory Committee (EEEEOAC) 2017 – 2018

Sacha Moore, Chancellor Representative - Committee Chair
Renate Akins, CCC President Representative
Frank Cirioni, GWC President Representative
Rebecca Morgan, OCC President Representative
Erin Johnson, CCC Academic Senate Representative
Stephanie Dumont, GWC Academic Senate Representative
Rendell Drew, OCC Academic Senate Representative
Sara Estrada, CCC Classified Council Representative
Brandi Williams, GWC Classified Senate Representative
Rachel Norman, OCC Classified Senate Representative
Anna Morrow, CFCE Representative
Georgie Monahan, Faculty CFE Representative

District Human Resources (Ex-officio)

I. Introduction

The Coast Community College District (CCCD) strives to provide a welcoming environment and takes an active approach to ensure equal employment opportunities for all.

Our core values, rooted in equity and inclusion, guide our efforts to provide an educational experience for faculty, staff, and students that prepares everyone to thrive and contribute to a global society.

CCCD's Equity & Equal Employment Opportunity Plan ("Plan") was adopted by the Governing Board on May 16, 2018. We review that Plan every three years, and revise it if necessary to meet our institution's changing needs and environment. The Plan's immediate focus is that CCCD achieves equal employment opportunity in its recruitment, screening, and selection policies and practices pursuant to the applicable Title 5 regulations of the California Code of Regulations (Sections 53000 et. Seq.).

CCCD believes that a diverse workforce achieved through equal employment opportunity results in many benefits for our students, employees, and the community at large.

In order to properly serve a growing diverse population, CCCD will continue to endeavor to hire and retain faculty and staff who are sensitive to and knowledgeable of the needs of our continually changing student population. This plan is meant to be a living document, subject to clarification and revision as CCCD's diversity goals are met.

Chancellor
John Weispfenning, Ph.D.

II. Definitions

References: California Code of Regulations, Title 5, § 53001(a)-(l); Equity In Faculty Hiring Institute – Center for Urban Education (September 28-29, 2017)

To ensure understanding of the terms used throughout the Equity & Equal Employment Opportunity Plan ("EEO Plan"), the following definitions are provided.

Adverse Impact: a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedures and demonstrates a disproportionate, negative impact on any group protected from discrimination pursuant to Government Code section 12940. 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.

Diversity: a condition of broad inclusion in an employment environment that offers equal employment opportunity 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.

Equity: the "state, quality or ideal of being just, impartial and fair." The concept of equity is synonymous with fairness and justice. Equity centers on providing individuals the tools they need to be successful. Because individuals face disparate barriers based on their identities and experiences, these tolls are personalized and can differ from one member of the community to the next.

Inclusion: the deliberate act of welcoming diversity, valuing all individuals, and exerting a conscious effort to create a warm and accepting environment that involves all in the fabric and mission of the District and our Colleges.

Equal Employment Opportunity: 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. Equal employment opportunity also involves:

- indentifying and eliminating barriers to employment that are not job related; and creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all people, regardless of their gender identity, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940

Equity & 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.

Equity & Equal Employment Opportunity Programs: all the various methods by which equity and equal employment opportunity are 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.

Ethnic Group Identification: an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

In-house or Promotional Only Hiring: only existing district employees are allowed to apply for a position.

Monitored Group: those groups identified in section 53004(b) for which monitoring and reporting are required pursuant to section 53004(a).

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.

Reasonable Accommodation: the efforts made on the part of the district to be in compliance with Government Code section 12926.

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.

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.

III. Equal Employment Opportunity Policy - BP 3420

References: Education Code Sections 87100 et seq.; Title 5, Sections 53000, et seq., and 53020-53026; 42 U.S. Code Sections 2000d et seq. (Title VI); 42 U.S. Code Sections 2000e et seq. (Title VII); 20 U.S. Code Sections 16 81 et seq. (Title IX); Executive Order 11246, as amended by Executive Order 11235; BP 7100, Commitment to Diversity.

The Board supports the intent set forth by the California Legislature to assure a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. Diversity in the academic environment fosters awareness, engagement, mutual understanding, respect, increased student success, and better enables students to flourish as citizens of the world. Therefore, the Board commits to promoting the total realization of equal employment through a continuing equal employment opportunity program.

The District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models and representation for all students.

The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

In accordance with BP 3410 titled "Nondiscrimination," the District is committed to the concept and principles of providing equal opportunity in education and employment for all persons, and does not discriminate unlawfully. This commitment applies to every aspect of education and personnel actions and practices in employment, development, advancement, and treatment of employees, students, and the general public.

Each employee is accountable for strict application and enforcement of the EEO Plan within their area(s) of authority. It is only through combined efforts that the District will successfully develop and maintain a workforce that is welcoming to all.

The Chancellor shall develop, for review and adoption by the Board, a plan for Equal Employment Opportunity (EEO) that complies with the Education Code and Title 5 requirements.

The District will implement a comprehensive program consistent with Title 5 to ensure the practice of EEO principles. Pursuant to this commitment, an Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

The District believes that in order to effectively address and comply with federal and

state EEO guidelines, the Board of Trustees, administration, faculty, and staff must recognize that equal opportunity is a shared responsibility, and all must be held accountable for application and enforcement of the policies within their area(s) of authority. It is through combined equitable and cooperative efforts that the District will achieve established Equal Employment Opportunity goals and objectives.

The District will continue to monitor equal employment opportunity and diversity efforts to ensure that the recruitment, screening, selection, hiring, and promotional processes are in accordance with the EEO policies and principles.

The Coast Community College District ("District") is committed to the implementation of an EEO Plan developed according to Title 5 and adopted by the Board of Trustees ("Board"). The intent is to overcome all forms of institutional and/or personal exclusion or discrimination within the District.

The Board supports the intent set forth by the California Legislature to assure continuing good faith efforts are made to build a community of equal opportunity. The goal is to foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. Diversity in the academic environment fosters awareness, engagement, mutual understanding, respect, increased student success, and better enables students to flourish as citizens of the world. Therefore, the Board commits to promoting the total realization of equal employment through a continuing equal employment opportunity program as outlined in its EEO Plan.

An advisory committee will be established pursuant to Section 53005 of Title 5 of the California Code of Regulations.

Adopted: December 2, 2013

IV. Commitment to Diversity - BP 7100

References: Education Code 87100 et seq.; Title 5 Sections 53000 et seq.; BP/AP 3420 Equal Employment Opportunity

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

Adopted November 6, 2013

V. Delegation of Responsibility, Authority and Compliance

The Coast Community College District is committed to the concept and principles of equal employment opportunity. To this end, the District will incorporate the principles and practices of equity, inclusion, and equal employment opportunity into every aspect of education and District employment, including but not limited to: personnel policies, recruitment and selection, professional development, advancement and treatment of employees, students, and the general public.

The District will strive to achieve a workforce that is welcoming to all, regardless of gender identity and expression, persons with disabilities, and individuals from all ethnic and other groups. Such a workforce will ensure the District provides an inclusive educational and employment environment which fosters cooperation, acceptance, democracy and free expression of ideas.

The Equity & EEO Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

It is the goal of the Coast Community College District that all employees promote and support equity, inclusion, and equal employment opportunity because such a goal requires a commitment and contribution from everyone in the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

A. Board of Trustees

The Governing Board is ultimately responsible for proper implementation of the District's Equity & EEO Plan at all levels of District operations, and for ensuring equal employment opportunity as described in the Plan.

B. Chancellor

The Board of Trustees delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policy and procedures. The Chancellor shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the annual report on Plan implementation and effectiveness. The Chancellor shall evaluate the performance of all administrative direct reports on their ability to effectively follow and implement the Plan.

C. Equal Employment Opportunity Officer

The Chief Human Resources Officer shall serve as the Equal Employment Opportunity Officer responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before this Plan is next revised, the District shall notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing, and monitoring the Plan and for assuring

compliance with the requirements of Title 5, sections 53000 et seq. The EEO Officer is also responsible for receiving complaints described herein and for ensuring applicant pools and selection procedures are properly monitored.

D. Equity & Equal Employment Opportunity Advisory Committee (EEEEOAC)

The District shall establish an Equity & Equal Employment Opportunity Advisory Committee (EEEEOAC) to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equity, inclusion, and equal employment opportunity policies and procedures. The EEEEEOAC 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 of Trustees with regard to the recruitment and screening of personnel is an agent of the District and is subject to all the requirements of this Plan.

F. Good Faith Effort

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

VI. Equity & EEO Advisory Committee

The District has established an Equity & Equal Employment Opportunity Advisory Committee ("EEEEOAC") to assist in the achievement of the Equity & EEO Plan and encourage understanding and support of equity and equal employment opportunity and nondiscrimination programs, policies, and procedures. The EEEEEOAC may sponsor events, training, and/or other activities to promote equity, inclusion, equal employment opportunity, nondiscrimination, retention, and diversity. When appropriate, the EEEEEOAC shall make recommendations to the Board of Trustees, through the Chancellor and the Equal Employment Opportunity Officer ("EEO Officer") to update the Equity & EEO Plan in accordance with applicable policies, procedures, and legislation.

The EEO Officer or designee shall provide training to the EEEEEOAC on equity, inclusion and the requirements of equal employment opportunity; state and federal nondiscrimination laws; identification and elimination of bias in hiring; the educational benefits of workforce diversity; and the role of the advisory committee in carrying out the District's EEO Plan. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected.

Committee participation will be open to full-time faculty, part-time faculty, classified staff, administrators, community members, and students with recommended committee membership appointments from these areas:

Chancellor's appointee	(1)
College President appointee	(3)
Academic Senate	(3)
Classified Senate	(3)
Classified CFCE appointee	(1)
Faculty Representative	(1)
Ex-officio (Human Resources)	(1)

Committee membership will be reviewed for active participation every odd fiscal year (e.g., 17/18, 19/20, 21/22) to ensure fluid diversity of membership, and to allow for fresh perspectives. A list of current members and their appointment terms will be posted to the Coast Community College District's Equity, Inclusion, & Compliance website at <http://www.cccd.edu/employees/hr/equity/Pages/default.aspx>.

The Ex-officio will assist the EEOAC Chair in coordinating a minimum of two meetings per fiscal year, with additional meetings and/or sub-committees as needed.

VII. Complaints

References: BP/AP 3410 Nondiscrimination; AP 3435 Discrimination and Harassment Investigations

A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations Reference Title 5 CCR Section 53026

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations ("EEO regulations") have been violated. The EEO regulations can be found in Title 5 California Code of Regulations, sections 53000, et seq. The EEO regulations have been incorporated into the Plan. Any complaint alleging a violation of the Plan or the EEO regulations may be processed pursuant to these procedures.

1. *Written Complaints*

Any person who believes that the provisions of the Plan or EEO regulations have been violated may file a written complaint describing in detail the alleged violation(s). 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(s).

a) *Complaints Involving Current Hiring Processes*

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.

b) All Other Complaints Involving Violations of the Plan/EEO Regulations

Complaints alleging violations 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.

2. Where to File Complaints

Complaints shall be filed with the Chief Human Resources Officer who is designated as the EEO Officer. If the complaint involves the EEO Officer, the complaint may be filed with the Chancellor. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The EEO Officer will ensure that complaints are promptly and impartially investigated and will forward copies of all written complaints to the Chancellor's Office upon receipt.

3. Returned Complaints

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.

4. Appeals and Minimum Conditions Violations

A complainant may not appeal the District's determination to the State Chancellor's Office, but under some circumstances, violations of the EEO 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 they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process described in this section pursuant to Section 53026 of Title 5. (See, *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at: <http://www.cccco.edu>).

5. Complaints Involving Unlawful Discrimination

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed pursuant to the "District's Discrimination and Harassment Complaint

Procedures" as required by Title 5 California Code of Regulations sections 59300, et seq.

B. Complaints Alleging Unlawful Discrimination or Harassment
(Title 5 CCR sections 59300. et seq. Complaints)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Chief Human Resources Officer is responsible for receiving such complaints and for coordinating an investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination and harassment complaint form and procedures can be accessed at the following link: <http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx#complaintForm>

VIII. Notification to District Employees

The commitment of the Coast Community College District to equity, inclusion, and equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Equity & EEO Plan. The EEO Policy Statement will be printed in the college catalogs and class schedules.

A. The Plan and subsequent revisions will be distributed to the District's Governing Board, the Chancellor, administrators, the Academic Senate Presidents, faculty and classified union presidents, and members of the District Equal Employment Opportunity Advisory Committees.

B. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail.

C. The District Office of Human Resources will notify all employees of the Board's Equal Employment Opportunity Policy Statement and the Equity & Equal Employment Opportunity Plan, the importance of all employees' participation and responsibility in ensuring the Equity & EEO Plan's implementation, and the location where copies of the Plan are available (i.e., District and Campus internet site, the Office of the Board of Trustees, the Office of the Chancellor, the Office of Human Resources, and each Campus Personnel Office).

D. The District Office of Human Resources will provide all new employees with the policy and Plan information described above when they commence employment with the District.

IX. Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and search/selection process of candidates for employment,

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; diversity awareness and cultural proficiency; the educational benefits of workforce diversity; the elimination of bias in hiring decisions; and best practices in serving on a selection or screening committee. The District Office of Human Resources, in collaboration with the College Human Resources Departments, is responsible for developing and conducting the required training. The training is mandatory to serve on any Search/Selection Committee and must be completed prior to beginning service on any committee.

X. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate, diverse, community-based, and professional organizations concerning the Equity & EEO Plan. The notice will inform these organizations that they may obtain a copy of the Plan by contacting the District Office of Human Resources, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan.

XI: Analysis of District Workforce and Applicant Pool

The District Office of Human Resources will annually survey the district's workforce composition and shall 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 and report, each applicant or employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification, and, if applicable, their 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 administrator(s). This survey will be done for each college in the District. The District will annually report to the Chancellor the results of its annual survey of employees. 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:

- 1) Executive/Administrative/Managerial
- 2) Faculty and other Instructional Staff
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The District's workforce trends for Coastline Community College, Golden West College, Orange Coast College, and the District Office are found in the Appendices.

XII: Methods to Address Underrepresentation

The Coast Community College District will ensure equity, inclusion, and equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all, regardless of gender identity and expression, 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 search/selection process to allow for the hiring of candidates with varied backgrounds who can contribute to and effectively communicate in a diverse community.

The equal employment opportunity provisions below are applicable to all full-time and part-time hiring to ensure equal employment opportunity. The District's Recruitment and Hiring provisions include:

1) Recruitment

The District aggressively pursues a broad recruitment campaign that is equitable, inclusive, and open to all individuals.

Efforts are undertaken on a regular basis to develop and contact new recruitment sources that include diverse pools of candidates. Diverse pools should include, but not be limited to, all individuals regardless of gender identity and gender expression, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equity & Equal Employment Opportunity Advisory Committee (EEEEOC) is 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" and will include the following provisions:

- a) For any job category where underrepresentation exists, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open

recruitment for all vacancies 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 a designee first notifies the governing board and the Equal Employment Opportunity Advisory Committee of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.

b) Recruitment for all open positions may include, but not be limited to, placement of job announcements using the following methods:

- (1) General circulation newspapers, general circulation publications, including electronic media.
- (2) Local and regional community sources.
- (3) Recruitment sources that provide information in languages other than English and to low-income communities.
- (4) Publications, including electronic media, that are distributed to the general market, and to newspapers, publications, and/or radio and television stations, whose primary audience is comprised of monitored groups.
- (5) 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 monitored groups.

The District will survey and request input and assistance on 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. Human resources will compile, store, and update this list.

2) Job Announcements

The District Office of Human Resources will ensure the following provisions:

a) Job announcements will state clearly the minimum qualifications setting forth the knowledge, skills, and abilities necessary to job performance. For all faculty and administrator 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. Job descriptions, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the District Office of Human Resources 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".

b) For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will 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.

4) Search/Selection Committee 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 a combination of education and experience, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

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

- (1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;
- (2) Based solely on job-related criteria; and
- (3) Designed to avoid an adverse impact.

When possible, every effort will be made, within the limits allowed by federal and state law, to ensure that search/selection committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Search/selection committees will be encouraged to include members from monitored groups.

The EEO Officer or designee will approve the makeup of search/selection committees. If the EEO officer or designee does not approve a search/selection committee for lack of diversity, the EEO officer or designee should take necessary steps to remedy the lack of diversity.

Before a person can serve on a search/selection committee, they \ must receive equal employment opportunity and diversity training.

Interviews will include question(s) that solicit the candidate's sensitivity to, understanding of, and commitment to equal employment opportunity.

All screening materials must be approved for compliance with equal employment opportunity principles.

Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:

(1) After the search/selection 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 reviewed by the EEO/Recruitment Coordinator or designee.

(2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator: Finalists cannot be forwarded for hiring consideration until the applicant pool has been reviewed by the EEO/Recruitment Coordinator or designee.

If the EEO/Recruitment Coordinator or designee reveals that any selection technique or procedure has adversely impacted any monitored group, the EEO/Recruitment Coordinator or designee will advise the Director of Human Resources or designee, and the Director may do the following:

- (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
- (2) When appropriate, assist the search/selection committee by discussing the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
- (3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the Plan in a rigid manner that has the purpose or effect of so discriminating.

The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not achieve the objectives of the Equity & EEO Plan, the District will request the Equity & EEO Advisory Committee to recommend new methods to achieve the Plan objectives, or if necessary, to modify the Plan itself to ensure equity, inclusion, and equal employment opportunity.

XIII: Additional Steps to Remedy Significant Underrepresentation

In an earlier section, the District identified particular monitored groups that are significantly underrepresented with respect to one or more job categories. In order to address these instances of significant underrepresentation, the District will take the following steps:

- 1) The District will request that the Equity & Equal Employment Opportunity Advisory Committee (EEEOAC), in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) The District will increase the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
- 3) The District will require that the dean or responsible administrator for the division or department where the significant underrepresentation occurs develop, 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 recommended 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 effective recruitment and hiring programs that promote equity, inclusion, and equal employment opportunity.
- 4) The District will develop and implement an intern program where graduate students and professionals in the field will be provided the opportunity to actively observe a class offered by a full-time faculty member of the District, who applies, is accepted to the program, and is in good standing. The intern will also participate in guided teaching experiences in the mentor's classroom, campus activities, campus committees, a robust program orientation, online communications in the Program's Canvas shell, and a number of training opportunities on equitable and inclusive teaching practices. The central focus of the Program is recruiting diverse interns; helping them build equitable and inclusive practices; and providing them with insight into the community college hiring process, classroom techniques, and faculty experience.

- 5) The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation 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:
- a) 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.
 - b) 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.
 - c) Increase the recruitment budget for another three years and hire a staff person to work on recruitment full-time for at least a two-year period.
 - d) Develop a recruitment committee composed of the college president, the human resources director, the equal employment opportunity officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists, and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in section 3 above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The college president will be evaluated on their ability to successfully implement the recruitment and hiring program.

XIV: 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 all, regardless of gender identity and/or gender expression, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement appropriate diversity and equity programs. Having a college community that accepts

the principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing diversity and equity programs that are 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 and curriculum. The District will promote the concept of cultural proficiency, and it will develop an evaluation form that integrates diversity into the evaluation of employees. 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:

- 1) Commit to a formal diversity program that will be adequately funded and supported by the District and campus leadership.
- 2) Conduct campus climate reports to identify progress and hidden barriers.
- 3) Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 4) Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
- 5) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 6) Work with the Curriculum Committees to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
- 7) Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 8) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by giving diversity recognition awards.
- 9) Require a series of EEO/diversity workshops at all instructional improvement days (flex days or staff development days).
- 10) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.

- 11) 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.
- 12) Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.
- 13) Promote various cultural celebrations on campus.
- 14) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 15) Have a formal diversity program on campus that is visible, valued, and adequately funded.
- 16) Consider providing for alternative educational or experience requirements for nonacademic positions.
- 17) Develop leadership opportunities with current staff focusing on diversity.
- 18) Involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).
- 19) 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.
- 20) 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.

XV: Persons with Disabilities: Accommodations and Goals for Hiring

- 1) Reasonable Accommodations

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling,

reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and notetakers.

The ADA coordinator is responsible for handling requests for accommodations from current employees. The Office of Human Resources 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.

2) Procedures when Underrepresentation is found

When persons with disabilities are found to be significantly underrepresented, measures required under Plan Component 13 and 14 will be implemented concurrently with the goals set forth below. The District will make every effort to achieve the hiring goals by the target dates identified below and will discontinue them when projected representation has been achieved for persons with disabilities in the category or categories in question.

3) Goals for Persons with Disabilities

Currently the projected representation for persons with disabilities is only required by the total District workforce and not by job categories.

*Goals and target dates for persons with disabilities are only set when there is a figure below 80 percent "Percent of Projected Representation." A figure below 80 percent means there is significant underrepresentation. Goal setting is done concurrently with implementing the measures required under Title 5, section 53025. The goals shall only remain in effect until projected representation has been achieved for that group.

XVI: 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 the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.