Butte-Glenn Community College District
Equal Employment Opportunity Plan
2014-2017
Butte-Glenn Community College District

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Prepared by Equal Employment Advisory Committee - 2014
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Appendix A – Community Organizations
I. **Introduction**

The Butte-Glenn Community College District (District) is committed to creating an inclusive working and academic environment that fosters diversity and promotes excellence. A culture of inclusiveness prepares faculty, staff and students to be productive members of our global society, and the District is committed to promoting an environment that celebrates diversity, understanding and mutual respect.

Aligned with the Educational Master Plan, The Equal Employment Opportunity Plan (Plan) is a tool used to further the District’s goal of achieving and supporting a diverse workforce and supporting the success of a diverse student population. The Plan was developed by the Equal Employment Opportunity Advisory Committee which consists of a diverse membership with representatives from each of the District’s constituency groups. The Plan’s immediate focus is on equal employment opportunity in the District’s recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Section 53000 et seq.). Additionally, the Plan reflects the District’s commitment to equal employment opportunity and provides steps to promote nondiscriminatory practices; contains a demographic analysis of the District’s workforce and applicant pools; includes requirements for a complaint procedure for noncompliance with Title 5 provisions; and outlines procedures for disseminating the Plan. The objectives of the Plan include:

- Addressing the legal requirements to comply with Title 5 regulations relating to equal employment opportunity programs,
- Establishing an Equal Employment Opportunity Advisory Committee to act as an advisory body to the District to promote understanding and support of equal employment opportunity policies and procedures, and
- Assisting in the development of strategies and trainings to support the District’s commitment to hiring and staff development processes that support the goals of equal employment opportunity and a greater understanding of diversity and cultural proficiency.

This Plan is a living document that will be reviewed and revised as we continue to enhance the campus climate. To properly serve the diverse population of our students and the surrounding communities, the District implements this plan and endeavors to recruit, hire and retain faculty and staff who are sensitive to and understand the needs of the student body and communities it serves.

Kimberly Perry, Ed.D.
II. Definitions

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

2. **Chancellor’s Office**: California Community Colleges System Office.

3. **Diversity**: means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds\(^1\).

4. **Equal Employment Opportunity**: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include 1) Executive/Administrative/Managerial; 2) Full Time Faculty; 3) Professional Non-faculty; 4) Secretarial/Clerical; 5) Technical and Paraprofessional; 6) Skilled Crafts; 7) Service and Maintenance. Equal employment opportunity also involves identifying and eliminating barriers to employment that are not job related; and creating an environment that fosters cooperation, acceptance, participation, and free expression of ideas and is welcoming to all sexes and genders, persons with disabilities, ages, and individuals from a wide range of ethnic, racial, national origin, religious and other groups protected from discrimination pursuant to Government Code section 12940.

5. **Equal Employment Opportunity Plan**: a written document in which a district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

6. **Equal Employment Opportunity Programs**: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Section 53006.

7. **Ethnic Group Identifications**: 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.

\(^1\) The definition of “Diversity” is found in California Code of Regulations, Title 5, Section 53001(b).
8. **In-house or Promotional Only Hiring:** means that only existing district employees are allowed to apply for a position.

9. **Monitored Group:** means those groups identified in Section 53004(b) for which monitoring and reporting are required pursuant to Section 53004(a). (These groups are male, female, American Indian or Alaska Native, Asian or Pacific Islander, Black/African American, Hispanic, White, and persons with disabilities).

10. **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.

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

12. **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.

13. **Significantly Underrepresented Group:** any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.
III. Policy Statement

The Butte-Glenn Community College District is committed to the support of campus wide diversity, while emphasizing the employment of qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The board is committed to hiring and staff development processes that support the goals of equal employment opportunity and diversity, and provide equal consideration for all qualified candidates (BP 7100 – Commitment to Diversity).
IV. Delegation of Responsibility, Authority, and Compliance

It is the goal of the Butte-Glenn 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.

**Board of Trustees:** The Board of Trustees is ultimately responsible for implementing the District’s Plan at all levels of District and College operation and for ensuring equal employment opportunity as described in the Plan.

**Superintendent/President:** The Board of Trustees delegates to the Superintendent/President, the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District’s equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees 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.

**Equal Employment Opportunity Officer:** The District has designated the Director of Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the Equal Employment Opportunity Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, Section 53000 et seq. The Equal Employment Opportunity Officer is also responsible for receiving complaints described in Plan Component VI and for ensuring that applicant pools and selection procedures are properly monitored.

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

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

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

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its Plan. The committee may also assist in promoting the understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Equal Employment Opportunity Officer shall train the advisory committee on equal employment compliance and the Plan itself. The committee shall consist of representatives appointed from each of the District’s constituency groups (Academic Senate, Classified Senate and Management Association) and 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 objective, it will document what efforts were made to recruit advisory committee members who are members of monitored groups.

The committee will be convened initially each year and chaired by the Equal Employment Opportunity Officer. All committee members shall have the ability to vote with a quorum present. A quorum consists of 2 representatives from each constituency group. Terms shall be for two years with membership to be determined by the constituency groups. The Equal Employment Opportunity Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the Board of Trustees, the Superintendent/President, the Equal Employment Opportunity Officer and the participatory governance groups.
VI. Complaints

A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026): The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor’s Office, the decision of the District in complaints pursuant to Section 50326 is final. See California Community Colleges (CCC) Chancellor’s Office Guidelines for Minimum Conditions Complaints at:

http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a district statement for the reason for returning the complaint without action.

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

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

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2 The equal employment opportunity regulations are found in California Code of Regulations, Title 5, Section 53000 et seq.
B. **Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.):**

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation. Below are links to the District’s website containing Board Policies and Administrative Procedures for Nondiscrimination and Prohibition of Harassment:

http://www.butte.edu/community/getting_involved/contacts/trustees/Chapter3.html
VII. Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The Plan and subsequent revisions will be distributed to the District’s Board of Trustees, the Superintendent/President, administrators, the academic and classified senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District’s website, and when appropriate, may be distributed by e-mail. Each year, the District Office will provide all employees with a copy of the Board of Trustee’s Equal Employment Opportunity Policy Statement (located in Plan Component III) and written notice summarizing the provisions of the District’s Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation.

2. Where complete copies of the Plan are available, including the campus library, the Office of the Superintendent/President, the Office of Human Resources and on the District’s website.
VIII. Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive training prior to service. This training shall address 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\(^3\); the value of a diverse workforce; recognition of bias and procedures to address bias. Screening committees should reflect diversity in their composition. Persons serving in the above capacities will be required to receive training within the 24 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Equal Employment Opportunity Officer is responsible for providing the required training.

\(^3\)"Cultural proficiency" involves successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Culture" therefore refers to more than simply race and ethnicity.
IX. Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer shall provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will include a summary of the Plan, 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 also include the internet address where the District advertises its job openings and contact information in order to obtain employment information. The District will actively seek to reach a diverse selection of recruitment sources such as various institutions, organizations and agencies. A list of organizations, which will receive this notice, is attached as Appendix A to this Plan. This list will be reviewed on an annual basis.
X. Analysis of District Workforce and Applicant Pool

The Human Resources department and the Office of Institutional Research will annually collect employee demographic data 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 male, female, American Indian or Alaska Native, Asian or Pacific Islander, Black/African American, Hispanic, White, and persons with disabilities.

For purposes of the data collection and report each applicant or employee will be afforded the opportunity to voluntarily identify sex, ethnic group identification and, if applicable, disability. This information is kept confidential and is separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s).

District Workforce Analysis

The District’s Employee Demographic Report, presented in this section, was created using information from the Datatel Colleague Information System. The data reflects information on employee demographics for Fall 2013 and is broken down into seven job categories: 1) Executive/Administrative/Managerial; 2) Full Time Faculty; 3) Professional Non-faculty; 4) Secretarial/Clerical; 5) Technical and Paraprofessional; 6) Skilled Crafts; 7) Service and Maintenance. The “Grand Total” row at the bottom of the table highlights the totals in each monitored group.

Moving from left to right along the “Grand Total” row, the data indicates the number of employees in the following monitored groups: 17 American Indian or Alaska Native, 12 Black/African American, 46 Asian or Pacific Islander, 66 Hispanic and 845 White. The 18 employees listed as Other/Unknown declined to answer. A more detailed account of this information is noted for each job category.

The “Grand Total” row also shows that females represent 51% (514) and males represent 49% (490) of the District’s employees. A more detailed account of this information is noted for each job category.

It should be noted that the District practice has been to capture data only on the ethnic group that the employee most identifies with. The District plans to conduct an EEO survey of current employees in order to provide them with the opportunity to identify with more than one ethnic group as well as capture the disability status on all employees.
<table>
<thead>
<tr>
<th>Position</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>American Indian or Alaska Native</th>
<th>Black/African American</th>
<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>White</th>
<th>Other/Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Administrative/Managerial</td>
<td>40</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>33</td>
<td>0</td>
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<tr>
<td>Full Time Faculty</td>
<td>166</td>
<td>79</td>
<td>87</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>145</td>
<td>2</td>
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<tr>
<td>Professional Non-faculty</td>
<td>20</td>
<td>11</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>138</td>
<td>19</td>
<td>119</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>11</td>
<td>109</td>
<td>2</td>
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<tr>
<td>Technical and Paraprofessional</td>
<td>44</td>
<td>31</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Service and Maintenance</td>
<td>69</td>
<td>56</td>
<td>13</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>51</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>487</td>
<td>226</td>
<td>261</td>
<td>11</td>
<td>7</td>
<td>29</td>
<td>37</td>
<td>397</td>
<td>6</td>
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<tr>
<td>Associate Faculty</td>
<td>517</td>
<td>264</td>
<td>253</td>
<td>6</td>
<td>5</td>
<td>17</td>
<td>29</td>
<td>448</td>
<td>12</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>1,004</td>
<td>490</td>
<td>514</td>
<td>17</td>
<td>12</td>
<td>46</td>
<td>66</td>
<td>845</td>
<td>18</td>
</tr>
</tbody>
</table>
Applicant Pool Analysis

The District’s Applicant Demographic Report, presented in this section, was created using information from NeoGov, the applicant tracking system used by the District for regular positions, and a manual tabulation of EEO data collected from paper applications submitted through the associate faculty pool application process. This report captures information from applications submitted between November 1, 2013 and October 31, 2014 broken down into the same seven job categories used in the Employee Demographic Report. The “Grand Total” row at the bottom of the table highlights the totals in each monitored group.

Moving from left to right along the “Grand Total” row, the data indicates the number of applications received in the following monitored groups: 53 American Indian or Alaska Native, 29 Black/African American, 118 Asian or Pacific Islander, 177 Hispanic and 966 White. The 345 applicants listed as Other/Unknown Ethnicity reflects applicants who declined to answer as well as data not obtainable due to malfunction in the NeoGov applicant tracking system. The District has identified and fixed this glitch for future recruitments. A more detailed account of this information is noted for each job category.

The “Grand Total” row also shows that females represent 63% (882) and males represent 37% (516) of the District applicants. The 290 applicants listed as Other/Unknown Sex is a combination of applicants who declined to answer and the system malfunction noted above. The District has remedied this glitch and will capture this information on all future recruitments. A more detailed account of this information is noted for each job category.

It should be noted that the District did not recruit for any positions in the “Skilled Crafts” job category. Also, the District practice has been to capture data only on the ethnic group that the applicant most identifies with. The District will alter the application process to allow applicants the opportunity to identify with more than one ethnic group as well as capture the disability status on all applicants.
## Butte College Applicant Demographic Report – Applications from 11/1/13 – 10/31/14

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>American Indian or Alaska Native</th>
<th>Black/African American</th>
<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>White</th>
<th>Other/Unknown</th>
<th>Sex</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Administrative/Managerial</td>
<td>191</td>
<td>53</td>
<td>49</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>68</td>
<td>89 (Sex)</td>
<td>94 (Ethnicity)</td>
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</tr>
<tr>
<td>Full Time Faculty</td>
<td>279</td>
<td>99</td>
<td>114</td>
<td>8</td>
<td>8</td>
<td>19</td>
<td>9</td>
<td>159</td>
<td>66 (Sex)</td>
<td>76 (Ethnicity)</td>
<td></td>
</tr>
<tr>
<td>Professional Non-faculty</td>
<td>111</td>
<td>28</td>
<td>69</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>66</td>
<td>14 (Sex)</td>
<td>19 (Ethnicity)</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>753</td>
<td>158</td>
<td>505</td>
<td>22</td>
<td>14</td>
<td>60</td>
<td>110</td>
<td>444</td>
<td>90 (Sex)</td>
<td>103 (Ethnicity)</td>
<td></td>
</tr>
<tr>
<td>Technical and Paraprofessional</td>
<td>47</td>
<td>17</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>26</td>
<td>13 (Sex)</td>
<td>15 (Ethnicity)</td>
<td></td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Service and Maintenance</td>
<td>110</td>
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<td>31</td>
<td>6</td>
<td>1</td>
<td>8</td>
<td>14</td>
<td>65</td>
<td>16 (Sex)</td>
<td>16 (Ethnicity)</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td>1,491</td>
<td>418</td>
<td>785</td>
<td>48</td>
<td>27</td>
<td>102</td>
<td>163</td>
<td>828</td>
<td>288 (Sex)</td>
<td>323 (Ethnicity)</td>
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<tr>
<td>Associate Faculty</td>
<td>197</td>
<td>98</td>
<td>97</td>
<td>5</td>
<td>2</td>
<td>16</td>
<td>14</td>
<td>138</td>
<td>2 (Sex)</td>
<td>22 (Ethnicity)</td>
<td></td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>1,688</td>
<td>516</td>
<td>882</td>
<td>53</td>
<td>29</td>
<td>118</td>
<td>177</td>
<td>966</td>
<td>290 (Sex)</td>
<td>345 (Ethnicity)</td>
<td></td>
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</tbody>
</table>
XI. Methods to Address Underrepresentation

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, participation, and free expression of ideas, and that is welcoming to all sexes and genders, individuals from all ethnic groups, persons with disabilities, 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 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.

To address any identified underrepresentation of monitored groups the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The District’s recruitment and hiring procedures will include the following provisions:

1) Recruitment

It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment sources that may enable the District to obtain a diverse pool of applicants. The District will include in the recruitment section of its recruitment and hiring procedures the following provisions:

a) The District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct a full and open recruitment for all new openings and will only invoke the provisions for in-house interim appointments under 53021(b) or the exception under 53021(c)(7) for engaging an administrator through a professional services contract when justified due to business necessity.

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

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\(^4\) Education Code Section 87102 requires each district’s Plan to address how the district will make progress in achieving the ratio of full-time and part-time faculty hiring as required by Education Code Section 87482.6, while still ensuring equal employment opportunity.
(1) General circulation newspapers, general circulation publications, including electronic media.

(2) Local and regional community newspapers.

(3) Newspapers and other publications that provide information in languages other than English and to low-income communities.

(4) Recruitment booths at job fairs or conferences oriented to the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District’s workforce.

c) At least every two years, or more frequently when employment data indicate a necessity, the District shall host an open house for persons interested in employment with the district. The open house will allow potential candidates to meet deans, department chairs, faculty, and classified employees of the district. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the district’s commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.

2) **Job Announcements**

The District’s recruitment and hiring procedures section on “Job Announcements” will be revised to include the following provisions: Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary for job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students and staff. Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the Equal Employment Opportunity Officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Opportunity Employer.”

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

Initial applicant pools will be reviewed for 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 to determine if any monitored group is adversely impacted. Once the qualified applicant
pool is approved, the pool will be forwarded to the screening/selection committee. The District’s recruitment and hiring procedures will include the following provisions:

a) The application for employment will provide for self-identification of the applicant’s sex, ethnic group and, if applicable, disability.

b) Initial Applicant Pool: The initial applicant pool is composed of all applications received by the application deadline. After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Director of Human Resources or his/her designee.

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 announcement. Before the qualified applicant pool is forwarded to the screening/selection committee, its composition will be analyzed to determine if any 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 (c) Step 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.

4) **Screening/Selection Committee Procedures**

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

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

1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students and staff;

2) Designed to ensure that for all positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, and training in cultural proficiency;

3) Based solely on job-related criteria; and

4) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.

b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure departments and others responsible for establishing selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
c) An Equal Employment Opportunity Representative (EEO Rep) is required to serve on all selection/screening committees. The mission of the EEO Rep is to value and maintain the integrity of the hiring process and to ensure the District’s commitment to hire and retain diverse faculty and staff. EEO Reps are required to complete comprehensive training every 2 years on the principles of equal employment opportunity and diversity and are empowered to provide the tools necessary to maximize quality and fairness in hiring. EEO Reps utilize mitigation strategies to ensure a fair and equitable hiring process, up to and including stopping the process to consult with the Equal Employment Opportunity Officer.

d) The Equal Employment Opportunity Officer in coordination with the Hiring Authority shall approve the makeup of selection/screening committees. If the Equal Employment Opportunity Officer does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.

e) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.

f) 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.

g) All screening materials must be approved by the Equal Employment Opportunity Officer for compliance with equal employment opportunity principles.

h) 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 administrators. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.

i) If monitoring for adverse impact reveals that any selection technique or procedure (other than a bona fide occupational qualification that has been
approved by Human Resources) has adversely impacted any monitored group, the Superintendent/President or his/her designee will do the following:

(1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.

(2) When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.

(3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

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

k) The Board of Trustees or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the Plan or to ensure equal employment opportunity.

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

If a particular monitored group is identified as significantly underrepresented with respect to one or more job categories, the District will take the following steps:

1) The District will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the District’s recruitment procedures and make recommendations on modifications that would address the underrepresentation.

2) The Equal Employment Opportunity Advisory Committee will propose to increase the advertising and recruitment budget, including travel reimbursement, for a three-year period to ensure that recruitment is broad and inclusive.

3) 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 action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:
   a) additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
   b) promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
   c) additional training for current faculty and staff on the value of a diverse workforce;
   d) recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.

4) The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:
   a) Review each locally established “required,” “desired,” or “preferred” qualification being used to screen applicants for positions in the job category to
determine if it is job-related and consistent with 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) Make it a high priority to increase the recruitment budget for another three years.

d) Develop a recruitment committee composed of the Equal Employment Opportunity Officer, the dean or responsible administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring action plan described in section 3 above. The committee will provide recommendations to modify the recruitment and hiring action plan to better address the significant underrepresentation.
XIII. 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, participation, and free expression of ideas and is welcoming to all sexes and genders, 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 further implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism will make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, the institutionalization of a diversity program that is well planned out, well-funded, and supported by the leadership of the District, is of great value. The District will continue to 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 further implementing a diversity program, the District shall consider steps such as:

1) Conducting campus climate studies to identify hidden barriers.

2) Including guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

3) Highlighting the District’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.

4) Conducting diversity dialogues, forums, and cross-cultural workshops.

5) Working with the Academic Senate, EEO Advisory Committee and Diversity Committee to assist in the development of a “Diversity Instructional Tool Kit” as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.

6) Reviewing and revising college publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
7) Recognizing and valuing staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.

8) Offering a series of EEO/diversity workshops during faculty flex week and campus wide “Staff Development Days” programs.

9) Evaluating administrators on their efforts to meet the District’s equal employment opportunity and diversity efforts.

10) Promoting sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.

11) Promoting various cultural celebrations on campus.

12) Recognizing multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

13) Ensuring that top administrative staff support diversity objectives and that the Equal Employment Opportunity Officer position is maintained as a high-level administrative position.

14) Allocating funds to send faculty, staff and administrators to off-campus, in-depth diversity training annually.
XIV. Persons with Disabilities: Accommodations and Goals for Hiring

1) Reasonable Accommodations

Applicants and employees with disabilities\(^5\) 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 Director of Human Resources or his/her designee is responsible for handling requests for accommodations from current employees as well as from applicants seeking such accommodations during the application process. Requests can be made verbally and in writing.

2) Procedures When Underrepresentation is Found

When persons with disabilities are found to be significantly underrepresented, measures required in this Plan will be implemented.

3) Analysis of workforce and applicant data

The college needs to survey members of the workforce to collect updated information on the disability status. Since this status frequently changes in the years since an employee was hired, there is a need to collect current data. This survey will be conducted on an annual basis.

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\(^5\) See the definition of “person with a disability” in the definitions section of the Plan. A more detailed definition of physical and mental disability is found in Government Code, Section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.
Appendix A – Community Organizations and Contact Information

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

American Indian Affair Bureau US Department of The Interior  
2800 Cottage Way  
Sacramento, CA 95825  
(916) 978-6000

Asian American Women’s Alliance  
1894 18th Avenue  
San Francisco, CA 94122  
(415) 681-9229

Caring Choices  
http://www.caring-choices.org/index.php  
Phone: (530) 899-3873

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

Community Collaborative for Youth  
(530) 892-2134

Department of Rehabilitation  
470 Rio Lindo Avenue  
Chico, CA 95926  
(530) 895-5507

Hmong United Community of Oroville, Inc.  
835 Thermalito Avenue  
Oroville, CA 95965  
(530) 534-7474
Human Relations Network of Butte County
PO Box 7315
Chico, CA 95927

Japanese Cultural and Community Center
1840 Sutter Street
San Francisco, CA 94115
(415) 567-5505

League of Women Voters of California
653 Flume Street
Chico, CA 95928
(530) 895-8683

Mexican American Legal Defense and Education Fund
1512 14th Street
Sacramento, CA 95814

National Association for the Advancement of Colored People
Redding Branch
PO Box 493331
Redding, CA 96049
(530) 549-5131

National Council of La Raza
523 W 6th Street, Ste 840
Los Angeles, CA 90014
(213) 489-3428

National Federation of Filipino American Associations
2607 24th St. NW, Ste 4
Washington, D.C. 20008-2600
(202) 986-1153

South Oroville African American Historical Society
936 18th Street
Oroville, CA 95965
(530) 533-7388

Stonewall Alliance Center
358 East 6th Street
Chico, CA 95928
(530) 893-3336