



West Valley - Mission

Community College District

Equal Employment Opportunity Plan 2020-2023

WVMCCD Equal Employment Opportunity Plan

Table of Contents

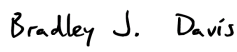
I.	Introduction	3
II.	Definitions	4-5
III.	Policy Statement	6
IV.	Delegation of Responsibility, Authority and Compliance	7-8
V.	Advisory Council	9
VI.	Complaints	10-11
VII.	Notification to District Employees	12
VIII.	Training for Screening/Selection Committees	13
IX.	Annual Written Notice to Community Organizations	14
X.	Analysis of District Workforce and Applicant Pool	15-34
XI.	Analysis of Degree of Underrepresentation	35-38
XII.	Methods to Address Underrepresentation	39-45
XIII.	Additional Measures to Support Diversity and Ensure Equal Employment Opportunity	46-47
XIV.	Other Measures Necessary to Further Equal Employment Opportunity	48-50
XV.	Persons with Disabilities: Accommodations and Goals for Hiring	51
XVI.	Encouraging Graduate Employment in Community Colleges	52

Plan Component 1: Introduction

The West Valley-Mission Community College District's first Equal Employment Opportunity Plan (*Plan*) was adopted by the Board of Trustees on February 19, 2009. The *Plan* reflected 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. Reviewed and revised on a three-year cycle and part of an ongoing commitment to positive change, the *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Title 5, section 53000 *et seq.*) and the steps the district shall take to eliminate underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the district's workforce population, with consideration of our district's student population, and an analysis of whether underrepresentation of monitored groups exists. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment 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.

Signature of Chief Executive Officer

DocuSigned by:

1BB5E1DC35F9447...

Adopted by the Board of Trustees: February 19, 2009

Revisions adopted by the Board of Trustees: June 17, 2014 & May 2, 2017

Current Revisions adopted by the Board of Trustees: *May 19, 2020*

Plan Component 2: Definitions

- 1) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure 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.
- 2) *Diversity*: means 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, gender identity, gender expression, sex, sexual orientation, color, medical condition, genetic information, ancestry, marital status, physical or mental disability, pregnancy, military and veteran status, and socio-economic backgrounds.
- 3) *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 nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - a) Identifying and eliminating barriers to employment that are not job related; and
 - b) 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 protected from discrimination pursuant to Title 5, section 12940.
- 4) *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.
- 5) *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 Title 5, section 53006.
- 6) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to Title 5, section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.
- 7) *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position.
- 8) *Monitored Group*: means those groups identified in Title 5, section 53004(b) for which monitoring and reporting is required pursuant to Title 5, section 53004(a).

- 9) *Person with a Disability:* any person who:
- a) 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;
 - b) Has a record of such an impairment; or
 - c) 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.
- 10) *Reasonable Accommodation:* the efforts made on the part of the district in compliance with Government Code section 12926.
- 11) *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.
- 12) *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 Title 5, section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Plan Component 3: Policy Statement

The West Valley-Mission Community College District is committed to the principles of equal employment opportunity and shall implement a comprehensive program to put those principles into practice. It is the district's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, genetic information, ancestry, gender identity, gender expression, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, military or veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan shall be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Plan Component 4: Delegation of Responsibility, Authority and Compliance

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

1) *Governing Board (Board of Trustees)*

The governing board is ultimately responsible for proper implementation of the district's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

2) *Chief Executive Officer (Chancellor)*

The governing board delegates to the chief executive officer the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board concerning statewide policy emanating from the State Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The chief executive officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the *Plan*.

3) *Equal Employment Opportunity Officer (Associate Vice Chancellor of Human Resources)*

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

4) *Equal Employment Opportunity Diversity Advisory Committee*

The district will establish an Equal Employment Opportunity (EEO) Diversity Advisory Council, 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 EEO Diversity Advisory Council shall assist in the implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.

5) *Agents of the District*

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

WVMCCD

Equal Employment Opportunity Plan

6) *Good Faith Effort*

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

7) *Accountability and Corrective Action*

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

- a) Recorded, reviewed and reported the data required regarding qualified applicant pools;
- b) Reviewed and updated, as needed, the Strategies Component of the *Plan*;
- c) Investigated and appropriately responded to formal harassment or discrimination complaints filed.

Upon review of a district's certification, data reports, or any complaint filed, the State Chancellor may review a district's EEO Plan and Strategies Component for the required indicia of institutionalized and on-going efforts to support diversity and/or a district's compliance. 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

- a) Determine the revisions are sufficient, and provide a deadline by which the district must provide proof that the new measures have been implemented; or
- b) 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 Title 5, section 53024.1, and provide a timeline for doing so.

Plan Component 5: Advisory Council

The district has established an Equal Employment Opportunity Diversity Advisory Council, 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 Associate Vice Chancellor of Human Resources, acting as equal employment opportunity officer, shall ensure that the advisory committee receives training in all of the following: (a) the requirements of Title 5 regulations regarding Equal Employment Opportunity and of state and federal nondiscrimination laws; (b) identification and elimination of bias in hiring; (c) the educational benefits of workforce diversity; and (d) the role of the advisory committee in carrying out the district's EEO plan. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be composed of at least one faculty member from each college, appointed by the college Academic Senate, one classified employee from each college, appointed by the college Classified Senate, one administrator from the district office, appointed by the Chancellor, and one student from each college, appointed by the college associated student government. Ex officio members shall include the Associate Vice Chancellor of Human Resources and Human Resources department staff. The EEO Diversity Advisory Council shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Council shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

Plan Component 6: Complaints

- 1) *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, 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 regulations¹ have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the district to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district's determination pursuant to Title 5, 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 Title 5, section 53026.

The Plan complaint procedure is outlined in WVMCCD Administrative Procedures, AP3420.

See *California Community Colleges Chancellor's Office Guidelines for Complaints* at:
[Unlawful Discrimination Complaint Form](#)
[Guidelines for Minimum Conditions 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.

The complaint shall be filed with the Associate Vice Chancellor of Human Resources, acting as equal employment opportunity officer, or designee. If the complaint involves the equal employment opportunity officer, the complaint shall be filed with the Chancellor. At the discretion of the Chancellor, an outside investigator will be used when the responsible district officer is named in the complaint or implicated by the allegations in the complaint. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

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

In the event that a complaint filed under Title 5, section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, section 59300 *et seq.*

2) *Complaints Alleging Unlawful Discrimination or Harassment (Title 5, section 59300 et seq.)*

The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

The entire complaint procedure is outlined in WVMCCD Administrative Procedures, AP3435. [Unlawful Discrimination Complaint Form](#)

Plan Component 7: Notification to District Employees

The commitment of the Board of Trustees 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 district's Board of Trustees, the chief executive officer, administrators, the academic senate leadership, union representatives and members of the district's Equal Employment Opportunity Diversity Advisory Council. The *Plan* shall be available on the district's website, and when appropriate, may be distributed by e-mail. Each year, the district office will provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this *Plan*) and a notice containing the provisions. The annual notice will contain the following provisions:

- 1) The importance of the employee's participation and responsibility in ensuring the *Plan*'s implementation.
- 2) Where complete copies of the *Plan* are available, including in every campus library, in the district's public folders, on the campus and district internet site, the Office of the Chief Executive Officer, the Office of Human Resources, each department office, and each campus Office of Equal Employment Opportunity.

The Human Resources Department shall provide all new employees with a copy of the Board's Equal Employment Opportunity Policy Statement and the notice described above when they commence their employment with the district.

Plan Component 8: 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 (Title 5, section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district's Equal Employment Opportunity Plan; the district's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; recognizing and eliminating bias in hiring decisions, and best practices in serving on a selection or screening committee. Persons serving in the above capacities will be required to receive training within the 24 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Human Resources department is responsible for providing the required training. Any individual, whether or not an employee of the district, who is acting on behalf of the district with regard to recruitment and screening of employees, is subject to the Equal Employment Opportunity requirements of Title 5² and the district's Equal Employment Opportunity Plan.

² See Title 5, § 53020(c).

Plan Component 9: Annual Written Notice to Community Organizations

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan* and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*. The 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. "Written" notice may include mailings and electronic communications. 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, is attached to this *Plan*. This list may be revised from time to time as necessary.

List of Job Opening Advertising Sources

- VeteransinHigherEd.com
- InsideHigherEd.com
- ccjn.org (Community College Job Network)
- AcademicCareers.com
- CommunityColleges.com
- AcademicKeys.com
- Indeed.com
- Handshake.com
- ChronicleVitae.com
- cccregistry.org
- BlacksInHigherEd.com
- HispanicsinHigherEd.com
- LGBTinHigherEd.com
- CCJobsNow.com
- AsiansInHigherEd.com
- HigherEdJobs.com
- CCJobs.com
- LinkedIn
- DiverseEducation.com
- InsightintoDiversity.com

Plan Component 10: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually collect 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/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the data collection and reports, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification, veteran status and, if applicable, her or his 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 data collection will be done for each college in the district. The district will annually report to the State Chancellor this data for 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:

Adult Education	Instructional and Support Services
Career Education	Mathematics
English	Natural Sciences
Health and Physical Education	Social Sciences
Humanities	Part-Time
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

Analysis Contents:

Pages 17-20 – District and Colleges’ workforce analysis by ethnicity for Fall 2013 – Fall 2018

Pages 20-22 – District and Colleges’ workforce analysis by gender for Fall 2013 – Fall 2018

Pages 23-26 – Total Applicant persistence data analysis by ethnicity for FY 2017, 2018, 2019

Pages 26-28 – Total Applicant persistence data analysis by gender for FY 2017, 2018, 2019

Page 29-32 – Total Student population by ethnicity for Fall 2016 -2018

Page 32-34 – Total Student population by gender for Fall 2016 - 2018

Ratio of Full-time to Part-time Instructors (Ed. Code 87482.6)

The West Valley-Mission Community College District has achieved the following ratios:

Fall 2015 – 72.4%

Fall 2016 – 71.4%

Fall 2017 – 72.4%

Fall 2018 – 72.5%

Fall 2019 – 71.5%

WVMCCD

Equal Employment Opportunity Plan

**Table 1: District Workforce Composition - Ethnicity
Fall 2013 – Fall 2018**

Racial/Ethnic Group	All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	37	3.4%	39	3.7%	38	3.8%	40	3.9%	35	3.6%	45	4.1%
Asian	207	19.3%	189	18.1%	191	19.0%	209	20.4%	214	21.7%	234	21.4%
Hispanic/Latino	139	12.9%	140	13.4%	142	14.1%	150	14.6%	145	14.7%	165	15.1%
Native Hawaiian/ Pacific Islander	2	0.2%	2	0.2%	1	0.1%	1	0.1%	1	0.1%	1	0.1%
American Indian/ Alaska Native	10	0.9%	9	0.9%	8	0.8%	8	0.8%	8	0.8%	8	0.7%
White	653	60.7%	635	60.9%	602	60.0%	590	57.6%	560	56.9%	613	56.0%
More than one race	4	0.4%	7	0.7%	8	0.8%	13	1.3%	16	1.6%	16	1.5%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	23	2.1%	22	2.1%	14	1.4%	14	1.4%	6	0.6%	12	1.1%
TOTAL	1075	100.0%	1043	100.0%	1004	100.0%	1025	100.0%	985	100.0%	1094	100.0%

WVMCCD

Equal Employment Opportunity Plan

**Table 2: Mission College Workforce Composition - Ethnicity
Fall 2013 – Fall 2018**

Racial/Ethnic Group	All Administrators, Faculty, and Staff employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	19	4.2%	22	4.9%	20	4.7%	19	4.4%	17	4.1%	21	4.2%
Asian	113	24.8%	109	24.4%	114	26.6%	120	27.6%	121	29.4%	136	27.5%
Hispanic/Latino	46	10.1%	50	11.2%	44	10.3%	46	10.6%	49	11.9%	74	14.9%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	4	0.9%	4	0.9%	3	0.7%	3	0.7%	2	0.5%	4	0.8%
White	265	58.1%	252	56.4%	236	55.1%	234	53.9%	211	51.3%	248	50.1%
More than one race	3	0.7%	4	0.9%	4	0.9%	6	1.4%	8	1.9%	6	1.2%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	6	1.3%	6	1.3%	7	1.6%	6	1.4%	3	0.7%	6	1.2%
TOTAL	456	100.0%	447	100.0%	428	100.0%	434	100.0%	411	100.0%	495	100.0%

WVMCCD

Equal Employment Opportunity Plan

Table 3: West Valley College Workforce Composition - Ethnicity
Fall 2013 – Fall 2018

Racial/Ethnic Group	All Administrators, Faculty, and Staff employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	12	2.5%	11	2.4%	13	2.9%	15	3.3%	12	2.7%	24	4.0%
Asian	68	13.9%	55	11.8%	52	11.7%	60	13.1%	62	13.9%	98	16.4%
Hispanic/Latino	51	10.5%	46	9.9%	53	11.9%	60	13.1%	55	12.3%	91	15.2%
Native Hawaiian/Pacific Islander	2	0.4%	2	0.4%	1	0.2%	1	0.2%	1	0.2%	1	0.2%
American Indian/Alaska Native	5	1.0%	4	0.9%	4	0.9%	4	0.9%	5	1.1%	4	0.7%
White	332	68.0%	330	70.8%	312	70.1%	303	66.3%	301	67.5%	365	60.9%
More than one race	1	0.2%	2	0.4%	3	0.7%	6	1.3%	7	1.6%	10	1.7%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	17	3.5%	16	3.4%	7	1.6%	8	1.8%	3	0.7%	6	1.0%
TOTAL	488	100.0%	466	100.0%	445	100.0%	457	100.0%	446	100.0%	599	100.0%

WVMCCD

Equal Employment Opportunity Plan

Data Definitions (Tables 1-3):

of [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Fall YYYY]: *The total number of administrators, faculty, and staff on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Fall YYYY]: *The proportion of administrators, faculty, and staff in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of the number of administrators, faculty, and staff in the disaggregated group employed by the institution on the first day of classes and the total number of administrators, faculty, and staff employed by the institution on the first day of classes.*

**Table 4: District Workforce Composition - Gender
Fall 2013 – Fall 2018**

Gender Group	All Administrators, Faculty, and Staff employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	624	58.0%	610	58.5%	584	58.2%	590	57.6%	574	58.3%	632	57.8%
Male	451	42.0%	433	41.5%	420	41.8%	435	42.4%	411	41.7%	462	42.2%
TOTAL	1075	100.0%	1043	100.0%	1004	100.0%	1025	100.0%	985	100.0%	1094	100.0%

WVMCCD

Equal Employment Opportunity Plan

**Table 5: Mission College Workforce Composition - Gender
Fall 2013 – Fall 2018**

Gender Group	All Administrators, Faculty, and Staff employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	275	60.3%	275	61.5%	259	60.5%	269	62.0%	258	62.8%	292	59.0%
Male	181	39.7%	172	38.5%	169	39.5%	165	38.0%	153	37.2%	203	41.0%
TOTAL	456	100.0%	447	100.0%	428	100.0%	434	100.0%	411	100.0%	495	100.0%

**Table 6: West Valley College Workforce Composition - Gender
Fall 2013 – Fall 2018**

Gender Group	All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
Female	307	62.9%	292	62.7%	280	62.9%	274	60.0%	271	60.8%	340	56.8%
Male	181	37.1%	174	37.3%	165	37.1%	183	40.0%	175	39.2%	259	43.2%
TOTAL	488	100.0%	466	100.0%	445	100.0%	457	100.0%	446	100.0%	599	100.0%

Data Definitions (Tables 4-6):

of [Disaggregated Gender Group] among Administrators, Faculty, and Staff on the first day of classes on [Fall YYYY]: *The total number of administrators, faculty, and staff on the first day of class employed by the institution for the gender group for which you are interested in determining equity gaps.*

% of all [Disaggregated Gender Group] among Administrators, Faculty, and Staff on the first day of classes on [Fall YYYY]: *The proportion of administrators, faculty, and staff in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of the number of administrators, faculty, and staff in the disaggregated group employed by the institution on the first day of classes and the total number of administrators, faculty, and staff employed by the institution on the first day of classes.*

WVMCCD

Equal Employment Opportunity Plan

**Table 7: Total Applicant Persistence Data - Ethnicity
Fiscal Year 2016 – 2017**

Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications received		HIRING PROCESS STEP TWO: HR screens for MQ		HIRING PROCESS STEP THREE: Committee completes application review		HIRING PROCESS STEP FOUR: First-level interviews		HIRING PROCESS STEP FIVE: Second-level interviews		HIRING PROCESS STEP SIX: Recommended for Hire		% Converts
	#	%	#	%	#	%	#	%	#	%	#	%	
African American	122	100.0%	122	100.0%	75	61.5%	35	46.7%	8	22.9%	5	62.5%	4.1%
Asian	518	100.0%	518	100.0%	319	61.6%	119	37.3%	39	32.8%	20	51.3%	3.9%
Hispanic/Latino	332	100.0%	332	100.0%	230	69.3%	103	44.8%	49	47.6%	22	44.9%	6.6%
Native Hawaiian/Pacific Islander	7	100.0%	7	100.0%	3	0.0%	2	0.0%	0	0.0%	0	0.0%	0.0%
American Indian/Alaska Native	5	100.0%	5	100.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0.0%
White	801	100.0%	801	100.0%	559	69.8%	211	37.7%	72	34.1%	31	43.1%	3.9%
More than one race	76	100.0%	76	100.0%	41	53.9%	15	36.6%	6	40.0%	3	50.0%	3.9%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
Unknown	139	100.0%	139	100.0%	99	71.2%	26	26.3%	5	19.2%	1	20.0%	0.7%
TOTAL	2000	100.0%	2000	100.0%	1326	66.3%	512	38.6%	179	35.0%	82	45.8%	4.1%

WVMCCD

Equal Employment Opportunity Plan

**Table 8: Total Applicant Persistence Data - Ethnicity
Fiscal Year 2017 – 2018**

Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications received		HIRING PROCESS STEP TWO: HR screens for MQ		HIRING PROCESS STEP THREE: Committee completes application review		HIRING PROCESS STEP FOUR: First-level interviews		HIRING PROCESS STEP FIVE: Second-level interviews		HIRING PROCESS STEP SIX: Recommended for Hire		% Converts
	#	%	#	%	#	%	#	%	#	%	#	%	
African American	191	100.0%	191	100.0%	133	69.6%	41	30.8%	16	39.0%	9	56.3%	4.7%
Asian	548	100.0%	548	100.0%	344	62.8%	128	37.2%	38	29.7%	17	44.7%	3.1%
Hispanic/Latino	379	100.0%	379	100.0%	262	69.1%	110	42.0%	46	41.8%	15	32.6%	4.0%
Native Hawaiian/Pacific Islander	13	100.0%	13	100.0%	11	84.6%	1	0.0%	0	0.0%	0	0.0%	0.0%
American Indian/Alaska Native	9	100.0%	9	100.0%	4	44.4%	2	0.0%	1	50.0%	0	0.0%	0.0%
White	908	100.0%	908	100.0%	635	69.9%	265	41.7%	111	41.9%	43	38.7%	4.7%
More than one race	110	100.0%	110	100.0%	81	73.6%	38	46.9%	15	39.5%	7	46.7%	6.4%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
Unknown	173	100.0%	173	100.0%	118	68.2%	42	35.6%	9	21.4%	1	11.1%	0.6%
TOTAL	2331	100.0%	2331	100.0%	1588	68.1%	627	39.5%	236	37.6%	92	39.0%	3.9%

WVMCCD

Equal Employment Opportunity Plan

**Table 9: Total Applicant Persistence Data - Ethnicity
Fiscal Year 2018 – 2019**

Racial/Ethnic Group	HIRING PROCESS STEP ONE: Applications received		HIRING PROCESS STEP TWO: HR screens for MQ		HIRING PROCESS STEP THREE: Committee completes application review		HIRING PROCESS STEP FOUR: First-level interviews		HIRING PROCESS STEP FIVE: Second-level interviews		HIRING PROCESS STEP SIX: Recommended for Hire		% Converts
	#	%	#	%	#	%	#	%	#	%	#	%	
African American	159	100.0%	159	100.0%	113	71.1%	30	26.5%	10	33.3%	2	20.0%	1.3%
Asian	364	100.0%	364	100.0%	227	62.4%	101	44.5%	35	34.7%	20	57.1%	5.5%
Hispanic/Latino	360	100.0%	360	100.0%	242	67.2%	109	45.0%	45	41.3%	15	33.3%	4.2%
Native Hawaiian/Pacific Islander	8	100.0%	8	100.0%	4	0.0%	1	0.0%	0	0.0%	0	0.0%	0.0%
American Indian/Alaska Native	11	100.0%	11	100.0%	5	0.0%	3	0.0%	0	0.0%	0	0.0%	0.0%
White	676	100.0%	676	100.0%	467	69.1%	191	40.9%	78	40.8%	27	34.6%	4.0%
More than one race	85	100.0%	85	100.0%	58	68.2%	26	44.8%	11	42.3%	9	81.8%	10.6%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%
Unknown	107	100.0%	107	100.0%	75	70.1%	25	33.3%	11	44.0%	3	27.3%	2.8%
TOTAL	1770	100.0%	1770	100.0%	1191	67.3%	486	40.8%	190	39.1%	76	40.0%	4.3%

Data Definitions Tables 7-9:

of [Disaggregated Racial/Ethnic Group] among HIRING PROCESS STEP [#]: *The total number of candidates who successfully met the requirements of the named hiring process step for the racial/ethnic group for which you are interested in determining equity gaps.*

% of [Disaggregated Racial/Ethnic Group] among HIRING PROCESS STEP [#]: *The proportion of candidates who successfully met the requirements of a named hiring process step and the candidates who successfully met the requirements of the immediately preceding hiring process step for the racial/ethnic group for which you are interested in determining equity gaps. This equals the ratio of the total number of candidates who successfully met the requirements of a hiring process step and the total number of candidates who successfully met the requirements of the immediately preceding hiring process step for the racial/ethnic group for which you are interested in determining equity gaps.*

**Table 10: Total Applicant Persistence Data - Gender
Fiscal Year 2016 – 2017**

Gender Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP SIX: Recommended for Hire		% Converts
	#	#	%	
Female	1196	51	4.3%	4.3%
Male	732	29	4.0%	4.0%
Unknown	72	2	2.8%	2.8%
TOTAL	2000	82		

WVMCCD

Equal Employment Opportunity Plan

**Table 11: Total Applicant Persistence Data - Gender
Fiscal Year 2017 – 2018**

Gender Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP SIX: Recommended for Hire		% Converts
	#	#	%	
Female	1231	54	4.4%	4.4%
Male	1012	37	3.7%	3.7%
Unknown	88	1	1.1%	1.1%
TOTAL	2331	92		

**Table 12: Total Applicant Persistence Data - Gender
Fiscal Year 2018 – 2019**

Gender Group	HIRING PROCESS STEP ONE: Applications received	HIRING PROCESS STEP SIX: Recommended for Hire		% Converts
	#	#	%	
Female	963	38	3.9%	3.9%
Male	733	37	5.0%	5.0%
Unknown	74	1	1.4%	1.4%
TOTAL	1770	76		

Data Definitions Tables 10-12:

of [Disaggregated Gender] among HIRING PROCESS STEP [#]: *The total number of candidates who successfully met the requirements of the named hiring process step for the Gender group for which you are interested in determining equity gaps.*

% of [Disaggregated Gender Group] among HIRING PROCESS STEP [#]: *The proportion of candidates who successfully met the requirements of a named hiring process step and the candidates who successfully met the requirements of the immediately preceding hiring process step for the gender group for which you are interested in determining equity gaps. This equals the ratio of the total number of candidates who successfully met the requirements of a hiring process step and the total number of candidates who successfully met the requirements of the immediately preceding hiring process step for the gender group for which you are interested in determining equity gaps.*

WVMCCD

Equal Employment Opportunity Plan

**Table 13: Total Student Representation- Ethnicity
Fall 2016 – Fall 2018**

Racial/Ethnic Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018	
	#	% of all	#	% of all	#	% of all
African-American	475	2.6%	435	3.0%	453	2.5%
American Indian/Alaskan Native	29	0.2%	22	0.2%	34	0.2%
Asian	4,306	23.2%	4,015	27.4%	4,345	23.5%
Filipino	994	5.4%	919	6.3%	949	5.1%
Hispanic	4,417	23.8%	4,126	28.2%	4,555	24.7%
Multi-Ethnicity	774	4.2%	750	5.1%	829	4.5%
Pacific Islander	63	0.3%	51	0.3%	49	0.3%
Unknown	2,072	11.2%	168	1.1%	2,171	11.8%
White Non-Hispanic	5,392	29.1%	4,171	28.5%	5,068	27.5%
TOTAL	18,522	100.0%	14,657	100.0%	18,453	100.0%

WVMCCD

Equal Employment Opportunity Plan

**Table 14: Mission College Student Representation- Ethnicity
Fall 2016 – Fall 2018**

Racial/Ethnic Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018	
	#	% of all	#	% of all	#	% of all
African-American	267	3.0%	265	3.7%	271	3.0%
American Indian/Alaskan Native	12	0.1%	9	0.1%	16	0.2%
Asian	2,883	32.8%	2,627	36.8%	2,821	31.5%
Filipino	766	8.7%	726	10.2%	747	8.3%
Hispanic	2,173	24.7%	1,965	27.5%	2,259	25.2%
Multi-Ethnicity	304	3.5%	285	4.0%	341	3.8%
Pacific Islander	37	0.4%	32	0.4%	34	0.4%
Unknown	718	8.2%	60	0.8%	907	10.1%
White Non-Hispanic	1,635	18.6%	1,169	16.4%	1,552	17.3%
TOTAL	8,795	100.0%	7,138	100.0%	8,948	100.0%

WVMCCD

Equal Employment Opportunity Plan

**Table 15: West Valley College Student Representation- Ethnicity
Fall 2016 – Fall 2018**

Racial/Ethnic Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018	
	#	% of all	#	% of all	#	% of all
African-American	208	4.4%	170	2.3%	182	1.9%
American Indian/Alaskan Native	17	20.3%	13	0.2%	18	0.2%
Asian	1423	8.7%	1388	18.5%	1524	16.0%
Filipino	228	0.0%	193	2.6%	202	2.1%
Hispanic	2244	0.0%	2161	28.7%	2296	24.2%
Multi-Ethnicity	470	65.2%	465	6.2%	488	5.1%
Pacific Islander	26	1.5%	19	0.3%	15	0.2%
Unknown	1354	0.0%	108	1.4%	1264	13.3%
White Non-Hispanic	3757	0.0%	3002	39.9%	3516	37.0%
TOTAL	9727	100.0%	7519	100.0%	9505	100.0%

Data Definitions Tables 13-15:

of [Disaggregated Racial/Ethnic Group] among Students on the first day of classes on [Date]: *The total number of students on the first day of class in the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among students on the first day of classes on [Date]: *The number of students in the disaggregated group that are attending class in the institution on the first day of class. This equals the ratio of the number of students in the disaggregated group in the institution on the first day of classes and the total number of students in the institution on the first day of classes.*

**Table 16: Total Student Representation- Gender
Fall 2016 – Fall 2018**

Gender Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018	
	#	% of all	#	% of all	#	% of all
Female	10,595	57.2%	8,044	54.9%	10,309	55.9%
Male	7,790	42.1%	6,459	44.1%	7,796	42.2%
Unknown	137	0.7%	154	1.1%	348	1.9%
TOTAL	18,522	100.0%	14,657	100.0%	18,453	100.0%

WVMCCD

Equal Employment Opportunity Plan

**Table 17: Mission College Student Representation- Gender
Fall 2016 – Fall 2018**

Gender Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018	
	#	% of all	#	% of all	#	% of all
Female	5,069	57.6%	3,960	55.5%	4,959	55.4%
Male	3,661	41.6%	3,116	43.7%	3,875	43.3%
Unknown	65	0.7%	62	0.9%	114	1.3%
TOTAL	8,795	100.0%	7,138	100.0%	8,948	100.0%

**Table 18: West Valley College Student Representation- Gender
Fall 2016 – Fall 2018**

Gender Group	All student count in Fall 2016		All student count in Fall 2017		All student count in Fall 2018	
	#	% of all	#	% of all	#	% of all
Female	5,526	56.8%	4,084	54.3%	5,350	56.3%
Male	4,129	42.4%	3,343	44.5%	3,921	41.3%
Unknown	72	0.7%	92	1.2%	234	2.5%
TOTAL	9,727	100.0%	7,519	100.0%	9,505	100.0%

Data Definitions Tables 16-18:

of [Disaggregated Gender Group] among Students on the first day of classes on [Date]: *The total number of students on the first day of class in the institution for the gender group for which you are interested in determining equity gaps.*

% of all [Disaggregated Gender Group] among Students on the first day of classes on [Date]: *The proportion of students in the disaggregated gender group that are in the the institution on the first day of class. This equals the ratio of students in the disaggregated gender group in the institution on the first day of classes and the total number of students in the gender group in institution on the first day of classes.*

Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation

In the previous EEO Plan, the district recognized the significant differences in ethnic breakdown between employees and students. Practices that interfered with achieving a diverse workforce representative of the community were reviewed, which included monitoring changes in application pools and retention in faculty and staff.

Comparing the student demographics to the workforce demographic data in the tables in Plan Component 10, there are significant differences in the student demographic distribution and employee demographic distribution in terms of ethnicity. However, the distribution of gender for employees and students is consistent.

The time-series graphs presented in this section show the change in the percentage of employees for each ethnic group and gender group. At Mission College, there is a high proportion of Asian and Hispanic students. The proportion of Hispanic employees has increased, but still does not come close to the proportion of Hispanic students enrolled at Mission College. There has also been a decline in the proportion of Asian employees. West Valley College shows a slow increase towards having the employee distribution match the student distribution with increasing percentages of Hispanic and Asian employees, but the percentage of White, non-Hispanic employees is over 1.5 times the percentage of White students at West Valley College. Looking closely at the data, we see that the difference is found in large part in the ethnic breakdown of tenure-track faculty.

Student Population Demographic by Ethnicity and Gender for Fall 2018 below:

	African American	Asian	Hispanic/Latino	Native Hawaiian/Pacific Islander	American Indian/Alaska Native	White	More than one race	Unknown
Mission	3.03%	31.53%	25.25%	9.15%	0.18%	17.34%	3.81%	10.14%
West Valley	1.91%	16.03%	24.16%	5.47%	0.19%	36.99%	5.13%	13.30%
Total Population	2.45%	23.55%	24.68%	5.41%	0.18%	27.46%	4.49%	11.77%

	Male	Female	Unknown
Mission	43.31%	55.42%	1.27%
West Valley	41.25%	56.29%	2.46%
Total Population	42.25%	55.87%	1.89%

WVMCCD

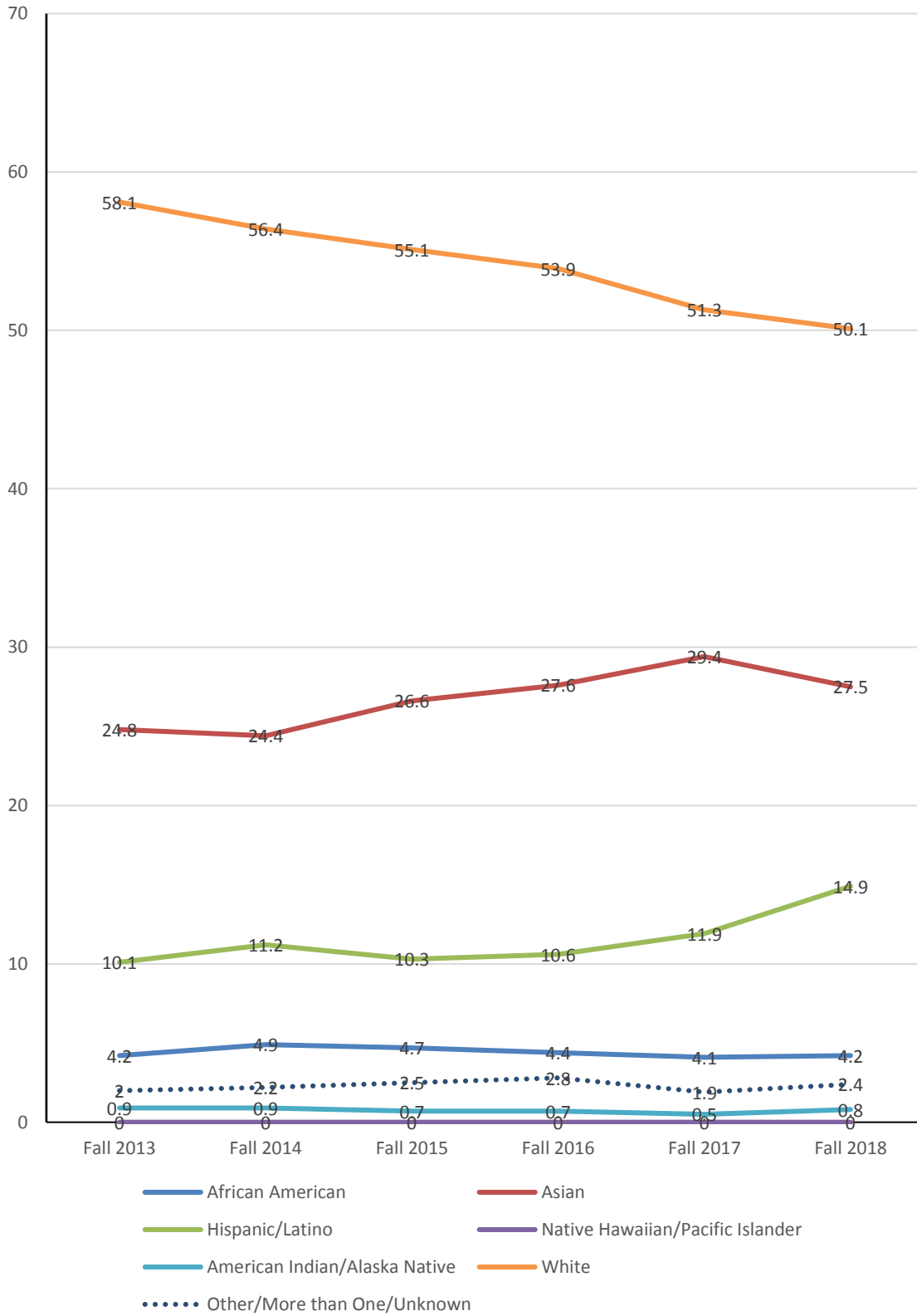
Equal Employment Opportunity Plan

District Workforce Demographic by Ethnicity and Gender for Fall 2018 below:

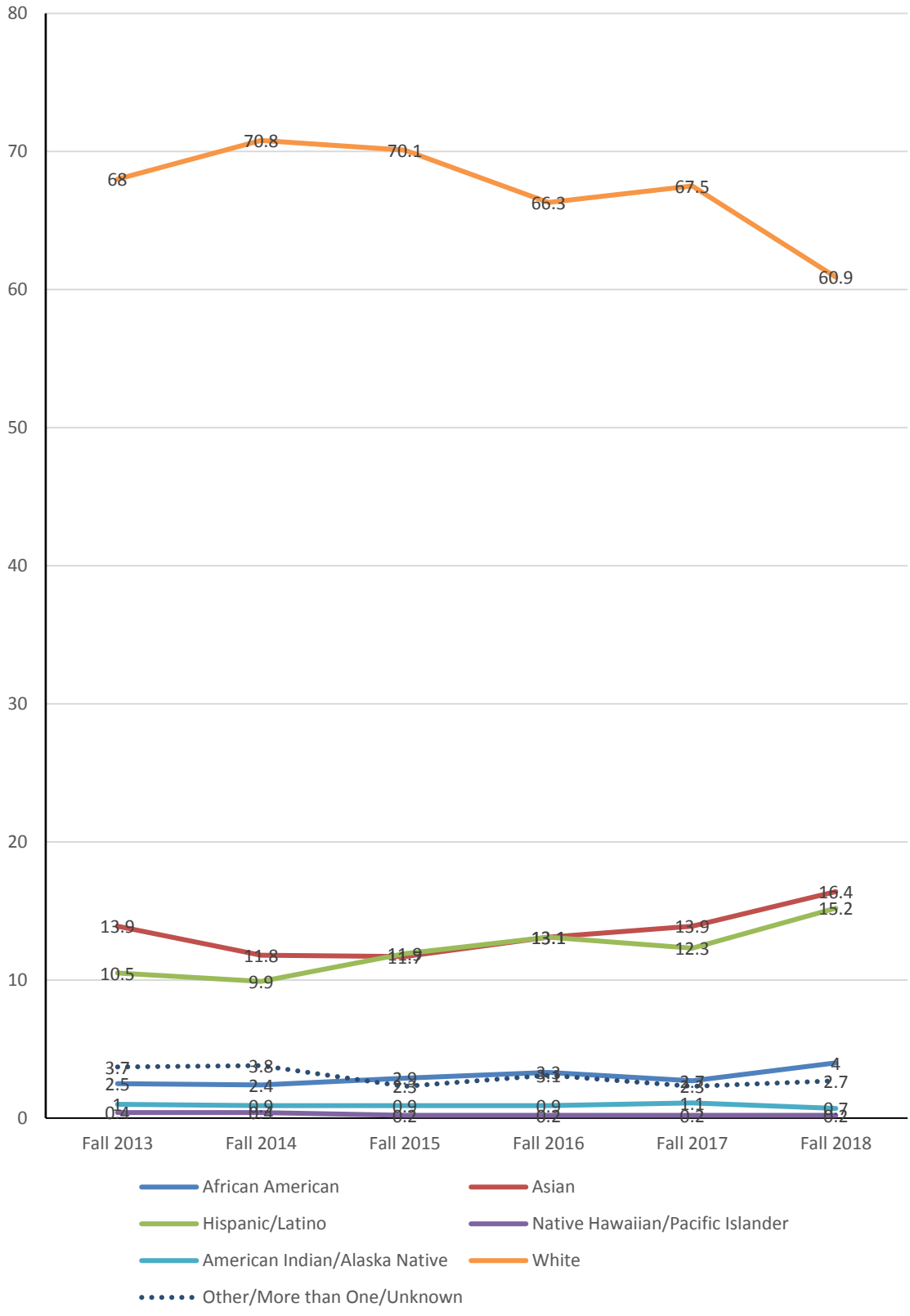
	African American	Asian	Hispanic/Latino	Native Hawaiian/Pacific Islander	American Indian/Alaska Native	White	More than one race	Unknown
Mission	4.2%	27.5%	14.9%	0.0%	0.8%	50.1%	1.2%	1.2%
West Valley	4.0%	16.4%	15.2%	0.2%	0.7%	60.9%	1.7%	1.0%
District	4.1%	21.4%	15.1%	0.1%	0.7%	56.0%	1.5%	1.1%

	Male	Female
Mission	41.0%	59.0%
West Valley	43.2%	56.8%
District	42.2%	57.8%

Mission Racial/Ethnic Group Time Series



West Valley Racial/Ethnic Group Time Series



Plan Component 12: Methods to Address Underrepresentation

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 doing so, 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 87482.6.³

The district actively recruits from both within and outside the district's work force to attract qualified applicants for all-vacancies. This includes outreach designed to ensure that all persons are provided the opportunity to seek employment with the district. The requirement of open recruitment applies 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 are at least statewide and, at a minimum, includes 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 carried out 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 are afforded the opportunity to apply and demonstrate that they are qualified. The job announcements for interim positions comply with the requirements set forth in the *Plan* and the selection process is consistent with the above requirements.

For purposes of this component, 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;

³ Education Code section 87102 requires each district's *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

WVMCCD Equal Employment Opportunity Plan

- 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 elects 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. A “substantial break in service” means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or
- g) An individual not currently employed by the district, who is specially trained, 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.

To address any identified underrepresentation of monitored groups pursuant to Plan Component 11, the district will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The district’s Recruitment and Hiring Procedures shall include in its section on recruitment the following provisions:

1) *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. The EEO Diversity Advisory Council 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 state that the district is an “Equal Employment Employer.” The district includes in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

- a) 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

WVMCCD Equal Employment Opportunity Plan

administrator through a professional services contract without first notifying the Associate Vice Chancellor of Human Resources in writing of the compelling reason to do so. If the Associate Vice Chancellor determines that an exception to a full and open recruitment is warranted, he/she will notify the EEO Diversity Advisory Council.

- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
 - (1) General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
 - (2) Local and regional community newspapers.
 - (3) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
 - (4) Publications including electronic media, which are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the district's workforce.
- c) Whenever feasible, the district shall host an open house for persons interested in employment with the district. The open house will allow potential candidates to meet deans, department chairs, faculty, and classified employees of the district. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the district's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house. The district will attend the CCC Registry annual recruitment fairs in northern and southern California.
- d) District employees shall 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. Human Resources will compile, store, and update this list.

2) *Job Announcements*

The district's Recruitment and Hiring Procedures section on "Job Announcements" shall include the following provisions:

- a) Job announcements will clearly state job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which

WVMCCD Equal Employment Opportunity Plan

the district wishes to utilize, will be reviewed by the Equal Employment Opportunity Officer, or his/her Human Resources 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 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.

3) *Review of Initial and Qualified Applicant Pools*⁴

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 shall include the following provisions:

- a) The application for employment will provide for voluntary, self-identification of the applicant’s gender, ethnic group, veteran status and, if applicable, his or her disability; and this information will be kept separate from the application reviewed by the screening/selection committee.
- b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The composition of the initial applicant pool will be recorded and reviewed by the Associate Vice Chancellor of Human Resources or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement.
- c) *Qualified Applicant Pool:* The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. 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 of Human Resources 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. Once the qualified applicant pool is approved, the pool will be forwarded to the screening/ selection committee for paper screening, interviews, and final recommendations for hiring consideration.

⁴ See Title 5, section 53023 for general authority for this section.

4) *Screening and Selection Procedures*⁵

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 shall include in its section on applicant screening by screening/selection committees the following provisions:

- a) All screening and 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 sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;⁶
 - (2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;⁷
 - (3) Based solely on job-related criteria; and
 - (4) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.
- b) When possible, every 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.
- c) The Associate Vice Chancellor of Human Resources, or designee, is responsible for approving the makeup of selection/screening committees. If the Associate Vice Chancellor of Human Resources, or designee, does not approve a selection/screening

⁵ See Title 5, section 53024 for general authority for this section.

⁶ Title 5, section 53024 only requires that this criterion be applied to faculty and administrators. The District has chosen to apply the criteria to all applicants. The language is added here as a recommended practice.

⁷ This is not a Title 5 requirement. It is added here as a recommended practice.

WVMCCD Equal Employment Opportunity Plan

committee for lack of diversity, he or she will take necessary steps to remedy the lack of diversity.

- d) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.
- e) Interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.
- f) All screening materials must be approved by the Associate Vice Chancellor of Human Resources or designee for compliance with equal employment opportunity principles.⁸
- g) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
 - 1) 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.
 - 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 approved and cleared for adverse impact.
- h) The district will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, gender, gender identity, gender expression, sexual orientation, marital status, pregnancy, physical or mental disability, genetic information, medical condition, or military and veteran status, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The district will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.
- i) 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 Plan Component 12, section 2) a) (see Title 5, §§ 53022 and 53024(d)).

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 teaching or other faculty assignment. Service in the same department will not automatically be considered closely related

⁸ Subsections a) (2), c), e) and f) are not required by Title 5 and are offered here as recommended practices.

WVMCCD Equal Employment Opportunity Plan

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.

- j) Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*.
- k) The Board of Trustees or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. 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.
- l) 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 EEO Diversity Advisory Council to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

Plan Component 13: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity

- 1) 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 need not be limited to:
 - a) 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;
 - b) 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
 - c) Analysis to determine whether the group is significantly underrepresented.
- 2) 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 area of concern. These additional measures shall include the following:
 - a) The district will request that the EEO Diversity Advisory Council, in conjunction with appropriate Human Resources staff, review the district's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
 - b) The district will require that the 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 this recruitment and hiring program.
 - c) The district will actively monitor the representation rate of each group, which was identified in Component 11 as being significantly underrepresented in one or more categories.

WVMCCD Equal Employment Opportunity Plan

- d) Review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - a. Any requirements of federal law; and
 - b. Qualifications which the district has found to be job-related, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.
- e) 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.
- f) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.
- g) The administrator for the division or department where the significant underrepresentation persists; a subcommittee of the Diversity Advisory Council chosen by its members, and a Human Resources department recruitment specialist will review the effectiveness of the recruitment and hiring program described in *section 3* above. This group will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The Chancellor will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity

The district recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the district will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a well-planned, well-funded diversity program 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 Office of Diversity and diversity program that is part of the structure of the district and that will be adequately funded and supported by the district and campus leadership.⁹
- 2) Conduct campus climate studies to identify 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 Human Resources 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.

⁹ Districts may look at the State Chancellor's Office website for information on System wide Commitments to Equity and Diversity. This information may be accessed at www.cccco.edu. The State Chancellor's Office has not evaluated the application of specific practices, and inappropriate application could cause a district to violate the law. Additionally, because the information may not have been recently reviewed for consistency with legal requirements, districts should seek the advice of legal counsel when implementing specific practices.

- 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 awarding a yearly diversity recognition award.
- 9) Include EEO/diversity workshops at 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 various cultural celebrations on campus.
- 13) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 14) Have a formal diversity program on campus that is visible, valued and adequately funded.
- 15) Consider providing for alternative educational or experience requirements for nonacademic positions.
- 16) Develop leadership opportunities with current staff focusing on diversity.
- 17) Establish a *Community Outreach Advisory Council* to 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).
- 18) 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.
- 19) 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.
- 20) Conduct exit interviews with employees who voluntary leave the district, maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.
- 21) Provide training on elimination of bias in hiring and employment.

- 22) Provide cultural awareness training to members of the campus community.
- 23) Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- 24) Provide the opportunity for the Board of Trustees to receive training on the elimination of bias in hiring and employment at least once every election cycle.
- 25) Thoroughly investigate, in a timely manner, all complaints filed under this chapter, and all harassment and discrimination complaints filed, and take appropriate corrective action in all instances where a violation is found.
- 26) Ensure that the district mission statement conveys a commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- 27) Encourage district staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.
- 28) Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
- 29) Address issues of inclusion/exclusion in a transparent and collaborative fashion.
- 30) Make attempts to gather information from applicants who decline job offers to find out why, record this information, and utilize it.
- 31) Conduct longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.
- 32) Establish a Faculty Diversity Internship Program to, in part, encourage graduate employment in community colleges.

Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring1) *Reasonable Accommodations*

Applicants and employees with disabilities¹⁰ shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 *et seq.* and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note-takers.

The Associate Vice Chancellor of Human Resources, in the role of 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 Employment Related Accommodation Under the Americans with Disabilities Act and California Fair Employment and Housing Act” form.

2) *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. The district will monitor applicants and employees with disabilities for both West Valley and Mission Colleges and address based on assessment of underutilization.

The district will work with Disability Support Programs and Services (DSPS) at Mission College and Disability & Educational Support Program (DESP) at West Valley College to communicate job openings to persons with disabilities.

¹⁰ See the definition of “person with a disability” in the definitions section of the *Plan*. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.

Plan Component 16: Encouraging Graduate Employment in Community Colleges

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. The district will pursue permanent funding for its Faculty Diversity Internship Program, which is designed and executed as a paid internship providing high quality learning opportunities for interns and enhancing the educational success of our multicultural students.