



Peralta Community College District

Equal Employment Opportunity Plan  
2024-2027

Adopted:  
March 12, 2024

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**PERALTA COMMUNITY COLLEGE DISTRICT**  
**Office of Human Resources & Employee Relations**  
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Berkeley City College - College of Alameda - Laney College - Merritt College

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## **I. Introduction**

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The Peralta Community College District's (PCCD) Equal Employment Opportunity (EEO) Plan addresses the requirements of Education Code section 87106(b) for compliance with the Board of Governors' regulations on equal employment opportunity hiring, applicable state and federal nondiscrimination statutes (e.g., Title VII Civil Rights Acts of 1964, Rehabilitation Act of 1973), and guidance in improving the equality of opportunity in the District. The principle of equal employment opportunity applies to all aspects of the employment relationship and includes, but is not limited to, initial consideration for employment, performance evaluation, promotion and advancement, compensation, access to training, and other professional development opportunities.

The 2024-2027 EEO Plan has built on the strong work of previous years, incorporated recommendations contained within the 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook, the Board of Governors of the California Community Colleges Diversity, Equity and Inclusion Integration Plan, and integrated work being held by the District's Professional Development & Learning Center (PDLC).

The Peralta Community College District is "a collaborative of colleges advancing social and economic transformation for students and the community through quality education, rooted in equity, social justice, environmental sustainability, and partnerships." [Board Resolution No. 20/21-29](#) acknowledges the nexus between workforce diversification and the District's educational goals and mission. Specifically, we acknowledge diversity, equity and inclusion:

- "enrich the educational experience through the exchange of different ideas, beliefs, experiences, and perspectives;
- promote personal growth because it challenges stereotypes, preconceptions, and bias; encourages critical thinking;
- help people learn to communicate effectively with others of varied backgrounds."
- strengthen communities;
- prepare students to become globally responsible citizens in an increasingly complex, global society;
- fosters mutual respect and teamwork;
- helps build communities whose members are judged by the quality of their character and contributions; and
- enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace."

Faculty and staff diversity is a driver for the educational achievement and the social mobility of students and documented by established peer reviewed literature that affirms that students who benefit from a racially and ethnically diverse faculty are better prepared for leadership, citizenship, and professional competitiveness. Therefore, we recognize the importance of faculty and staff as key drivers of student success. Accordingly, our mission of quality education, rooted in equity, social justice, and partnerships can only be achieved with a diverse workforce representative of our students and our community.

The District's student demographic dashboard indicates that during the Spring 2022 Term, the student body consisted of 29.61% Hispanic/Latino, 22.48% Asian, 20.34% White, 17.83% Black/African-American, 6.19% Two or More, 2.81% Unknown, and 0.55% Pacific Islander.

We acknowledge that more robust efforts are required to successfully recruit and retain a workforce that more closely represents the composition of the student body and community. Therefore, more robust hiring, recruitment, and retention strategies will be set forth and prioritized to address the lack of diversity among full-time and part-time faculty, classified staff, and educational administrators.

The EEO Plan reflects the District's commitment to equal employment opportunity where 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. We believe that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment that is welcoming to all will foster diversity, promote excellence, and provide a positive student learning experience.

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 that is welcoming to all individuals. This EEO Plan is a written document in which workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity. Although this is the adopted plan, the District continuously seeks new opportunities to promote diversity and inclusion.<sup>1</sup> If during the plan years it is discovered that there are new or better ways to achieve our goals, we stand ready, willing and able to adapt to the changing times.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The EEO Plan's immediate focus is equal employment opportunity in 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 EEO Plan also includes the

- requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs;
- complaint procedures in instances of unlawful discrimination;
- establishment of an Equal Employment Opportunity Advisory Committee;
- methods to support equal employment opportunity and an environment which is welcoming to all; and
- procedures for dissemination of the EEO Plan.

To properly serve a growing diverse population, the District will endeavor to hire and retain diverse faculty and staff who reflect, are sensitive to, and are knowledgeable of the needs of the continually changing student body it serves, as well as the diverse campuses and communities.

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<sup>1</sup> Diversity and equal employment opportunity are related but separate concepts. An environment that promotes principles of diversity simultaneously promotes an accepting environment for implementation of equal employment opportunity.

## **II. Plan Component 2: Definitions**

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### A. Guidelines

The District uses the following definitions to provide clarification and understanding of specific terms used to help define EEO vocabulary. The definitions are taken from Title 5, Section 53001.

### B. Definitions

- a) **Adverse Impact:** a disproportionately negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s “Uniform Guidelines on Employee Selection Procedures”).
- b) **Diversity:** means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. Diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability, and socio-economic backgrounds in all aspects of the workplace.
- c) **Equal Employment Opportunity (EEO):** 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 job categories listed in section 53004(a). Equal employment opportunity also involves:
  - (1) identifying and eliminating barriers to employment that are not job-related, such as reliance on preferred job qualifications that do not reasonably predict job performance;
  - (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills, and abilities of the position, including a commitment to equity; and
  - (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all persons free from discrimination related to the categories protected by Government Code section 12940.
- d) **Equal Employment Opportunity (EEO) 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. EEO plan shall include: 1) analysis of the District’s workforce; and 2) descriptions of the District’s program and strategies, informed by the District’s workforce analysis, that it is implementing or will implement, to promote equal employment opportunity.
- e) **Equal Employment Opportunity Program:** refers to the combination of strategies implemented to promote equal employment opportunity. Such programs should be informed by the District’s longitudinal workforce and applicant analyses.

- f) **In-house or Promotional Only Hiring:** means that only existing District employees are eligible for a position.
- g) **Job Categories:** includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
- h) **Monitored Group:** means the group or groups for which districts must provide demographic data pursuant to Title 5, Section 53004.
- i) **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.
- j) **Reasonable Accommodation:** the efforts made by the District in compliance with Government Code section 12926.
- k) **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, review of application forms, and reference checks. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.
- l) **Underrepresented Group:** any monitored group for which the percentage of persons from that group employed by the District in a job category listed in Title 5, Section 53004(a) is below eighty percent (80%) of the projected representation for that group and job category.

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

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The District is committed to the principles of equal employment opportunity and has implemented a comprehensive program to put these 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 opportunities, and are not subjected to discrimination in any program or activity of the district based on ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, gender, gender identity, gender expression, transgender status, parental status, pregnancy, marital status, veteran status, military status, medical condition, genetic information, or based on 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 welcoming workforce to all individuals in legally protected categories to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. This EEO Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

The District's Board Policy (BP) 3420 Equal Employment Opportunity provides:

“The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. An equitable and inclusive hiring process is essential to improve diversity, reduce barriers to employment, and allow potential applicants the opportunity to demonstrate that they meet or exceed the minimum qualifications for employment. The Board, therefore, commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.”

Further, BP 3420 provides that “[t]he Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.”

This policy, as set forth in BP 3420, is implemented through Administrative Procedure (AP) 3420 and supported by BP 3410 Nondiscrimination. The District acknowledges that embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. Additionally, diversity and equity are embedded within the very mission of the District as indicated by BP 1200 and Resolution No. 20/21-29 entitled “The Peralta Community College District's Commitment to Diversity, Equity, and Inclusion” adopted on May 25, 2021. District BPs, APs, and Resolutions collectively acknowledge that EEO includes an equal opportunity to get hired and processes and practices to create inclusive, respectful work environments for employees.

#### **IV. Plan Component 4: Delegation of Responsibility, Authority and Compliance**

The goal of the Peralta Community College District (District) is that all employees promote and support equal employment opportunities 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. Board of Trustees**

The Board of Trustees is ultimately responsible for the proper implementation of the District's Plan at all levels of District and college operation, ensuring equal employment opportunities as described in the Plan, and for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan.

The Governing Board is responsible for adopting a Plan that complies with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the Chancellor's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisory Committee;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item;
- c. Cover a period of three (3) years, after which a new or revised plan shall be adopted; and
- d. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption." (Also see section 53003(a)).

##### **2. District Chancellor**

The Board of Trustees delegates to the Chancellor the responsibility for the ongoing implementation, review, and recommendation of approval of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report to the Board of Trustees on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her/they on their ability to follow and implement the Plan.

##### **3. Equal Employment Opportunity Officer**

The Director of Employee Relations and Diversity Programs has been designated the Equal Employment Opportunity Officer, who is responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before this Plan is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing, and monitoring the Plan and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The EEO Officer is also responsible for receiving and investigating 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 continue to actively encourage positive change and updates to enhance the diversity programs through the Equal Employment Opportunity Advisory Committee. The EEO Advisory Committee will act as an advisory body to the Equal Employment Opportunity Officer and the District to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the development and 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 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.

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

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The District has established an Equal Employment Opportunity Advisory Committee to assist the District in developing, implementing, monitoring and updating its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee shall have a diverse membership and include members from district stakeholder groups.

Moreover, it is the purpose of the District's Equal Employment Opportunity Advisory Committee to advise, assist, and make recommendations to the Vice Chancellor for Human Resources and Employee Relations, for the development and implementation of effective district-wide equal employment, staff diversity and disability access programs. Moreover, each member of the District's Equal Employment Opportunity Advisory Committee shall understand and promote a district-wide commitment to the achievement of staff diversity and equal employment opportunities.

The Advisory Committee composition shall include the following representatives when possible:

- One (1) Student – Appointed by Peralta Student Council
- Two (2) DAS Faculty Appointments
- One (1) PFT Faculty Appointment
- Two (2) Administrators appointed by the Chancellor or designee
- Two (2) Classified Senate/Confidential Appointments
- One (1) Joint Union Appointment (SEIU/Local 39)
- One (1) SAS Coordinator

The Equal Employment Opportunity Advisory Committee shall hold a minimum of two (2) meetings per year, with additional meetings if needed to review EEO and diversity efforts, programs, and policies. Advisory Committee Members, as well as the Board of Trustees, shall receive training on: (a) the requirements of this subchapter and of state and federal nondiscrimination laws; (b) identification and elimination of bias in hiring; (c) the educational benefits of workforce diversity; and (d) the role of the advisory committee in drafting and implementing the EEO plan.

Training will be scheduled in advance on days that a majority of the Advisory Committee can attend. Committee training may be recorded and made available to Committee Members.

## **VI. Plan Component 6: Complaints**

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### **1. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5, Section 53026).**

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written or verbal complaint.

Complaints involving current hiring processes should be filed as soon as possible after the occurrence of an alleged violation. The process for filing a complaint is outlined in AP 3435.

The District may return without any action 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.

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

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor for Human Resources and Employee Relations is responsible for receiving such complaints and coordinating their investigation. The District's discrimination and sexual harassment complaint procedures are posted and maintained on the District website:

The District's board policies and administrative procedures for Nondiscrimination and Prohibition of Harassment are available at the District's website:

<https://www.peralta.edu/boardoftrustees/bp-ap>

Board Policy 3410 Nondiscrimination  
Administrative Procedure 3410 Nondiscrimination  
Board Policy 3420 Equal Employment Opportunity  
Administrative Procedure 3420 Equal Employment Opportunity  
Board Policy 3430 Prohibition of Harassment  
Administrative Procedure 3435 Discrimination and Harassment Complaints and Investigations  
Board Policy 3540 Sexual and Other Assaults on Campus  
Administrative Procedure 3540 Sexual and Other Assaults on Campus

The District is endeavoring to update the pertinent web pages to ensure that the pertinent information is presented in a more user-friendly format. The proposed Overview would include the following:

## **OVERVIEW**

You will find an overview of the following topics on this page:

- Equal Employment Opportunity (EEO)
- Diversity Equity Inclusion & Accessibility
- Discrimination
- Title IX, Sexual Assault, Sexual Misconduct
- Who you can contact
- Resources accessible from this site
- Resources outside this department

### **Equal Employment Opportunity (EEO)**

The goal of Peralta Community College District is to ensure equal opportunity to all qualified employees and applicants for employment.

Positive action will be taken to ensure that this non-discrimination policy is followed in all personnel practices, including recruitment, hiring, placement, upgrading, transfer, demotion, and pay practices.

### **DEIAA**

Diversity, equity, inclusion, anti-racism and accessibility (DEIAA) enriches the educational experience through the exchange of different ideas, beliefs, experiences, and perspectives; promotes personal growth because it challenges stereotypes, preconceptions, and bias; encourages critical thinking; and helps people learn to communicate effectively with others of varied backgrounds.

Diversity, equity and inclusion strengthens communities; prepares students to become globally responsible citizens in an increasingly complex, global society; fosters mutual respect and teamwork; helps build communities whose members are judged by the quality of their character and contributions; enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace.

### **Discrimination**

The Peralta Community College District in accordance with applicable federal and state laws and District policy, prohibits discrimination against any student, faculty, staff, person acting on behalf of Peralta Community College District, applicant and general public associated with Peralta Community College District based on race, color, national origin, ethnic group identification, ancestry, religion, creed, sex or gender (including sexual harassment), pregnancy, marital status, medical condition (cancer-related), sexual orientation, age, physical or mental disability, gender, gender identification, gender expression, immigration status (or citizenship status), genetic information, and perceived to be in a protected category or associated with those in protected category and veteran status.

### **Title IX, Sexual Assault, Sexual Misconduct**

In accordance with the requirements of Title IX of the Education Amendments of 1972, the Peralta Community College District does not discriminate on the basis of sex. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 - 1688) prohibits discrimination on the basis of sex in any federally funded education program or activity, including sexual violence and other sex acts done without consent. These sex acts include rape, sexual assault, sexual battery, stalking, domestic and partner violence, and sexual coercion.

District and college-specific Title IX Coordinators are responsible for handling Title IX complaints, including sex discrimination and sexual misconduct, at the campus level.

To file a complaint, or if you have questions, please contact the Title IX Coordinator for your college.

#### **Who you can contact:**

Peralta Community College District has people who can help you.

Contact information for the Director of Employee Relations & Diversity Programs can be found here or you can locate District contacts at <https://www.peralta.edu/hr/contact>.

If you need information regarding sexual harassment training, the District Office and each campus have a designated coordinator to assist you.

If you need information regarding Title IX, the District Office and each campus have a designated coordinator to assist you.

You will get advice on:

Information regarding sexual harassment and/or discrimination

- What you can do if you believe that you are being sexually harassed or discriminated against and need assistance.
- What you can do if you want to file either a sexual harassment or discrimination complaint.
- How to access the complaint form and PCCD policy.
- Assistance accessing the online sexual harassment training.

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

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The Plan will be distributed to the Board of Trustees, the Chancellor, administrators, senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee via electronic communication upon approval by the Board of Trustees. The EEO Plan will be available on the District's website.

The Office of Human Resources & Employee Relations will provide all new employees with notice of the provisions of the EEO Plan when they commence their employment with the District. During New Hire Orientation (NHO) notification of the EEO Plan and the EEO Policy Statement (as set forth in BP 3420 and AP 3420) will be included in the NHO presentation. Additionally, notice of the District's EEO Plan and EEO Policy Statement will be incorporated into District hiring/selection committee trainings.

### **VIII. 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 role of the EEO Advisory Committee; the District's policies on nondiscrimination, sexual harassment, recruitment, and hiring; principles of diversity the value and educational benefits of a diverse workforce; elimination bias; and best practices in serving on a selection or screening committee. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory and individuals who have not received this training will not be allowed to serve on screening/selection committees. The District may select to use online training as a method for this mandatory training as well. The District will send out a district-wide email announcing the date(s) training is offered. The training may be recorded so employees unable to attend the live training may request access to the recorded training.

The Office of Human Resources & Employee Relations is responsible for providing the required training and training tracking. Any individual, 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 and the District's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

Screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.

**IX. 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 EEO Plan and solicit their assistance in identifying diverse qualified candidates. The notice will also include the web address where the District advertises its job openings and the contact information of individuals to call or email in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources.

The District's Equal Employment Opportunity Officer, or designee, will identify the appropriate organizations and notify them that they may obtain a copy of the Plan. A list of organizations which will receive this notice is attached as Appendix A to this Plan. This list shall be revised from time to time as appropriate.



## **X. Plan Component 10: Analysis of District Workforce and Applicant Pool**

The Office of Human Resources and Employee Relations will analyze the District's workforce composition and monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan. This shall include data that allows the District to compare the composition of initial applicant pools, qualified pools and applicants recommended for interview. This also includes data that allows HR to track the composition and diversity of who is hired and retained over time, disaggregated by college, discipline, and job category. HR will also provide available data needed for the reports required by this Plan and to determine whether additional diversification measures are required, and to implement and evaluate the effectiveness of those measures.

For analysis and reporting purposes, each applicant or employee will be afforded the opportunity to voluntarily identify their gender (including non-binary options), ethnic group identification, and, if applicable, disability status. 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 analysis will be done for each location in the District. The District will annually report to the Chancellor the results of its annual analysis of employees. The District shall use annually reported data for internal analysis by HR and for discussion with the EEO Advisory Committee during at least one (1) meeting per year.

There may be significant numbers of employees or applicants who decline to identify their gender, ethnicity, or disability status with the District. The District shall encourage all persons to provide the above data. The District understands that employees and applicants voluntarily submit EEO data and will not require employees or applicants to respond.

Additionally, the District shall conduct a data review as part of its Plan renewal process. Every three (3) years the Plan will be reviewed and revised and submitted to the State Chancellor's Office for approval based on an analysis of the ethnic group identification, gender, disability composition of existing staff, and of those who have applied for employment in each of the following identified job categories:

1. Executive/administrative/managerial;
2. Faculty and other instructional staff;
3. Professional non-faculty;
4. Secretarial/clerical;
5. Technical and paraprofessional;
6. Skilled crafts; and
7. Service and maintenance.

### **District Workforce Analysis**

Table 10.1 illustrates the District's EEO data for permanent employees at various snapshots through 2023.

**Table 10.1**

Office of Human Resources and Employee Relations District-wide Demographics Since Peralta EEO Plan Adoption.										
Peralta District-wide Employee Demographics										
PCCD Total Employees										
Classification	2008	2009	2010	2011	2012	2013	2016	2017	2018	2019
Admin	53	64	61	55	56	56	69	87	82	93
Faculty	336	326	307	284	272	288	382	359	352	321
Classified	438	432	409	357	356	375	397	407	435	430
<b>Total</b>	<b>827</b>	<b>822</b>	<b>777</b>	<b>696</b>	<b>684</b>	<b>719</b>	<b>848</b>	<b>852</b>	<b>869</b>	<b>844</b>

Classification	2020	2021	2022	2023
Admin	66	87	80	74
Faculty	348	347	336	336
Classified	432	449	419	446
<b>Total</b>	<b>846</b>	<b>883</b>	<b>835</b>	<b>856</b>

**Table 10.2**

Office of Human Resources and Employee Relations Change in District-wide Demographics							
Peralta District-wide Employee Demographics 2013, 2019, 2020, 2021, 2022 & 2023							
PCCD Total Employees							
Classification	2013	2019	2020	2021	2022	2023	
Admin	56	93	66	87	80	74	
Faculty	288	321	348	347	336	336	
Classified	375	430	432	449	419	446	
Total	719	844	846	883	835	856	

PCCD Administrative Demographics						
PCCD Administrators by Ethnicity						
Ethnicity	2013	2019	2020	2021	2022	2023
African-Am	22	41	27	36	30	27
Asian/Pacific Islander	7	20	8	11	15	12
Native-Am	0	0	0	0	0	0
Latino/Hispanic	6	9	13	17	14	13
White	19	19	14	18	15	16
Unknown	2	4	4	5	6	6
Total	56	93	66	87	80	74
PCCD Administrators by Gender						
Gender	2013	2019	2020	2021	2022	2023
Female	31	52	38	51	43	43
Male	25	41	28	36	37	31
Unknown	0	0	0	0	0	0
Total	56	93	66	87	80	74
PCCD Faculty Demographics						
Total PCCD Faculty Employees by Ethnicity						
Ethnicity	2013	2019	2020	2021	2022	2023
African-Am	69	63	73	67	66	68
Asian/Pacific Islander	40	59	65	66	58	60
Native-Am	1	0	0	0	2	0
Latino/Hispanic	40	42	47	52	48	51
White	134	147	154	150	145	137
Unknown	4	10	9	12	17	20
Total	288	321	348	347	336	336
Total PCCD Faculty Employees by Gender						
Gender	2013	2019	2020	2021	2022	2023
Female	145	164	185	184	177	177
Male	143	157	163	163	159	159
Unknown	0	0	0	0	0	0
Total	288	321	348	347	336	336

PCCD Classified Demographics						
Total PCCD Classified Employees by Ethnicity						
Ethnicity	2013	2019	2020	2021	2022	2023
African-Am	124	148	148	157	137	144
Asian/Pacific Islander	112	123	129	136	118	128
Native-Am	1	4	5	5	6	2
Latino/Hispanic	47	75	76	74	74	80
White	75	55	54	56	45	51
Unknown	16	25	20	21	39	41
Total	375	430	432	449	419	446
Total PCCD Classified Employees by Gender						
Gender	2013	2019	2020	2021	2022	2023
Female	212	260	263	277	260	281
Male	163	169	169	172	159	163
Unknown	0	1	0	0	0	2
Total	375	430	432	449	419	446

Longitudinal Highlights

In summary, from 2013 to 2023, the District increased its total permanent workforce. In each of the following demographic areas, the District also increased its numbers:

- a. African-American administrators;
- b. Asian/Pacific Islander administrators;
- c. Latino/Hispanic administrators;
- d. Female administrators;
- e. Male administrators;
- f. Asian/Pacific Islander faculty;
- g. Latino/Hispanic faculty;
- h. Faculty self-identifying as unknown;
- i. Female faculty;
- j. African-American classified;
- k. Asian/Pacific Islander classified;
- l. Native American classified;
- m. Latino/Hispanic classified;
- n. Classified self-identifying as unknown; and
- o. Female classified.

The District's demographics declined from 2013 to 2023 in the follow areas:

- a. African-American faculty (increase in 2020 but overall decline between 2013 and 2021)
- b. Native American faculty (from one to zero)

## **XI. Plan Component 11: A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories**

The District may use data from the U.S. Census Bureau EEO Tabulation data tables, student population data, or service area demographics as recommended in the Vision Resource Center's EEO Plan Data Analyses Curriculum, in addition to other sources.

Once the District gathers the EEO data described in Component 10 and the data from public and private sources described in this EEO Plan Component and assigns every employee and applicant to one of the seven job categories, the District will then review the EEO data of its employees, broken down by number of persons from monitored group status in each job category. The District will then analyze this employee EEO data to compare the percent of a monitored group in a job category with their projected representation based on availability in the workforce. Representation below 80% constitutes underrepresentation.

The District, in consultation with the EEO Advisory Committee, shall also take steps to monitor progress in these areas. These concrete steps may include any of the examples listed below, or other measures as identified and developed by the EEO Advisory Committee in close consultation with the Vice Chancellor of Human Resources & Employee Relations or designee:

- (a) Ensure that top administrative staff at each site understand and support diversity objectives;
- (b) Conduct surveys of campus climate;
- (c) Conduct exit interviews with employees who voluntarily leave the District and analyze the data for patterns impacting particular monitored groups;
- (d) Conduct regular longitudinal analysis of hiring statistics and analyze the data for patterns impacting particular monitored groups;
- (e) Periodic review of new hire demographics will be conducted by HR and Employee Relations to evaluate program success and changes in the diversity of the Peralta Community College District workforce; and
- (f) Data will be used for internal analysis by HR and for discussion with the EEO Advisory Committee during at least one (1) of the EEO Advisory Committee's required semi-annual meetings.

## **XII. 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 all individuals, 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.

It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals and that is designed to attract qualified and equity-minded applicants for all vacancies.

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer." The following provisions are included in The Recruitment and Hiring Procedures section:

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

- California Community Colleges (CCC) Registry;
- District website;
- Peralta Career Site;
- Chronicle of Higher Education (faculty and administrators);
- Other targeted websites depending on the position (e.g. CASBO; ACHRO; CC Financial Administration Association; Diverse Education; Hispanic Outlook; Women in Higher Education);
- Local and regional community online newspapers (special recruitments);
- 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; and
- Recruitment booths at job fairs or conferences oriented to both 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.

### **Job Announcements**

The District's Recruitment and Hiring Procedures will include the following provisions for job announcements:

- will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, sensitivity and understanding of diverse students shall be considered a core system competency and job requirement.
- where applicable, will indicate the possibility of meeting minimum qualifications through equivalency. 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.
- shall state that the District is an “Equal Employment Opportunity Employer.”

### **Review of Initial and Qualified Applicant Pools**

Initial applicant pools will be reviewed for projected representation of monitored groups. The District shall conduct an initial demographic review of the qualified applicant pool before an application deadline for a District position closes. If the pool’s candidate diversity is not consistent with the diversity goals of the EEO Plan, the District may extend the search period. The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the EEO Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors that are not job related, appropriate action shall be taken. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

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 include the following provisions:

- The application for employment will afford each applicant an opportunity to voluntarily identify their gender (including non-binary options), ethnic group and, if applicable, their disability. This information will be kept confidential and used only in research, validation, monitoring, and evaluation of the effectiveness of the District’s equal employment opportunity program, or any other purpose specifically authorized by any applicable statute or regulation.
- After the application deadline has passed, 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. If necessary, the application deadline will be extended and additional recruitment will be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for a wide diversity of potential applicants. 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 job specifications set forth in the job announcement.



- Before the selection process continues, the composition of the qualified applicant pool will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, the Director of Human Resources or designee shall take effective steps to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:
  1. Extend the deadline and undertake inclusive outreach efforts to ensure a diverse applicant pool that provides equal opportunity to all qualified applicants seeking employment with the District.
  2. Include 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.
  3. If adverse impact persists after taking steps required as outlined in this component of the Plan, the selection process may proceed only if:
    - a. The job announcement does not require qualifications beyond the statewide minimum qualifications, or
    - b. 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 or
    - c. The particular qualification beyond statewide minimum qualifications which are used in the job announcement are among those which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.
  4. 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 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.

### **Underrepresented Groups**

When a group of individuals are recognized as underrepresented, pursuant to the District's EEO data analysis, recruitment efforts may be updated to advertise in diversity focused publications targeted at reaching underrepresented groups.

If the District determines that a particular monitored group is underrepresented with respect to one or more job categories, the District will take additional steps consistent with Section 53006. At a minimum, the District may:

1. Review the District's recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the underrepresented group.
2. Consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective.
3. Determine whether the group is still underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time.
4. If underrepresentation persists, the staffing rate for the underrepresented group in the specified job category or categories will be monitored on an ongoing basis until the projected representation has been achieved for that group in the category or categories in question.

If a reasonable period of time passes and underrepresentation persists for a particular group in the job category in question, the District will:

1. Review 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 or among those qualifications which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.
2. Discontinue the use of District established qualification that is not found to satisfy the requirements set forth in paragraph (1) above; and
3. Continue using qualification standards meeting the requirements of paragraph (1) only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (1) and be expected to have a less exclusionary effect.

For the purpose of this section, "a reasonable period of time" means three years, or such longer period as the California Community Colleges Chancellor may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the Chancellor, where the District has not filled enough positions to appreciably affect its workforce in the job category in question.

Nothing in this section will be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law.

### **Faculty Diversity Internship Program**

Peralta Community College District is committed to being a leader in equal employment opportunity.

The Faculty Diversity Internship Program promotes understanding of, sensitivity to, and respect of the diverse academic, socioeconomic, cultural, gender identity, and ethnic backgrounds of community college students, including students with disabilities.

Participants gain hands-on experience teaching in an ethnically diverse community college; share knowledge and skills in a professional setting under the supervision of an experienced faculty member; learn strategies and approaches to facilitate student learning, promote retention of students; and acquire an understanding of college governance process, including policies and procedures.

The Faculty Diversity Internship Program operates following a cohort model. Recruitment begins in the Spring semester, for participation in the Program during the following academic year. The program is structured around a series of training workshops that provide professional development and pedagogy, grounded in a critical ethnic studies-related framework. Participants attend trainings, while preparing their counseling/librarian/teaching portfolios. The first part of the academic year (fall semester) provides the theory, while the second part (spring semester) offers the application, through hands-on teaching demonstrations, mock interviews, and for some, paid internship opportunities in their fields. Workshops rotate across the District's four colleges.

In Fall 2020, the District began distributing "From FDIP to Full-Time: FDIP Alumni Survey," in order to better assess the Program's strengths and areas of improvement.

Following a lower-than-expected application pool during the 2019-2020 application process, the Faculty Diversity Internship Program also reassessed the recruitment strategies and efforts. Subsequent application pools (for 2020-2021 and 2021-2022) increased dramatically, not only in number but in the breadth of applicant interests/qualifications. The outreach strategy also included an emphasis on STEM-related fields.

The most recent analysis of the Equal Employment Opportunity data from the Faculty Diversity Internship Program provided the following:

**Fall 2017-Spring 2018 Faculty Diversity Internship Program Cohort:**

7 African-American Females  
3 African-American Males  
3 Asian Females  
2 Asian Males  
1 Male Unidentified  
1 Female Unidentified  
1 Caucasian Female  
1 Caucasian Male  
2 Hispanic Females  
1 Male Hispanic  
2 Males / Unidentified Race  
2 Females / Unidentified Race  
1 Unidentified Gender / Unidentified Race

**Fall 2018-Spring 2019 Faculty Diversity Internship Program Cohort:**

5 African-American Females  
2 African-American Males  
2 Hispanic Females  
1 Hispanic Male

- 3 Asian Females
- 3 Asian Males
- 1 Male / Unidentified Race
- 1 Female / Unidentified Race
- 2 Caucasian Non-Hispanic Females
- 1 Caucasian Non-Hispanic Male

**Fall 2019-Spring 2020 Faculty Diversity Internship Program Cohort:**

- 3 African-American Females
- 2 Asian Females
- 1 Caucasian Non-Hispanic Female
- 1 Caucasian Non-Hispanic Male

**Fall 2020-Spring 2021 Faculty Diversity Internship Program Cohort:**

- 1 African-American Female
- 1 African-American Male
- 1 Asian Female
- 1 Caucasian Non-Hispanic Female

**Fall 2021-Spring 2022 Faculty Diversity Internship Program Cohort:**

- 1 African-American Male
- 1 Hispanic Female
- 1 Hispanic Male

**Faculty Demographics by College: Fulltime & Part-time**

As illustrated in tables below, the District has made significant efforts to diversify both its part-time and full-time faculty.

Calendar Year 2019 (Table 12.1)

	African-Am	American Indian/Alaska Native	Asian	Latino/Hispanic	Pacific Islander	Unknown	White Non-Hispanic	
Peralta CCD Total	291		21	237	210	7	83	684
District Office								
Academic, Temporary								
Academic, Tenured/Tenure Track	1							2
Alameda	44		2	52	28	3	14	121
Academic, Temporary	30		2	35	22	2	13	92
Academic, Tenured/Tenure Track	14			17	6	1	1	29
Berkeley	31		3	52	43	1	14	171
Academic, Temporary	26		3	40	30	1	11	137
Academic, Tenured/Tenure Track	5			12	13		3	34
Laney	117		8	85	71	1	35	236
Academic, Temporary	92		8	66	57	1	32	177
Academic, Tenured/Tenure Track	25			19	14		3	59
Merritt	98		8	48	68	2	20	154
Academic, Temporary	80		8	38	59	2	17	131
Academic, Tenured/Tenure Track	18			10	9		3	23

Calendar Year 2020 (Table 12.2)

	African-Am	American Indian/Alaska Native	Asian	Latino/Hispanic	Pacific Islander	Unknown	White Non-Hispanic	
Peralta CCD Total	296		21	243	229	5	86	681
District Office								
Academic, Temporary								
Academic, Tenured/Tenure Track	1							2
Alameda	47		2	53	29	2	12	109
Academic, Temporary	32		2	35	21	1	11	81
Academic, Tenured/Tenure Track	15			18	8	1	1	28
Berkeley	33		3	53	48	1	16	176
Academic, Temporary	28		3	39	35	1	13	142
Academic, Tenured/Tenure Track	5			14	13		3	34
Laney	115		7	85	77		33	230
Academic, Temporary	85		7	62	61		31	166
Academic, Tenured/Tenure Track	30			23	16		2	64
Merritt	100		9	52	75	2	25	164
Academic, Temporary	78		9	43	65	2	22	138
Academic, Tenured/Tenure Track	22			9	10		3	26

Calendar Year 2021 (Table 12.3)

	African-Am	American Indian/Alaska Native	Asian	Latino/Hispanic	Pacific Islander	Unknown	White Non-Hispanic	
Peralta CCD Total	312		22	269	262	10	100	698
District Office								
Academic, Temporary				1	1			
Academic, Tenured/Tenure Track	1							2
Alameda	47		2	60	29	2	15	110
Academic, Temporary	32		2	42	21	1	13	81
Academic, Tenured/Tenure Track	15			18	8	1	2	29
Berkeley	34		3	56	57	3	17	178
Academic, Temporary	29		3	43	42	3	14	144
Academic, Tenured/Tenure Track	5			13	15		3	34
Laney	122		8	94	86	3	37	233
Academic, Temporary	96		8	70	68	3	33	173
Academic, Tenured/Tenure Track	26			24	18		4	60
Merritt	108		9	58	90	2	31	174
Academic, Temporary	88		9	48	79	2	28	149
Academic, Tenured/Tenure Track	20			10	11		3	25

Between 2016 and 2021, the District experienced incremental increases among the number of employees within the following groups:

African-American: from 234 to 312

American Indian/Alaska Native: from 5 to 22

Asian: from 157 to 269

Latino/Hispanic: from 113 to 262

Pacific Islander: from 1 to 10

While there has been consistent overall growth there are areas in which the growth appears stagnant. For example, the numbers remain relatively flat for Academic, Tenured/Tenure Track Faculty identified as

Commented [TG1]: Be consistent, now adding in term Latinx when we weren't using before. Should it be Latinx/Hispanic... If you are doing Latino/Hispanic/Latinx why not have latina?

African-American, American Indian/Alaska Native, Asian, Latino/Hispanic, and Pacific Islander at all four (4) colleges. The most growth appears to be occurring within the Academic, Temporary population.

(Table 12.4)	2019 CY			2020 CY			2021 CY		
	Female	Male	Unknown	Female	Male	Unknown	Female	Male	Unknown
<b>Peralta CCD Total</b>	<b>824</b>	<b>699</b>	<b>10</b>	<b>837</b>	<b>710</b>	<b>14</b>	<b>882</b>	<b>774</b>	<b>17</b>
District Office	3			3			3	2	
Academic, Temporary								2	
Academic, Tenured/Tenure Track	3			3			3		
<b>Alameda</b>	<b>137</b>	<b>123</b>	<b>4</b>	<b>131</b>	<b>119</b>	<b>4</b>	<b>135</b>	<b>126</b>	<b>4</b>
Academic, Temporary	105	87	4	94	85	4	98	90	4
Academic, Tenured/Tenure Track	32	36		37	34		37	36	
<b>Berkeley</b>	<b>168</b>	<b>143</b>	<b>4</b>	<b>175</b>	<b>150</b>	<b>5</b>	<b>177</b>	<b>165</b>	<b>6</b>
Academic, Temporary	137	107	4	144	112	5	146	126	6
Academic, Tenured/Tenure Track	31	36		31	38		31	39	
<b>Laney</b>	<b>296</b>	<b>257</b>		<b>293</b>	<b>254</b>		<b>301</b>	<b>281</b>	<b>1</b>
Academic, Temporary	232	201		219	193		228	222	1
Academic, Tenured/Tenure Track	64	56		74	61		73	59	
<b>Merritt</b>	<b>220</b>	<b>176</b>	<b>2</b>	<b>235</b>	<b>187</b>	<b>5</b>	<b>266</b>	<b>200</b>	<b>6</b>
Academic, Temporary	186	147	2	195	157	5	226	171	6
Academic, Tenured/Tenure Track	34	29		40	30		40	29	

### Screening/Selection Committee Procedures

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

- Provided to the Chancellor upon request;
- 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 identities, sexual orientation, and ethnic backgrounds of community college students;

Meaningful consideration means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;

- Based solely on job-related criteria;
- 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;
- Designed to ensure screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants;
- Designed so that selection/screening committees will be encouraged to include members from monitored groups;
- Allow the Equal Employment Opportunity Officer or designee to approve the makeup of selection/screening committees. If the Equal Employment Opportunity Officer or designee does not approve a selection/screening committee for lack of diversity, they should take necessary steps to remedy the lack of diversity;
- Designed to ensure that before a person can serve on a selection/screening committee, he/she/they must receive requisite training;
- Designed to ensure that interviews include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity;
- Designed to ensure reference checks include at least one question addressing such issues;
- Designed to ensure all screening materials are approved for compliance with equal employment opportunity principles.

### **Monitoring for adverse impact**

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.

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.

If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Equal Employment Opportunity Officer or designee may do the following:

1. Extend the deadline and undertake inclusive outreach efforts to ensure a diverse applicant pool that provides equal opportunity to all qualified applicants seeking employment with the District.
2. Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.

3. 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.

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.

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

The District will review 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 Title 5. 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 considered. 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.

Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures.

The hiring manager shall make all hiring recommendations 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.

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, 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.



**XIII. Plan Component 13: Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Multiple Methods Integration)**

Appendix A outlines EEO Plan Component 13 for specific pre-hiring, hiring, and post-hiring EEO strategies and schedule identifying timetables for their implementation each year of the life of the Plan.

#### **XIV. 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, the District will offer district-wide DEIAA training. Offering district-wide DEIAA training promotes the principles of diversity and thereby contribute to an effective equal opportunity program.

The District will sponsor events and secure speakers to highlight diversity related issues as well as the importance and value of developing curriculum that is academically progressive and appropriately reflective of our increasingly culturally diverse society. The District will also promote learning and training opportunities to increase cultural awareness and sensitivity in relationships among colleagues and in the approach to educating and serving students. The District will also periodically evaluate the physical environment and work to maintain a District community that is responsive in meeting the needs of its diverse employee and student populations. Options to consider when implementing a campus and District Office DEIAA program may include:

1. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
2. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
3. Conduct an Equity Audit.<sup>2</sup>
4. Conduct diversity dialogues, forums, and DEIAA workshops.
5. Work with the Campus Curriculum 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. Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

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<sup>2</sup> An Equity Audit was commissioned in April 2023.

7. Recognize and value staff and faculty who have promoted DEIAA and equal employment opportunity principles by awarding a yearly diversity recognition award.
8. Provide regular EEO/diversity workshops for all classifications of employees.
9. Require a series of EEO/diversity workshops at instructional improvement days (flex week or staff development day).
10. 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 these topics.
11. Promote various cultural celebrations on campus.
12. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
13. Have formal DEIAA programs on campus and at the District office that are visible, valued and adequately funded.

## **XV. Plan Component 15: Persons with Disabilities**

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.

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

The Office of Risk Management 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.

2. *Procedures When Underrepresentation is Found:* When persons with disabilities are found to be underrepresented, measures required under the EEO Plan 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.

Additionally, the District is undertaking a multi-year project to update job descriptions. The District will update applicable job descriptions to include “communicate effectively” instead of demonstrated ability to “speak and write effectively” to be inclusive of the applicants who use American Sign Language (“ASL”) or augmented assistive devices to communicate. Measures like this are designed to ensure a more diverse workforce.

## **Appendix A – Community Organizations**

- Peralta Association of African-American Affairs
- Peralta Association of Chicanos/Latinos de Aztlan
- American Association of Hispanics in Higher Education, Inc.
- A Black Education Network
- National Federation of Filipino American Associations
- Ability Now Bay Area
- Alameda Chamber of Commerce
- Berkeley Chamber of Commerce
- Oakland Chamber of Commerce
- Diverse Education