

# **Mission College**

3000 Mission College Boulevard

Santa Clara, CA 95054

## **Staff/Faculty Diversity Plan**



**Adopted:  
January 28, 2009**

## Mission College Staff /Faculty Diversity Plan

In support of the core values of Mission College, the college adopts the following plan as part of an affirmation of the importance of a diverse and inclusive environment and a commitment to support such an environment wherever possible. This document is intended to be a living document, one that grows, adapts and expands along with our faculty, staff, and administrators. This document is further intended to be a foundation for an ongoing and continuous process of self-reflection and improvement as we work together to provide the strongest environment possible for all staff to grow and work together to accomplish common goals.

The Mission College Staff/Faculty Diversity Plan is made up of four primary sections:

Section 1: Implementation of standing Staff/Faculty Diversity Committee

Section 2: Review of Success, Retention, and Hiring Data

Section 3: WVMCCD Equal Employment Opportunity

Section 4: Strategies for Success and Retention

### Section 1: Implementation of Ongoing Staff/Faculty Diversity Committee

Every successful plan has a group of individuals who champion the plan. These individuals identify priorities, set timelines, and coordinate the activities of the plan to ensure successful implementation. As part of the Mission College Staff/Faculty Diversity Plan, a Mission College Staff/Faculty Diversity Committee is to be established for oversight and implementation.

#### Committee Charge

1. To guide implementation, oversight and review of the Mission College Staff/Faculty Diversity Plan.
2. To guide implementation of college-specific portions of the District Equal Employment Opportunity (EEO) Plan.
3. To make recommendations to the college and to the district on policies and procedures using survey and employment data as prescribed in the Mission College Staff Diversity Plan.
4. To serve as the Mission College liaison with the District Diversity Advisory Council.

*Note: The Mission College Staff/Faculty Diversity Plan details efforts to ensure a positive and inclusive working environment for all college faculty, staff, and administrators. Efforts for ensuring a positive and inclusive environment for students are covered in the Student Equity Plan.*

#### Committee Status and Membership

The Mission College Staff/Faculty Diversity Committee will be constituted as a standing committee of Mission College. The Committee will report to the College President.

Membership of the committee will include members from classified staff, faculty and administration, as follows:

Administrator (2)

Faculty (2)

Classified Staff (2)

Institutional Research (1)

Membership will be allowed to expand with interest and expertise and not be limited to a prescribed set of representatives.

The committee will annually elect a chair. The Committee Chair will be responsible for articulating with the Chair of the District Diversity Advisory Council. Members will serve concurrently on the District Diversity Advisory Council.

### Meeting Frequency

Frequency of meetings will be determined on an annual basis by committee members, but meeting frequency is not to be less often than quarterly. Meeting times will be coordinated with the District Diversity Advisory Council.

## **Section 2: Review of Success, Retention, and Hiring Data**

Successful implementation of a diversity plan necessitates a routine schedule of review of available data. Data collected by the WVMCCD Human Resources office on an annual basis specifies applicant characteristics across the hiring process. These data are to be examined for potential trends and to identify possible recommendations to be given to the college and/or district. This has most recently occurred in 2007, reviewing data from 2005-2006 (see Appendix A).

In addition, a report detailing employee demographics and the demographics of employees who leave the college is to be produced to inform the college on potential trends. Given current limitations of data, additional collection processes and further reports will need to be developed to understand the reasons behind the loss of employees (see below).

The above reports will be produced biannually in collaboration between district Human Resources and the college Research Analyst. These reports will be shared with the highest shared governance group at the college on an annual basis, as well as available electronically to the entire college.

Additional reports will be developed. First, a staff diversity survey will be designed and distributed at least once every three academic years. Results from this survey will be shared with the highest shared governance group at the college, as well as available electronically to the entire college. Second, the college will work with Human Resources to develop a process for conducting exit interviews or surveys with all departing faculty, staff, and administrators. The systematic collection of such information will aid in understanding the reasons that lead employees to leave the college and district. Results will be shared with the highest shared governance group at the college on an annual basis, as well as available electronically to the entire college.

The cycle of implementation for data review and a schedule for report presentation will be coordinated with the Master Planning Calendar developed through the Governance and Planning (GAP) Council following adoption of the plan.

## **Section 3: WVMCCD Equal Employment Opportunity**

A successful, diverse community of faculty, staff, and administrators begins with a hiring process that provides equal opportunity to all potential applicants. Equal opportunity at every step of the hiring process is essential for allowing the best and brightest, no matter a person's background or status, to join Mission College. The West Valley Mission District Diversity Advisory Council has worked together to develop a district-wide Equal Employment Opportunity (EEO) Plan. The District EEO Plan is included as a part of the Mission College Diversity Plan, and recommendations within the EEO plan are to be supported fully by Mission College and the Mission College Diversity Committee. The full WVMCCD EEO plan is included under separate cover.

## **Section 4: Strategies for Success and Retention**

A climate of inclusion goes beyond recruiting new hires into the college. Hiring is but the first step; it is important that all employees are encouraged and supported so that they maintain long, healthy and successful careers. Success within a job leads to both advancement and retention, which are essential for the vitality of both the individual employee and the entire college. The climate provided at both the college and department level is pivotal to encouraging success and retention. In this section, we describe practices that can be taken by the college or department leadership to create welcoming climates and opportunities for employee growth.

The following strategies are presented within two phases, based on their importance and practicality “Phase 1” strategies are considered the most important and most expedient ways to promote positive professional climates for success and retention. “Phase 2” strategies include those which may take significant planning or involve significant financial investment.

### Phase 1

#### Provide training for Division, Department, and Office Managers

Ideally, success and retention plans will be tailored to each department’s specific composition and needs. Among the most important components, accordingly, is training for those with supervisory duties in the areas of managing diverse faculty and staff, conflict resolution, and communication.

Communication training should focus on ways of encouraging employees, letting employees know they are valued, and on explaining reasons behind decisions.

Department managers and directors should be culturally aware and be taught to be sensitive not to act, intentionally or unintentionally, in a way that results in bias against any one group or person.

Department managers and directors should understand how to create a supportive environment that encourages mentoring and collaboration, with specifics on building mentoring opportunities. Opportunities for training and professional development related to diversity should be particularly encouraged. Some possibilities include involvement in diversity conferences or associations (for example, the National Community College Hispanic Council).

Additionally, managers and directors should be encouraged to foster participation and leadership in diversity-related special events, such as global awareness days. Typically such events are led by a small group of devoted individuals, which leads to burnout and sometimes the dissolution of popular events which promote cultural inclusion. The Diversity Committee will develop strategies to increase participation

#### Create a Diversity Web Page for Mission College

Mission College needs a centralized location for promoting cultural inclusion. This web page will serve both to highlight the college’s commitment to diversity and also as a central resource for information.

In order for employees to recognize a culture of inclusion, the college needs to visibly emphasize its importance. A focused web page will provide an opportunity for sharing the college’s diversity-related core values and commitment to employee opportunities.

Contents should also highlight special programs and events (Global Awareness programs, Speaker Series, etc.) and provide a calendar of diversity-related events. Further content should include a series of Frequently Asked Questions for employees to explain, for example, professional development opportunities, ways to participate in diversity activities, as well as lists of family benefits and support resources.

#### Establish Awards Focused on Diversity and Pluralism

In order to demonstrate college commitment and recognize the success of faculty, staff, and administrators, the college will develop awards which recognize outstanding achievements related to diversity and pluralism. Existing award structures, such as those of the Classified and Academic Senates, are possible vehicles for these awards, although additional possibilities should also be considered.

### Create Regular Opportunities to Spotlight Staff and Faculty

Annual awards are one way to recognize the achievements of faculty and staff, but additional opportunities to showcase the talents and diversity of our employees will also be pursued. The goal is to regularly illustrate that Mission College recognizes the diverse backgrounds and talents of the people who work here.

One possible opportunity is through a monthly “spotlight feature” which could be included with the college president’s weekly email updates and posted to the Diversity Web Page. These spotlight features would share the stories of faculty and staff focusing both on achievements or activities at work, but also on the interesting stories and backgrounds behind our faculty and staff. These features might focus on a unique background or a hidden talent. Through these features, we hope that everyone learns more about each other and sees each other as people and not just numbers.

### Implement a Staff and Faculty Survey

A survey will be developed that focuses on the campus climate and issues related to diversity. This survey will solicit wide-ranging input on what is working and what might be improved. Questions could ask about why people came to Mission, why they stay, and why they might consider leaving, in addition to gauging their perception of diversity at the college. Such a survey, similar to the one conducted for administrators in fall 2088, would also create a way to ask about issues that are important to retaining employees that are beyond salary, such as having flexible hours.

## Phase 2

### Create Opportunities for Discussion

The college will increase opportunities for discussion and dialogue related to diversity and cultural pluralism. One way to increase discussion is through the creation of a forum series focused on issues of diversity and cultural pluralism.

Another opportunity would be through the creation of affinity networking groups, similar to groups within the Associated Student Body. These groups would be created as safe places to share experiences and build community. Centered around a particular group, (such as employees of a specific ethnicity, employees with physical disabilities, or gay, lesbian, bisexual, and transgendered employees). Participation in these groups would be voluntary and open to anyone who wishes to participate.

### Increase the Number of Opportunities for Skill Building and Professional Development

While department managers and directors are encouraged to foster involvement in existing opportunities, there is need for additional opportunities as well.

Some possibilities include computer application trainings, public speaking, and management skills training. As the college offers many classes in these areas, the consideration of a system of tuition reimbursement for classes approved by supervisors as matching job skill needs may be one way to increase access to training. Another route for consideration is a system of classified growth leaves in a model modified from the faculty sabbatical.

### Interweave Diversity into Existing Funding Opportunities

Existing funding models will be reviewed for ways in which they can incorporate considerations of diversity. For example, prioritization of funding opportunities such as training, conferences, and sabbatical leave could include diversity as part of the ranking process. In practice, screeners could assign additional weight for projects that promote diversity and inclusion. This step will involve discussion to work out the details, but could create real opportunities for inclusion and build public awareness of the college’s commitment to diversity.

## **APPENDICES**

Appendix A      Mission College Hiring Process 2005-2006 Statistical Breakdown Analysis

Appendix B      WVMCCD EEO Plan

**Mission College Staff/Faculty Diversity Plan**

**Appendix A**

**Mission College Hiring Process 2005-2006 Statistical Breakdown Analysis**

**Mission College Hiring Process Statistical Breakdown, 2005-2006  
West Valley Mission Community College District, All Positions**

**Number of Applicants**

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	564	827	137	135	1528
Applicant Percentage	36.9%	54.1%	9.0%	8.8%	100.0%

**Number of Applicants by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	15	364	95	176	715	163	1528
Meets Minimum Quals	12	277	80	151	606	126	1252
Asked to Interview	5	123	36	80	305	50	599
Finalists	1	53	14	38	154	24	284
Selection	1	34	9	24	99	11	178

**Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	1.0%	23.8%	6.2%	11.5%	46.8%	10.7%	100.0%
Meets Minimum Quals	0.8%	18.1%	5.2%	9.9%	39.7%	8.2%	81.9%
Asked to Interview	0.3%	8.0%	2.4%	5.2%	20.0%	3.3%	39.2%
Finalists	0.1%	3.5%	0.9%	2.5%	10.1%	1.6%	18.6%
Selection	0.1%	2.2%	0.6%	1.6%	6.5%	0.7%	11.6%

**Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity**

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	80.0%	76.1%	84.2%	85.8%	84.8%	77.3%	81.9%
Asked to Interview	33.3%	33.8%	37.9%	45.5%	42.7%	30.7%	39.2%
Finalists	6.7%	14.6%	14.7%	21.6%	21.5%	14.7%	18.6%
Selection	6.7%	9.3%	9.5%	13.6%	13.8%	6.7%	11.6%

**Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity**

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	41.7%	44.4%	45.0%	53.0%	50.3%	39.7%	47.8%
Finalists	8.3%	19.1%	17.5%	25.2%	25.4%	19.0%	22.7%
Selection	8.3%	12.3%	11.3%	15.9%	16.3%	8.7%	14.2%

Source: WVMCCD Human Resources MIS Data

**Mission College Hiring Process Statistical Breakdown, 2005-2006**  
**Mission College, All Positions**

Total Searches:	62	100.0%
Failed Searches:	15	24.2%

**Number of Applicants**

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	205	418	60	59	683
Applicant Percentage	30.0%	61.2%	8.8%	8.6%	100.0%

**Number of Applicants by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	5	178	47	96	279	78	683
Meets Minimum Quals	6	153	40	88	254	61	602
Asked to Interview	2	78	22	50	133	25	310
Finalists	1	33	11	21	75	13	154
Selection	1	20	7	14	57	6	105

**Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.7%	26.1%	6.9%	14.1%	40.8%	11.4%	100.0%
Meets Minimum Quals	0.9%	22.4%	5.9%	12.9%	37.2%	8.9%	88.1%
Asked to Interview	0.3%	11.4%	3.2%	7.3%	19.5%	3.7%	45.4%
Finalists	0.1%	4.8%	1.6%	3.1%	11.0%	1.9%	22.5%
Selection	0.1%	2.9%	1.0%	2.0%	8.3%	0.9%	15.4%

**Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity**

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	120.0%	86.0%	85.1%	91.7%	91.0%	78.2%	88.1%
Asked to Interview	40.0%	43.8%	46.8%	52.1%	47.7%	32.1%	45.4%
Finalists	20.0%	18.5%	23.4%	21.9%	26.9%	16.7%	22.5%
Selection	20.0%	11.2%	14.9%	14.6%	20.4%	7.7%	15.4%

**Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity**

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	33.3%	51.0%	55.0%	56.8%	52.4%	41.0%	51.5%
Finalists	16.7%	21.6%	27.5%	23.9%	29.5%	21.3%	25.6%
Selection	16.7%	13.1%	17.5%	15.9%	22.4%	9.8%	17.4%

Source: WVMCCD Human Resources MIS Data

**Mission College Hiring Process Statistical Breakdown, 2005-2006**  
**Mission College, All Positions excluding Part-Time Faculty\***

Total Searches: 44 100.0%

**Number of Applicants**

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	131	328	43	42	502
Applicant Percentage	26.1%	65.3%	8.6%	8.4%	100.0%

**Number of Applicants by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	4	142	36	78	185	57	502
Meets Minimum Quals	5	123	32	72	170	49	451
Asked to Interview	1	62	15	37	74	15	204
Finalists	0	26	6	13	28	7	80
Selection	0	13	2	7	10	0	32

**Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.8%	28.3%	7.2%	15.5%	36.9%	11.4%	100.0%
Meets Minimum Quals	1.0%	24.5%	6.4%	14.3%	33.9%	9.8%	89.8%
Asked to Interview	0.2%	12.4%	3.0%	7.4%	14.7%	3.0%	40.6%
Finalists	0.0%	5.2%	1.2%	2.6%	5.6%	1.4%	15.9%
Selection	0.0%	2.6%	0.4%	1.4%	2.0%	0.0%	6.4%

**Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	125.0%	86.6%	88.9%	92.3%	91.9%	86.0%	89.8%
Asked to Interview	25.0%	43.7%	41.7%	47.4%	40.0%	26.3%	40.6%
Finalists	0.0%	18.3%	16.7%	16.7%	15.1%	12.3%	15.9%
Selection	0.0%	9.2%	5.6%	9.0%	5.4%	0.0%	6.4%

**Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	20.0%	50.4%	46.9%	51.4%	43.5%	30.6%	45.2%
Finalists	0.0%	21.1%	18.8%	18.1%	16.5%	14.3%	17.7%
Selection	0.0%	10.6%	6.3%	9.7%	5.9%	0.0%	7.1%

\* Part-Time Faculty data not collected prior to 2005-2006 due to open position advertisements. For comparison purposes to 2004-2005, this table excludes Part-Time Faculty data.

Source: WVMCCD Human Resources MIS Data

**Mission College Hiring Process Statistical Breakdown, 2005-2006  
Clerical/Secretarial Positions**

Total Searches:	20	100.0%
Failed Searches:	7	35.0%

**Number of Applicants**

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	28	136	10	8	174
Applicant Percentage	16.1%	78.2%	5.7%	4.6%	100.0%

**Number of Applicants by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0	56	11	35	60	12	174
Meets Minimum Quals	2	45	9	34	58	9	157
Asked to Interview	1	26	4	19	30	4	84
Finalists	0	10	1	10	12	3	36
Selection	0	4	0	5	5	0	14

**Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.0%	32.2%	6.3%	20.1%	34.5%	6.9%	100.0%
Meets Minimum Quals	1.1%	25.9%	5.2%	19.5%	33.3%	5.2%	90.2%
Asked to Interview	0.6%	14.9%	2.3%	10.9%	17.2%	2.3%	48.3%
Finalists	0.0%	5.7%	0.6%	5.7%	6.9%	1.7%	20.7%
Selection	0.0%	2.3%	0.0%	2.9%	2.9%	0.0%	8.0%

**Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	...	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	...	80.4%	81.8%	97.1%	96.7%	75.0%	90.2%
Asked to Interview	...	46.4%	36.4%	54.3%	50.0%	33.3%	48.3%
Finalists	...	17.9%	9.1%	28.6%	20.0%	25.0%	20.7%
Selection	...	7.1%	0.0%	14.3%	8.3%	0.0%	8.0%

**Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	50.0%	57.8%	44.4%	55.9%	51.7%	44.4%	53.5%
Finalists	0.0%	22.2%	11.1%	29.4%	20.7%	33.3%	22.9%
Selection	0.0%	8.9%	0.0%	14.7%	8.6%	0.0%	8.9%

Source: WVMCCD Human Resources MIS Data

**Mission College Hiring Process Statistical Breakdown, 2005-2006  
Executive/Administrative/Management Positions**

<b>Total Searches:</b>	8	100.0%
<b>Failed Searches:</b>	3	37.5%

**Number of Applicants**

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	36	31	1	3	68
Applicant Percentage	52.9%	45.6%	1.5%	4.4%	100.0%

**Number of Applicants by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0	14	12	9	30	3	68
Meets Minimum Quals	0	13	10	7	25	2	57
Asked to Interview	0	10	4	3	12	0	29
Finalists	0	4	2	0	6	0	12
Selection	0	4	1	0	0	0	5

**Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.0%	20.6%	17.6%	13.2%	44.1%	4.4%	100.0%
Meets Minimum Quals	0.0%	19.1%	14.7%	10.3%	36.8%	2.9%	83.8%
Asked to Interview	0.0%	14.7%	5.9%	4.4%	17.6%	0.0%	42.6%
Finalists	0.0%	5.9%	2.9%	0.0%	8.8%	0.0%	17.6%
Selection	0.0%	5.9%	1.5%	0.0%	0.0%	0.0%	7.4%

**Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	...	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	...	92.9%	83.3%	77.8%	83.3%	66.7%	83.8%
Asked to Interview	...	71.4%	33.3%	33.3%	40.0%	0.0%	42.6%
Finalists	...	28.6%	16.7%	0.0%	20.0%	0.0%	17.6%
Selection	...	28.6%	8.3%	0.0%	0.0%	0.0%	7.4%

**Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity**

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	...	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	...	76.9%	40.0%	42.9%	48.0%	0.0%	50.9%
Finalists	...	30.8%	20.0%	0.0%	24.0%	0.0%	21.1%
Selection	...	30.8%	10.0%	0.0%	0.0%	0.0%	8.8%

Source: WVMCCD Human Resources MIS Data

## Mission College Hiring Process Statistical Breakdown, 2005-2006 Professional Non-Faculty Positions

Total Searches:	1	100.0%
Failed Searches:	0	0.0%

### Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	0	3	0	0	3
Applicant Percentage	0.0%	100.0%	0.0%	0.0%	100.0%

### Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0	0	0	0	2	1	3
Meets Minimum Quals	0	0	0	0	2	1	3
Asked to Interview	0	0	0	0	2	1	3
Finalists	0	0	0	0	1	1	2
Selection	0	0	0	0	1	0	1

### Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
Meets Minimum Quals	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
Asked to Interview	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
Finalists	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	66.7%
Selection	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%

### Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	...	...	...	...	100.0%	100.0%	100.0%
Meets Minimum Quals	...	...	...	...	100.0%	100.0%	100.0%
Asked to Interview	...	...	...	...	100.0%	100.0%	100.0%
Finalists	...	...	...	...	50.0%	100.0%	66.7%
Selection	...	...	...	...	50.0%	0.0%	33.3%

### Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	...	...	...	...	100.0%	100.0%	100.0%
Asked to Interview	...	...	...	...	100.0%	100.0%	100.0%
Finalists	...	...	...	...	50.0%	100.0%	66.7%
Selection	...	...	...	...	50.0%	0.0%	33.3%

## Mission College Hiring Process Statistical Breakdown, 2005-2006 Service/Maintenance Positions

Total Searches:	0
Failed Searches:	0

**Mission College Hiring Process Statistical Breakdown, 2005-2006**  
**Skilled Craft Positions**

Total Searches:	0
Failed Searches:	0

## Mission College Hiring Process Statistical Breakdown, 2005-2006 Technical/Paraprofessional Positions

Total Searches:	5	100.0%
Failed Searches:	0	0.0%

### Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	7	29	3	3	39
Applicant Percentage	17.9%	74.4%	7.7%	7.7%	100.0%

### Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	1	17	2	5	11	3	39
Meets Minimum Quals	1	15	2	5	11	3	37
Asked to Interview	0	14	1	3	8	2	28
Finalists	0	6	0	2	3	1	12
Selection	0	3	0	2	2	0	7

### Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	2.6%	43.6%	5.1%	12.8%	28.2%	7.7%	100.0%
Meets Minimum Quals	2.6%	38.5%	5.1%	12.8%	28.2%	7.7%	94.9%
Asked to Interview	0.0%	35.9%	2.6%	7.7%	20.5%	5.1%	71.8%
Finalists	0.0%	15.4%	0.0%	5.1%	7.7%	2.6%	30.8%
Selection	0.0%	7.7%	0.0%	5.1%	5.1%	0.0%	17.9%

### Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	100.0%	88.2%	100.0%	100.0%	100.0%	100.0%	94.9%
Asked to Interview	0.0%	82.4%	50.0%	60.0%	72.7%	66.7%	71.8%
Finalists	0.0%	35.3%	0.0%	40.0%	27.3%	33.3%	30.8%
Selection	0.0%	17.6%	0.0%	40.0%	18.2%	0.0%	17.9%

### Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	0.0%	93.3%	50.0%	60.0%	72.7%	66.7%	75.7%
Finalists	0.0%	40.0%	0.0%	40.0%	27.3%	33.3%	32.4%
Selection	0.0%	20.0%	0.0%	40.0%	18.2%	0.0%	18.9%

Source: WVMCCD Human Resources MIS Data

## Mission College Hiring Process Statistical Breakdown, 2005-2006 Faculty Full Time Positions

Total Searches:	10	100.0%
Failed Searches:	4	40.0%

### Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	60	129	29	28	218
Applicant Percentage	27.5%	59.2%	13.3%	12.8%	100.0%

### Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	3	55	11	29	82	38	218
Meets Minimum Quals	2	50	11	26	74	34	197
Asked to Interview	0	12	6	12	22	8	60
Finalists	0	6	3	1	6	2	18
Selection	0	2	1	0	2	0	5

### Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	1.4%	25.2%	5.0%	13.3%	37.6%	17.4%	100.0%
Meets Minimum Quals	0.9%	22.9%	5.0%	11.9%	33.9%	15.6%	90.4%
Asked to Interview	0.0%	5.5%	2.8%	5.5%	10.1%	3.7%	27.5%
Finalists	0.0%	2.8%	1.4%	0.5%	2.8%	0.9%	8.3%
Selection	0.0%	0.9%	0.5%	0.0%	0.9%	0.0%	2.3%

### Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	66.7%	90.9%	100.0%	89.7%	90.2%	89.5%	90.4%
Asked to Interview	0.0%	21.8%	54.5%	41.4%	26.8%	21.1%	27.5%
Finalists	0.0%	10.9%	27.3%	3.4%	7.3%	5.3%	8.3%
Selection	0.0%	3.6%	9.1%	0.0%	2.4%	0.0%	2.3%

### Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	0.0%	24.0%	54.5%	46.2%	29.7%	23.5%	30.5%
Finalists	0.0%	12.0%	27.3%	3.8%	8.1%	5.9%	9.1%
Selection	0.0%	4.0%	9.1%	0.0%	2.7%	0.0%	2.5%

Source: WVMCCD Human Resources MIS Data

## Mission College Hiring Process Statistical Breakdown, 2005-2006

### Faculty Part Time Positions

**Total Searches:** 18 100.0% *Note: Part-Time Faculty Searches are for*  
**Failed Searches:** 1 5.6% *Addition to Part-Time Pool for As-Needed Hiring*

#### Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	74	90	17	17	181
Applicant Percentage	40.9%	49.7%	9.4%	9.4%	100.0%

#### Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	1	36	11	18	94	21	181
Meets Minimum Quals	1	30	8	16	84	12	151
Asked to Interview	1	16	7	13	59	10	106
Finalists	1	7	5	8	47	6	74
Selection	1	7	5	7	47	6	73

#### Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.6%	19.9%	6.1%	9.9%	51.9%	11.6%	100.0%
Meets Minimum Quals	0.6%	16.6%	4.4%	8.8%	46.4%	6.6%	83.4%
Asked to Interview	0.6%	8.8%	3.9%	7.2%	32.6%	5.5%	58.6%
Finalists	0.6%	3.9%	2.8%	4.4%	26.0%	3.3%	40.9%
Selection	0.6%	3.9%	2.8%	3.9%	26.0%	3.3%	40.3%

#### Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	100.0%	83.3%	72.7%	88.9%	89.4%	57.1%	83.4%
Asked to Interview	100.0%	44.4%	63.6%	72.2%	62.8%	47.6%	58.6%
Finalists	100.0%	19.4%	45.5%	44.4%	50.0%	28.6%	40.9%
Selection	100.0%	19.4%	45.5%	38.9%	50.0%	28.6%	40.3%

#### Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	100.0%	53.3%	87.5%	81.3%	70.2%	83.3%	70.2%
Finalists	100.0%	23.3%	62.5%	50.0%	56.0%	50.0%	49.0%
Selection	100.0%	23.3%	62.5%	43.8%	56.0%	50.0%	48.3%

Source: WVMCCD Human Resources MIS Data

## Mission College Hiring Process Applicant Comparison

### 2005-2006 Applicant Demographics Compared to County Population

	Santa Clara County US Census Bureau American Community Survey 2005*	Mission College All Applicants for Hire 2005-2006
<b>Gender</b>		
Female	49.1%	61.2%
Male	50.9%	30.0%
Unknown	0.0%	8.8%
<i>Total</i>	100.0%	100.0%
<b>Ethnicity</b>		
Asian	30.3%	26.1%
Black/African Amer.	2.4%	6.9%
Hispanic	25.0%	14.1%
Native American	0.3%	0.7%
Other Non-White	0.6%	n/a
White	39.4%	40.8%
Two or More Races	2.1%	n/a
Unknown	n/a	11.4%
<i>Total</i>	100.1%	100.0%
<b>Disability/DSPS Status</b>		
Disability Status**	9.4%	8.6%

\*All Race/Ethnicity listings refer to "Not Hispanic or Latino" populations, except for the listing "Hispanic"

\*\*American Community Survey population ages 5 years and over; Mission College based on DSPS status

Source: US Census Bureau American Community Survey 2005  
Estimates (Calculated Percentages) and  
WVMCCD Human Resources MIS Data

**Mission College Retention, 2002-2003 through 2005-2006  
Faculty Resignations and Retirements**

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Resignations	1	0	5	3
Retirements	6	6	6	2
Incentive Retirements	5	0	0	0
<b>Total</b>	<b>12</b>	<b>6</b>	<b>11</b>	<b>5</b>

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Resignations Prior to Year Two	0	1	4	1

Source: WVMCCD Human Resources Internal Data

**Mission College Staff/Faculty Diversity Plan**

**Appendix B**

**WVMCCD EEO Plan  
Adopted February 19, 2009**

## Plan Component 1: Introduction

**The West Valley-Mission Community College District Equal Employment Opportunity Plan** (*Plan*) was adopted by the governing board on February 19, 2009. The *Plan* reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the district's workforce 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<sup>1</sup>; 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*

Adopted by the Board of Trustees: February 19, 2009

## Plan Component 2: Definitions

- a) *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.
- b) *Business Necessity*: circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
- c) *Diversity*: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.
- d) *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 listed in section 53004(a). Ensuring equal employment opportunity also 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 protected from discrimination by title 5, section 53000 et seq.
- e) *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.
- f) *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.

- g) (1) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.
- (2) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- h) *Goals for Persons with Disabilities*: a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
- i) *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position.
- j) *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
- k) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- l) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
- m) *Reasonable Accommodation*: the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.
- n) *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.

- o) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.
- p) *Target Date*: a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.
- q) *Timetable*: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

### **Plan Component 3: Policy Statement**

The West Valley-Mission Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the district's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, 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* will 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 Community 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*

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*

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 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*

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 Advisory Committee*

The District will establish an Equal Employment Opportunity Advisory Committee, referred to as the 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 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*.

6. *Good Faith Effort*

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

## **Plan Component 5: Advisory Committee**

The district has established an Equal Employment Opportunity Advisory Committee, referred to as the 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 train the advisory committee on equal employment compliance and the *Plan* itself. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be composed of 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 each college, appointed by the college President, one administrator from the District office, appointed by the Chancellor, and one student from each college, appointed by the college student council. Ex officio members shall include the Associate Vice Chancellor of Human Resources and a Human Resources department recruitment specialist. The 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 governing board, the chief executive officer, and the equal employment opportunity officer.

## Plan Component 6: Complaints

- 1) *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<sup>2</sup> have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *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 section 53026 to the 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 Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at: <http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm>).

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 may be filed with the chief executive officer. 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

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<sup>2</sup> The equal employment opportunity regulations are found in California Code of Regulations, title 5, section 53000 et seq.

complaint. 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.

- 2) *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

## **Plan Component 7: Notification to District Employees**

The commitment of the governing board and the chief executive officer 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 governing board, the chief executive officer, administrators, the academic and classified senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee, also referred to as the Diversity Advisory Council. 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 a notice containing 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, and each department office.

The Human Resources Department will 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 (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; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Human Resources department is responsible for providing the required training and approving eligibility for service on a hiring committee. Any individual, whether or not an employee of the district, acting on behalf of the district with regard to recruitment and screening of employees, is subject to the equal employment opportunity requirements of Title 5<sup>3</sup> and the district's Equal Employment Opportunity Plan.

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<sup>3</sup> 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. 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.

## Plan Component 10: 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, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify 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). This survey will be done for each college in the district. The district will annually report to the Chancellor the results of its annual survey of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- 1) Executive/Administrative/Managerial
- 2) Faculty and other Instructional Staff:
 

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

### District Office/College Workforce Analysis Summary

The District's workforce in fall of 2008 is as follows:

Asian	Black	Filipino	Hispanic	AI/AN*	Pacific Islander	White	Unknown	Other Non-White	D*	F*	M*	Tot H/C
192	45	33	138	10	0	807	23	2	33	701	549	1250
15.4%	3.6%	2.6%	11.0%	0.8%	0%	64.6%	1.8%	0.2%	2.6%	56.1%	43.9%	

\*AI/AN: American Indian/Alaskan Native

D: Disabled

F: Female

M: Male

### 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 2006: 77.23%

Fall 2007: 75.31%

Fall 2008: 68.50%

The District will monitor this ratio during the 2009-10 and 2010-11 academic years as part of its recruitment considerations in order to regain the 75% ratio.

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

The district continues to monitor its demographics and recruitments to identify practices that may interfere with achieving a diverse workforce representative of its community. The State Chancellor's Office has indicated that there will be no baseline data on which to analyze under-representation of administrators and full-time faculty. Nevertheless, the district will continue to monitor changes in applicant pools and retention of faculty and staff, and take steps as outlined in this Plan to address areas of concern. The district will use its Diversity Advisory Council to review data and identify issues.

Baseline data for other staffing categories is not yet available. The district will conduct the necessary analysis when the data becomes available, and revise its Plan as necessary.

### Persons with disabilities

- 3) In those areas where significant underrepresentation persists for three years or more, section 53006(b) of title 5 requires that additional measures be taken. When the State Chancellor's Office provides the necessary benchmark data, the district will perform the necessary analysis. Between 2005 and 2008 the district has maintained a representation of persons with disabilities ranging from 2.0% (2006) to 2.6% (2008). The district will continue to monitor its recruitment and retention practices in order to address obstacles to the employment of persons with disabilities.

## 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 so doing, the district places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the district takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.<sup>4</sup>

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 will be revised to 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 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 will state that the district is an "Equal Employment-Affirmative Action Employer." 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

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<sup>4</sup> 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.

appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract without first notifying the Associate Vice Chancellor of Human Resources in writing of the compelling reasons 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 Diversity Advisory Council.

- 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, 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, that 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) At least every three years 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, division 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.
  
- d) District employees will be surveyed periodically 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" 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 Employment-Affirmative Action Employer."<sup>5</sup>
- 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*<sup>6</sup>

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

- a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability.

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<sup>5</sup> Please see footnote 22 regarding the use of the term "affirmative action."

<sup>6</sup> See title 5, section 53023 for general authority for this section.

- b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The following steps will be taken when reviewing the initial applicant pool.

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

*Step 2:* If projected representation has not been met, the application deadline may be extended so that additional recruitment can be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential applicants.

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

- 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. Before the qualified applicant pool is forwarded to the screening/selection committee, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

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

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

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

*Step 4:* If adverse impact persists after taking *Steps 1* and *2* above, the selection process may proceed only if:

- (i) The job announcement does not require qualifications beyond the statewide minimum qualifications, or
- (ii) Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.

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

- d) The district will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the district was unable to verify under *Step (c) 2* above unless such qualifications are so verified in advance of commencing any such future hiring process.

4) *Screening/Selection Committee Procedures*<sup>7</sup>

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 be revised to 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:
  - (1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the

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<sup>7</sup> See title 5, section 53024 for general authority for this section.

diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;<sup>8</sup>

- (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;<sup>9</sup>
  - (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. 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, or designee, does not approve a selection/screening 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 one question which assesses 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 for compliance with equal employment opportunity principles.<sup>10</sup>

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<sup>8</sup> Title 5, section 53024 only requires that this criterion be applied to faculty and administrators. The sample district has chosen to apply the criteria to all applicants. The language is added here as a recommended practice.

<sup>9</sup> This is not a title 5 requirement. It is added here as a recommended practice.

<sup>10</sup> Subsections c), e) and f) are not required by title 5 and are offered here as recommended practices.

- 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) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the chief executive officer 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) If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.
  - 4) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

The district will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry,

national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The district will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.

- j) 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 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.

- k) Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*.
- l) 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.
- m) 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 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 Steps to Remedy Significant Underrepresentation**

In Component 11 of this *Plan*, the district identified particular monitored groups that are significantly underrepresented with respect to one or more job categories. In order to address these instances of significant underrepresentation, the district will take the following steps:

- 1) The district will request that the 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.
- 2) 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.
- 3) 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. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:
  - a) Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
  - b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification

standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.

- c) 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 to 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 college president 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 diversity program that is well planned out, well funded, and supported by the leadership of the district can be of great value. The district will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom 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 consider the following:

- 1) Commit to a formal diversity program that is part of the structure of the district and that will be adequately funded and supported by the district and campus leadership.<sup>11</sup>
- 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

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<sup>11</sup> Districts may look at the Chancellor's Office website for information on Systemwide Commitments to Equity and Diversity. This information may be accessed at [www.ccco.edu](http://www.ccco.edu); click on agency; governmental relations division; equal employment opportunity; equity and diversity taskforce recommendations; and more. The 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.

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 Staff Development to assist in the development of a “Diversity Instructional Tool Kit” as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
- 7) Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 8) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a diversity recognition award.
- 9) Include EEO/diversity workshops at flex days or staff development days.
- 10) Evaluate administrators yearly on their performance in support of 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 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) Other actions to achieve the goals of the *Plan*.

## **Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring**

### *1) Reasonable Accommodations*

Applicants and employees with disabilities<sup>12</sup> 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 Reasonable Accommodations” form.

### *2) Procedures When Underrepresentation is Found*

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

### *3) Goals for Persons with Disabilities*

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<sup>12</sup> 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: Graduate Assumption Program of Loans for Education**

The district will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT														
DEMOGRAPHIC ANALYSIS by STAFFING CATEGORY: 2005 - 2008														
Report Fall Yr	Staffing Category	Asian	Black	Filipino	Hispanic	American Indian / Alaskan Native	Pacific Islander	White	Unknown	Other Non- White	Disabled	Female	Male	Total Headcount
<b>Exec/ Admin/Mgr</b>														
2008		3	3	2	5	0	0	19	0	0	0	14	18	32
2007		2	5	2	5	0	0	16	0	0	0	13	17	30
2006		3	5	1	4	0	0	33	0	0	1	20	26	46
2005		4	5	1	5	0	0	32	0	0	1	21	26	47
<b>Faculty</b>														
2008		130	28	8	66	4	0	585	22	1	7	455	389	844
2007		117	28	12	68	7	0	592	8	0	6	459	373	832
2006		111	28	8	69	6	0	587	2	0	4	445	366	811
2005		101	28	7	64	6	0	588	0	0	4	432	362	794
<b>Professional</b>														
2008		5	0	2	3	1	0	35	0	0	3	25	21	46
2007		5	0	2	3	0	0	37	0	0	3	26	21	47
2006		6	0	2	1	0	0	15	0	0	3	14	10	24
2005		19	2	3	5	1	0	37	0	0	5	37	30	67
<b>Clerical / Secretarial</b>														
2008		26	8	13	29	4	0	100	1	1	10	159	23	182
2007		27	7	11	28	3	0	96	0	0	10	149	23	172
2006		23	6	10	28	3	0	94	0	0	10	141	23	164
2005		6	5	2	10	0	0	46	0	0	4	66	3	69
<b>Technical / Paraprofess'l</b>														
2008		20	3	2	9	0	0	37	0	0	5	43	28	71
2007		19	3	2	7	0	0	38	0	0	4	43	26	69
2006		21	3	1	7	0	0	33	0	0	4	40	25	65
2005		19	4	8	18	2	0	60	0	0	7	86	25	111
<b>Skilled Craft</b>														
2008		2	0	1	4	0	0	13	0	0	2	1	19	20
2007		2	0	1	4	0	0	12	0	0	2	1	18	19
2006		2	0	0	4	0	0	11	0	0	2	0	17	17
2005		1	0	1	6	0	0	12	0	0	1	2	18	20
<b>Service/ Maintenance</b>														
2008		6	3	5	22	1	0	18	0	0	0	4	51	55
2007		5	3	5	21	0	0	20	0	0	0	4	50	54
2006		4	3	3	22	0	0	21	0	0	0	4	49	53
2005		4	3	3	19	0	0	18	0	0	2	3	44	47
<b>Instruction/ Resrch. Asst. (None 2005-08)</b>														
2008	Totals	192	45	33	138	10	0	807	23	2	33	701	549	1250
		15.4%	3.6%	2.6%	11.0%	0.8%		64.6%	1.8%	0.2%	2.6%	56.1%	43.9%	
2007	Totals	177	46	35	136	10	0	811	8	0	25	695	528	1223
		14.5%	3.8%	2.9%	11.1%	0.8%		66.3%	0.7%	0.0%	2.0%	56.8%	43.2%	
2006	Totals	170	45	25	135	9	0	794	2	0	24	664	516	1180
		14.4%	3.8%	2.1%	11.4%	0.8%		67.3%	0.2%	0.0%	2.0%	56.3%	43.7%	
2005	Totals	154	47	25	127	9	0	793	0	0	24	647	508	1155
		13.3%	4.1%	2.2%	11.0%	0.8%		68.7%	0.0%	0.0%	2.1%	56.0%	44.0%	

**WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT  
RECRUITMENT ANALYSIS 2007-2008**

Staffing Category	American Indian / Alaskan Native	Asian / Pacific Islander	Afro-American	Hispanic	White	Unknown	Male	Female	Unknown	Disabled	
	Exec/ Admin/Mgr										
Applied	47	1	7	7	2	22	8	26	11	10	0
Hired	3	0	0	0	1	2	0	1	2	0	0
Percent	6.4%				2.1%	4.3%		33.3%	66.7%		
FT Faculty											
Applied	241	1	41	12	35	115	0	67	149	25	0
Hired	10	0	1	0	2	7	0	2	8	0	0
Percent	4.1%		0.4%		0.8%	2.9%		20.0%	80.0%		0.0%
Assoc. Faculty											
Applied	462	2	117	20	36	229	58	184	223	55	0
Hired	155	0	40	4	9	85	17	59	81	15	0
Percent	33.5%		8.7%	0.9%	1.9%	18.4%	3.7%	38.1%	52.3%	9.7%	
Professional											
Applied	53	1	26	2	7	14	3	13	39	1	1
Hired	7	2	1	0	1	3	0	2	3	2	0
Percent	13.2%	3.8%	1.9%		1.9%	5.7%		28.6%	42.9%	28.6%	
Clerical / Secretarial											
Applied	691	2	211	38	97	292	51	97	548	46	2
Hired	22		5	1	3	11	2	2	18	2	0
Percent	3.2%		0.7%	0.1%	0.4%	1.6%	0.3%	9.1%	81.8%	9.1%	
Technical / Paraprofess'l											
Applied	137	5	45	8	9	55	15	54	69	14	2
Hired	5	0	1	0	1	3	0	3	2	0	0
Percent	3.6%		0.7%		0.7%	2.2%		60.0%	40.0%		
Skilled Craft											
No Recruitments											
Service/ Maintenance											
Applied	61	1	9	2	30	16	3	47	12	2	0
Hired	1		1							1	
Percent			1.6%							100%	
Instruction/ Resrch. Asst.											
No Recruitments											