



Feather River College

Feather River Community College District

Equal Employment Opportunity Plan

Adopted by Board of Trustees: March 21, 2019

Approval by Cabinet: March 7, 2019

Approval by Classified Senate: February 21, 2019

Approval by Academic Senate: February 13, 2019

Approval by EEO Advisory Committee: December 12, 2018

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Appendix A – Community Organizations

I. Purpose of Plan and Objectives

The Feather River Community College District's (District) Equal Employment Opportunity Plan (Plan) addresses the requirements of Education Code section 87106(b) by providing a Plan for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes and for guidance in improving the equality of opportunity.

Section 53003(a) of Title 5 requires the governing board to develop and adopt a District-wide written Equal Employment Opportunity Plan to implement its equal employment opportunity program. Such plans and revisions must be submitted to the Chancellor's Office for review and approval. Section 53003(b) requires the District to review its plan at least every three years and, if necessary, revise and submit it to the Chancellor's Office. The District must notify the Chancellor at least thirty days (30) prior to adopting any other amendments to its plan.

The objectives of the District's Equal Employment Opportunity Plan are to:

- Address the minimum legal requirements for an Equal Employment Opportunity Plan, pursuant to section 53003 of Title 5.
- Provide guidance that will assist in the goal of achieving a diverse workforce.
- Provide sample forms to allow the user to visualize outcomes.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.

This Plan is to be used as a tool for understanding Title 5 requirements. The explanations of Title 5 requirements herein do not constitute legal advice or opinion. Questions regarding the interpretation of Title 5 regulations should be directed to legal counsel.

II. Introduction

It is the District's belief that equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity, and promote excellence. The Plan's immediate focus is on equal employment opportunity in its policies and practices pursuant to the applicable Title 5 regulations.

III. 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 defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

2. Chancellor's Office: California Community College's Chancellor's Office (aka System Office).
3. 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, sexual orientation, disability and socio-economic backgrounds.
4. Equal Employment Opportunity: means that all qualified individuals have a full and fair opportunity to compete for hiring 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: (1) identifying and eliminating barriers to employment that are not job related; and (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all individuals, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
5. 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.
6. Equal Employment Opportunity Programs: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Section 53006.
 - a. Ethnic Minorities: Native Americans or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.
 - b. Ethnic Group Identification: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
7. Monitored Group: means those groups identified in Section 53004(b) for which monitoring and reporting are required pursuant to Section 53004(a). (These groups are men, women, Native Americans or Alaskan natives, Asians or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities).
8. 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.

9. Reasonable Accommodation: means the efforts made on the part of the District in compliance with Government Code section 12926.
10. 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.
11. 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.

IV. Policy Statement

The District is committed to the support of campus wide diversity while emphasizing the employment of 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 for all students. The Board is committed to hiring and staff development processes that support the goals of equal employment opportunity and diversity, and provide equal consideration for all qualified candidates (BP 7100).

V. Delegation of Responsibility, Authority, and Compliance

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

Governing Board: The 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.

Superintendent/President: The governing board delegates to the Superintendent/President, the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District’s equal employment opportunity policies and procedures. The Superintendent/President shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the

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

Equal Employment Opportunity Officer: The District has designated the Director 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 VII and for ensuring that applicant pools and selection procedures are properly monitored.

Equal Employment Opportunity Advisory Committee: The District will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committees shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, assist in monitoring equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

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

Good Faith Effort: The District shall make a continuous good faith effort to comply with all the requirements of this Plan.

VI. Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The Equal Employment Opportunity Officer shall train the advisory committee on equal employment compliance and the Plan itself. The committee shall include a diverse membership whenever possible in accordance with Administrative Procedure 2510. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this objective, it will document what efforts were made to recruit advisory committee members who are members of monitored groups.

The committee will be convened initially each year and chaired by the Equal Employment Opportunity Officer. Terms of office for the voting members shall be for two years. The Equal Employment Opportunity Advisory Committee 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 advisory committee shall make recommendations to the governing board, the Superintendent/President, and the Equal Employment Opportunity Officer.

VII. Complaints

- I. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026): The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's Office, the decision of the District in complaints pursuant to Section 50326 is final. See California Community Colleges (CCC) Chancellor's Office 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 for the reason for returning the complaint without action.

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Superintendent/President. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The Equal Employment Opportunity Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination,

it will be processed according to the requirements of Section 59300 et seq.

- II. Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.): The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources is responsible for receiving such complaints and for coordinating the District's investigation.

VIII. Notification to District Employees

The commitment of the governing board and the Superintendent/President 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 District catalog and College class schedules. The Plan and subsequent revisions will be distributed to the District's governing board, administrators, the academic and classified senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will 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 written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.
2. Where complete copies of the Plan are available, including in every campus library, on the campus and District internet site, the Office of the Superintendent/President, the Office of Human Resources, each department office, and each campus Office of Equal Employment Opportunity.

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 screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity, and the value of a diverse workforce. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Equal Employment Opportunity Office is responsible for providing the required training.

X. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide no less than an 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. 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.

XI. Analysis of District Workforce and Applicant Pool

The Human Resources department 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, Native Americans 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 her or his gender, ethnic group identification 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). 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) Full Time Faculty
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

8) Student Workers (not an EEO-6 category)

District Workforce Analysis

As of fall 2018, the District had a total of 183 employees. To analyze EEO-6 categories data was pulled from Banner showing employees gender and ethnic group identification and, if applicable, their disability.

Feather River College Workforce Analysis 17/18

	Total	Male	Female	American Indian/Alaska Native	Black/African American	Asian/Pacific Islander	Hispanic	White	Other/Unknown
Exec/Admin	9	6	3	0	1	0	0	8	0
Faculty	95	54	41	0	7	0	15	73	0
Professional/Non-faculty	4	2	2	0	0	1	1	2	0
Secretarial/Clerical	14	2	12	0	0	0	4	10	0
Technical and Paraprofessional	44	14	30	0	1	0	2	40	1
Skilled Craft	8	8	0	1	0	0	0	7	0
Service and Maintenance	9	7	2	0	0	0	2	7	0
Persons with Disabilities	0	0	0	0	0	0	0	0	0
Student Workers	182	65	117	7	19	9	21	123	3
GRAND TOTAL	365	158	205	8	28	10	45	270	4

Analysis of Applicant Pools

Beginning June 1, 2017, the District moved to an electronic employment application system which has significantly increased applicant's participation in the voluntary disclosure of gender and ethnicity. Whereas prior to June 1, 2017, the District was receiving less than a 20% return rate on voluntary disclosures we are now seeing almost a 100% return rate on gender and over 80% return rate on ethnicity.

190 applicants were analyzed for ethnicity, gender, disability, and veteran status since 6/1/17. Of those applicants 79.5% were white, 5.1% black, 8% Hispanic, 3.6% Asian, and 3.6% American Indian or Alaskan native. Gender breakdown showed 52.6% were male applicants and 47.4% were female. 6.1% of applicants self-identified with a disability and 4.6% identified as a veteran.

Feather River College Applicant Analysis 17/18

	Total	Declined Ethnicity	Declined Gender	Male	Female	American Indian/Alaska Native	Black/African American	Asian/Pacific Islander	Hispanic	White	Other/ Unknown
Exec/Admin	34	6	1	22	11	0	3	3	1	21	0
Professional/ Non-faculty	0	0	0	0	0	0	0	0	0	0	0
Secretarial/ Clerical	16	3	2	0	14	0	0	1	2	10	0
Technical and Paraprofessional	107	24	3	47	57	2	4	4	10	63	0
Skilled Craft	17	3	0	17	0	3	0	1	0	10	0
Service and Maintenance	5	0	0	5	0	0	0	0	0	5	0
Faculty-Full-time	0	0	0	0	0	0	0	0	0	0	0
Faculty-Part-time	58	0	0%	0	0	0	0	0	0	0	0
Persons with Disabilities	11	4	1	8	2	0	1	1	3	2	0
GRAND TOTAL	190	40	7	99	84	5	8	10	16	111	0

XII. Analysis of Degree of Underrepresentation of EEO-6 targeted groups.

The District is required to collect longitudinal data, to identify any underrepresented group, and to conduct a Title 5 adverse impact analysis using numerical data. The District recognizes that Section 53004 (a) requires that the selection process of applicants will not create a disparate impact for monitored groups. However, it is understood that current job assignments demonstrate some groups to be disproportionately represented due to hiring patterns from the past. The District's intent going forward is to directly address any disparate impact using the 80% rule as a measure to identify significant underrepresentation and underrepresentation.

Significant underrepresentation is defined as 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. The District locally determines the projected representation by identifying a representative group of students on campus as well as students in the incarcerated student program. The District then measures the actual employee representation of each EEO-6 category in comparison to the representative on campus and incarcerated student groups to determine whether those groups hold at least 80% of the number of jobs held by the representative group. It is also understood that due to small numbers of employees in each category the percentages can be misleading.

The following represents the analysis of existing employee groups against the above student demographics for the year 2017-2018:

Feather River College Workforce Analysis For EEO-6 Targeted Groups 17/18

	Total	Male	Female	American Indian/Alaska Native	Black/African American	Asian/Pacific Islander	Hispanic	White	Other/Unknown
Exec/Admin	9	6	3	<u>0</u>	1	<u>0</u>	<u>0</u>	8	0
Faculty	95	54	41	<u>0</u>	<u>7</u>	<u>0</u>	15	73	0
Professional/Non-faculty	4	2	2	<u>0</u>	<u>0</u>	1	1	2	0
Secretarial/Clerical	14	2	12	<u>0</u>	<u>0</u>	<u>0</u>	4	10	0
Technical and Paraprofessional	44	14	30	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	40	1
Skilled Craft	8	8	0	1	<u>0</u>	<u>0</u>	<u>0</u>	7	0
Service and Maintenance	9	7	2	<u>0</u>	<u>1</u>	<u>0</u>	2	7	1
Persons with Disabilities	0	0	0	0	0	0	0	0	0
Student Workers	182	65	117	7	19	9	21	123	3
GRAND TOTAL	365	158	205	8	28	10	45	270	4

Bolded numbers, underlined, and font 12 = targeted groups when measured against on-campus students and incarcerated students below:

Distribution of Demographics by Main Student Groups, AY 2017-18, %		All students	On-campus	ISP	ISA	Highschooler
Residency	Resident	92.6%	80.8%	99.7%	96.4%	97.9%
	Dreamer	0.5%	0.6%	0.3%	0.4%	0.0%
	Good Neighbor	0.0%	0.0%	0.0%	0.0%	0.0%
	Out-of-state	6.3%	16.6%	0.0%	3.1%	2.1%
	Foreigner	0.6%	2.0%	0.0%	0.1%	0.0%
Gender	Female	50.1%	56.1%	19.4%	62.8%	56.3%
	Male	49.3%	43.1%	80.3%	36.6%	43.8%
	Unclassified	0.6%	0.8%	0.3%	0.6%	0.0%
Ethnicity	Asian	5.0%	2.7%	5.3%	6.6%	1.4%
	Black	8.7%	10.5%	21.3%	0.9%	2.8%
	Hispanic	29.0%	12.0%	35.8%	38.9%	7.6%
	Multi-Racial	0.0%	0.1%	0.0%	0.0%	0.0%
	Native Am.	2.1%	3.5%	2.3%	0.8%	3.5%
	Pacific Isl.	1.2%	2.3%	1.1%	0.7%	0.0%
	White	43.6%	66.4%	27.8%	33.6%	77.1%
	Unknown	10.4%	2.5%	6.4%	18.4%	7.6%

XIII. Methods to Address Underrepresentation

The District will ensure equal employment opportunity. This involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcomes persons with disabilities and people from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community.

To address any identified underrepresentation of monitored groups the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, regardless of underrepresentation, because the provisions are also valuable in ensuring equal employment opportunity. The District’s recruitment and hiring procedures will include 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, persons with disabilities and people from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. The District will include in the recruitment section of its recruitment and hiring procedures the following provisions:

- a) For any job category where continuing underrepresentation exists, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract unless the Superintendent/ President or their designee first notifies the governing board and the Equal Employment Opportunity Advisory Officer in writing 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 in the following instruments:
 - (1) General circulation newspapers, general circulation publications, including electronic media.
 - (2) Local and regional community newspapers.
 - (3) CCC Registry.
 - (4) Targeted diversity publications such as Hispanics in Higher Education and Asian Pacific Islanders in Higher Education.
 - (5) National advertisement through organizations such as Inside Higher Education, Higher Ed Jobs, or The Chronical of Higher Education.
 - (6) Targeted regional areas such as the California Bay Area, Los Angeles area, Chico, Reno, Sacramento area, or any other area which may provide a diverse applicant pool to address underrepresented groups.

2) *Job Announcements*

The District's recruitment and hiring procedures section on "Job Announcements" will be revised to include the following provisions:

- a) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the Equal Employment Opportunity Officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Opportunity Employer.”

3) *Review of Initial and Qualified Applicant Pools*

Initial applicant pools will be reviewed for projected representation of monitored groups so that no monitored group was adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee.

The District’s hiring and recruitment procedures may include the following:

GROUP IDENTITY: The application for employment shall provide for self-identification of applicant’s ethnic group identification and his or her disability, if applicable. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the district's equal employment opportunity program, or any other purpose specifically authorized in this subchapter, or by any applicable statute or regulation.

INITIAL APPLICANT POOL: After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Chief Human Resources Officer or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the “qualified applicant pool.”

QUALIFIED APPLICANT POOL: The composition of the qualified applicant pool shall be reviewed and compared with the composition of the initial applicant pool. If the Chief Human Resources Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job-related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

SCREENING/SELECTION COMMITTEE PROCEDURES

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

- a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
- 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, race, and ethnic backgrounds of community college students;
 - Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, and training in cultural proficiency;
 - Based solely on job-related criteria; and,
 - 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 departments and others responsible for establishing 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 Equal Employment Opportunity Officer shall approve the makeup of selection/screening committees. If the Equal Employment Opportunity Officer does not approve a selection/screening committee for lack of diversity, they should take necessary steps to remedy the lack of diversity.
- d) Before a person can serve on a selection/screening committee, they must receive equal employment opportunity and diversity training.
- e) Interviews must include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity and their level of cultural proficiency.
- f) All screening materials must be approved by the Equal Employment Opportunity Officer for compliance with equal employment opportunity principles.
- 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 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 administrators. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) If monitoring for adverse impact reveals that any selection technique or procedure (other than a bona fide occupational qualification that has been approved by Human Resources) has adversely impacted any monitored group, the Superintendent/President or his/her designee will 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 screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - (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.
- i) 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, accent, age, ancestry, citizenship status, race/color, disability, economic status, sex or gender identity, sexual orientation, marital status, medical condition, national origin, parental status, race, religion, , or 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 discriminating.
- j) The Governing Board 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.

- k) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the Plan, the District will request the Equal Employment Opportunity Advisory Committee to recommend new methods to meet the Plan objectives, or if necessary, to modify the Plan itself to ensure equal employment opportunity.

XIV. Additional Steps to Remedy Significant Underrepresentation

In an earlier section, the District has 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 Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) The District will increase the advertising and recruitment budget as necessary to ensure that recruitment is broad and inclusive.
- 3) The district will require 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 51 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.
- 4) 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 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.

- b) Adjust the recruitment budget as necessary.
- c) Develop a recruitment committee comprised of the Superintendent /President, the Equal Employment Opportunity Officer, the 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.

XV. 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 individuals, 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 may 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 diversity program that is well planned out, well-funded, and supported by District leadership, can be of great value. The District may sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District may 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 consider steps such as:

- 1) Conducting campus climate studies to identify hidden barriers.
- 2) Including guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

- 3) Highlighting the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- 4) Conducting diversity dialogues, forums, and cross-cultural workshops.
- 5) Working with the Academic Senate, EEO Advisory Committee and Diversity Committee 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.
- 6) Reviewing and revising College publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 7) Recognizing and valuing staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- 8) Offering a series of EEO/diversity workshops during faculty flex week and campus wide "Staff Development Days" programs.
- 9) Evaluating administrators on their efforts to meet the District's equal employment opportunity and diversity efforts.
- 10) Promoting various cultural celebrations on campus.
- 11) Recognizing multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 12) Ensuring 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.
- 13) Encourage faculty and staff attendance and participation at regional EEO and diversity workshops.

XVI. Persons with Disabilities: Accommodations and Goals for Hiring

- 1) *Reasonable Accommodations*

Applicants and employees with disabilities¹ 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 ADA Compliance Officer is responsible for handling requests for accommodations from current employees as well as from applicants seeking such accommodations during the application process. Requests can be made verbally and in writing.

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 goal to achieve projected representation for persons with disabilities in the category or categories in question.

3) *Analysis of workforce and applicant data*

Projected representation for persons with disabilities is only required by the total district workforce and not by job categories.

¹ 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.

Appendix A – Community Organizations and Contact Information

Alliance for Workforce Development

7 Quincy Junction Rd.
Quincy, CA 95971
(530) 283-1606

Department of Rehabilitation

170 B Russell Avenue
Susanville, CA 96130
(530) 257-7063

Far Northern Regional Center

PO Box 74
Sierraville, CA 96126
(530) 994-3658

League of Women Voters of Plumas County Members – At Large Unit

PO Box 1815
Quincy, CA 95971
(530) 283-0795

Plumas Rural Services

PO Box 1079
586 Jackson Street
Quincy, CA 95971
(530) 283-3611

Roundhouse Council

330 Bush Street
Greenville, CA 95947
(530) 284-6866

Veterans Services

270 County Hospital Road #206
Quincy, CA 95971
(530) 283-6275

American Civil Liberties Union

ACLU of Northern California
39 Drumm Street
San Francisco, CA 94111-4805
(415) 621-2488

American Indian Affairs, Bureau of – Interior Department

2800 Cottage Way
Sacramento, CA 95814
(916) 978-1300

Asian American Women's Alliance

1894 18th Avenue
San Francisco, CA 94122
(415) 681-9229

Chinese for Affirmative Action

17 Walter U. Lum Place
San Francisco, CA 94108
(415) 274-6750

National Association for the Advancement of Colored People

Redding Branch
PO Box 493331
Redding, CA 96049
(530) 549-5131