

AP 3420 Equal Employment Opportunity

References:

Education Code Sections 87100 et seq.;
Title 5 Sections 53000 et seq. and 59300 et seq.;
ACCJC Accreditation Standard III.A.12

PLAN COMPONENT 1: Introduction

The West Kern Community College District Equal Employment Opportunity Policy was adopted by the Governing Board on 6/11/03. The Equal Employment Opportunity Plan (Plan) was adopted by the Governing Board on August 12, 2015. The Plan reflects the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

This Plan is supportive of the West Kern Community College District's institution level Student Learning Outcome relating to "Community/Global Consciousness and Responsibility". At Taft College, graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning. This Plan is reflective of the belief at Taft College that through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society.

The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The Plan contains an analysis of the demographic makeup of the District's workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an EEO Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the Plan. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive and knowledgeable of the needs of the continually changing student body it serves.

Brock McMurray
Interim Superintendent/President
West Kern Community College District

PLAN COMPONENT 2: Definitions

1. *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
2. *Business Necessity*: circumstances which justify an exception to the requirements of section 53021(b) (1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
3. *Diversity*: a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.
4. *Equal Employment Opportunity*: all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Title 5, section 53000 et seq.
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.
 - A. *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/ African-Americans, and Hispanics/Latinos.
 - B. *Ethnic Group Identification*: 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.
8. *Goals for Persons with Disabilities*: a statement that the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
9. *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position
10. *Monitored Group(s)*: those group(s) identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
11. *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.
12. *Projected Representation*: the percentage of persons from a monitored group determined by the District to be available and qualified to perform the work in question
13. *Reasonable Accommodation*: the efforts made on the part of the District to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.
14. *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures 5 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.

15. *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.
16. *Target Date*: a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

PLAN COMPONENT 3: Policy Statement

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

PLAN COMPONENT 4: Delegation of Responsibility, Authority and Compliance

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

1. *Governing Board*

The Governing Board is ultimately responsible for proper implementation of the District's Plan at all levels of district and college operation and for ensuring equal employment opportunity as described in the Plan.

2. *Superintendent/President*

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

3. *Equal Employment Opportunity Officer*

The District has designated the Human Resources Director as its EEO 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 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 has established an EEO Advisory Committee to act as an advisory body to the EEO Officer and to promote understanding and support of equal employment opportunity policies and procedures. The EEO Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. *Agents of the District*

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

6. *Good Faith Effort*

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

PLAN COMPONENT 5: Advisory Committee

The District has established an EEO Advisory Committee to assist the District in implementing its Plan. The Committee may promote an understanding of the following:

1. Equal opportunity
2. Nondiscrimination policies and procedures
3. Retention
4. Diversity

The Committee may offer events and training on the following topics:

1. The requirements of state and federal nondiscrimination
2. The identification and elimination of bias in hiring
3. The educational benefits of workforce diversity
4. The role of the advisory committee in carrying out the District's EEO Plan

The designated EEO Officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Committee shall include a diverse membership. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit Advisory Committee members who are members of monitored groups.

The Committee may be composed of employee populations—three faculty members, three administrators/managers, two students, and two community members—varied by race, gender, sexual orientation, disability, and socio-economic backgrounds. Ex-officio members shall include the designated EEO Officer /Title IX (Employees) Officer and/or appointed designee. The EEO 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 Governing Board, the Superintendent/President and the EEO Officer.

PLAN COMPONENT 6: Complaints

1. *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)*. The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the District's determination pursuant to section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at: <http://www.cccco.edu/divisions/legal/guidelines/GuidelinesforMinimumConditionsComplaints.htm>).

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

How to File a Complaint:

The complaint shall be filed with the EEO Officer in the Human Resources Department. If the complaint involves the EEO Officer, the complaint may be filed with the Superintendent/President. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The EEO Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

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

2. *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Human Resources Director is responsible for receiving such complaints and for coordinating the investigation. Campus complaint officers may be assigned investigation responsibilities. The complaint shall be filed with the EEO Officer in the Human Resources Department. If the complaint involves the EEO Officer, the complaint may be filed with the Superintendent/President. *The District's discrimination and sexual harassment complaint procedures are currently under review and will be added to the District's administrative procedures on the District website as soon as they are finalized.*

PLAN COMPONENT 7: Notification to District Employees

The commitment of the Governing Board and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The Policy Statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Governing Board, the Superintendent/President, administrators and supervisors, the academic senate leadership, union representatives, and members of the District EEO Advisory Committee. The Plan will be available at the library, on the District's website, in the Office of the Superintendent/President and the Human Resources Department, and when appropriate distributed by e-mail.

Each year, the Human Resources Department will provide all employees with a copy of the Governing Board's EEO Policy Statement (located in Component 3 of this Plan) and written notice summarizing the provisions of the District's EEO 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 library, on the District website, the Office of the Superintendent/President, and the Human Resources Department

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 following:

1. Title 5 regulations on equal employment opportunity (section 53000 et. seq.).
2. The requirements of federal and state nondiscrimination laws.
3. The educational benefits of workforce diversity.
4. The elimination of bias in hiring decisions.
5. 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 and every 2 years thereafter. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. Any exceptions to the training requirements are at the discretion of the EEO Officer. The Human Resources Department is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of Title 5 and the District's EEO Plan.

PLAN COMPONENT 9: Annual Written Notice to Community Organizations

The EEO Officer will provide an annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall include a request for their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan, the internet address where the District advertises its job openings, and the names, departments, and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is available upon request. This list may be revised from time to time as necessary.

PLAN COMPONENT 10: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually survey the District's workforce composition. It shall also 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, determine whether any monitored

group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify his or her gender, ethnic group identification and, if applicable, his or her disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee. The District will annually report to the Superintendent/President the results of its annual survey of employees. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1. Executive/Administrative/Managerial
2. Faculty and other Instructional Staff:
 - A. Adult Education
 - B. Career Education
 - C. English
 - D. Health and Physical Education
 - E. Humanities
 - F. Part-Time
 - G. Instructional and Support Services
 - H. Mathematics
 - I. Natural Sciences
 - J. Social Sciences
3. Professional Non-faculty
4. Secretarial/Clerical

5. Technical and Paraprofessional
6. Skilled Crafts
7. Service and Maintenance

The District's workforce and applicant pools for the academic year of 2009-10, 2010-11 and 2011-12 are as follows:

Table 1: Proportion of Applicants by Employee Category

AC Year	Classified	Classified Confidential Administrator	Classified Supervisory Administrator	Confidential Administrator	Educational Administrator	Faculty	Grand Total
7/1/10 - 6/30/11	79.31%	--	--	3.45%	3.45%	13.79%	100.00%
7/1/11 - 6/30/12	69.23%	--	7.69%	--	--	23.08%	100.00%
7/1/12 - 6/30/13	33.33%	16.67%	16.67%	--	--	33.33%	100.00%

The majority of applicants were for classified positions in AY 10/11 and 11/12, while faculty applicants increased over the three years covered by this data. In 12/13, applicants were generally evenly distributed between classified, administrative, and faculty positions.

Table 2: Proportion of Applicants who Completed Demographic Survey

AC Year	Classified	Classified Confidential Administrator	Classified Supervisory Administrator	Confidential Administrator	Educational Administrator	Faculty	AC Year Total
7/1/10 - 6/30/11	76%	--	--	77%	58%	29%	67%
7/1/11 - 6/30/12	93%	--	--	19%	--	30%	74%
7/1/12 - 6/30/13	92%	75%	80%	--	--	13%	43%

Faculty applicants tend not to complete the optional demographic survey, while substantial proportions of applicants in other employment positions tend to respond.

Table 3: Proportion of Applicants who Completed Demographic Survey by Gender and Position

	Classified	Classified Confidential Administrator	Classified Supervisory Administrator	Confidential Administrator	Educational Administrator	Faculty	Grand Total
7/1/10 - 6/30/11							
Sum of # of Men	89			4	9	18	120
Sum of # of Women	261			16	5	13	295
7/1/11 - 6/30/12							
Sum of # of Men	47		1			5	53
Sum of # of Women	119		2			11	132
7/1/12 - 6/30/13							
Sum of # of Men	7	5	3			2	17
Sum of # of Women	27	7	5			9	48
Total Sum of # of Men	143	5	4	4	9	25	190
Total Sum of # of Women	407	7	7	16	5	33	475

In all employment categories and all years, more women responded to the demographics survey than did men. This pattern was consistent over the three examined academic years.

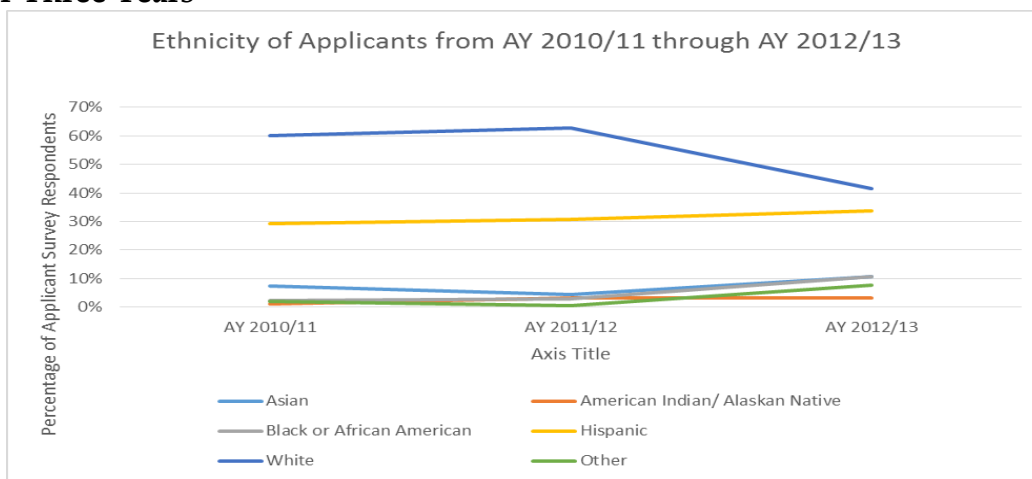
Ethnicity: Of the 665 applicants who responded to the demographic survey from July 2010 through June 2013, 59% were white, 30% were Hispanic, and the remaining 14% were dispersed among Asian, black, and other.

Table 4: Ethnicity of Survey Respondents by Position Type

Position Type	Percentage of Survey Respondents						# of Respondents to Demographic Survey
	Asian	American Indian/Alaskan Native	Black or African American	Hispanic	White	Other	
Classified	6%	2%	3%	31%	59%	1%	550
Classified Confidential Administrator	17%	0%	17%	33%	33%	17%	12
Classified Supervisory Administrator	9%	9%	9%	27%	45%	9%	11
Confidential Administrator	5%	0%	5%	25%	65%	5%	20
Educational Administrator	14%	0%	7%	14%	71%	0%	14
Faculty	9%	2%	3%	24%	62%	3%	58

Ethnic diversity among the classified position applicant survey respondents more closely resembled student ethnic diversity than do the other categories. Hispanics are underrepresented in the applicant pools if compared to the student population but at about the same percentage as the Hispanic population residing in the District. *Figure 1* below shows the number of Hispanic applicants has increased over time as has the representation of Hispanics in the District.

Figure 1: Ethnicity of Applicant Ethnicity Responses to Demographic Survey Over Three Years



The percentage of survey respondents who declare Hispanic or other ethnicities appears to be increasing over the three year period while the percentage of respondents declaring ethnicity of white decreases. This trend aligns with demographic changes reported by other agencies.

Information and data on the District employees can be found in the [Human Resources Report](#) (2015) posted on the College website. The report indicates Hispanic employees are significantly underrepresented in comparison to the student population with the classified employee group most closely aligning to the ethnic makeup of the student population a finding that supplements the data seen in the applicant group analyses. The Human Resource Report also noted many districts struggle to achieve proportionality in ethnicity among employees and student populations. The report compared Taft College against similar colleges and indicated the percentage of Hispanic employees within the College closely resemble those comparison groups.

In terms of faculty to student ethnicity percentages, the Human Resources Report notes the majority of faculty members (89%) are white while Hispanics comprise 42% of the student population. It is important to note that the report included only full time faculty in the calculations although a significant percentage of course sections are taught by adjunct (part-time) faculty. The inclusion of part-time faculty may decrease the gap. Since the difficulty in accessing and verifying the records of current employees forced reliance on the Human Resources Report (2015) to complete the EEO Plan, this exclusion is understandable. It is expected that changes in data storage will improve access to the necessary data to allow adjunct faculty inclusion in future analyses. Regardless, the findings indicate a need for increased representation of Hispanics among faculty.

COMPONENT 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation

This section is intentionally left blank because no “availability data” has been provided by the state Chancellor’s office to compare to West Kern CCD’s workforce and applicant data.

COMPONENT 12: Methods to Address Underrepresentation

The West Kern Community College District is committed to assuring equal employment opportunity and therefore makes all efforts to build a community in which opportunity is equalized. The District is committed to fostering a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds.

As noted earlier, Taft College supports the belief that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and provides students with an appreciation for diversity beyond the college campus.

To create this environment, 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 hiring activities regardless of whether filling full or part-time positions.

A 2015 Human Resources Study examined the applicant pools in 2013/15 and concluded that no adverse impact was apparent. However, the diversity of the District’s employee population does not reflect the diversity of its student population or the District’s service area population.

To address any identified underrepresentation of monitored groups pursuant to Plan Component 11, the district will regularly review and where needed, revise its recruitment and hiring procedures and policies in accordance with the following provisions, which represent best practices in selection and hiring procedures. The District’s Recruitment and Hiring Procedures will reflect 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.

On a regular basis, the District will review its recruitment sources to determine their effectiveness in generating diverse candidate pools. It will take steps 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 ethnicities and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. The District will include in the recruitment section of its Recruitment and Hiring Procedures the practices below.

For any job category where continuing underrepresentation exists, the District will apply the recruitment procedures set forth in Title 5, section 53021 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract unless the Superintendent/President or his/her designee first notifies the governing board and the Equal Employment Opportunity Advisory Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.

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

- A. General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
- B. Local and regional community newspapers.
- C. Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
- D. 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.
- E. 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.

2. Job Postings

The District's recruitment and hiring procedures section on "Job Postings" will be reviewed to ensure the following:

- A. Job postings will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance.
- B. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- C. 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. Screening/Interview Committee Procedures

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

- A. All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - 1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
 - 2) Based solely on job-related criteria; and
 - 3) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.

- B. When possible, every effort will be made, within the limits allowed by federal and state law, to ensure departments and others responsible for establishing selection/ screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- C. The Equal Employment Opportunity Officer shall review the makeup of selection/ screening committees and make every effort to encourage diversity on selection/ screening committees.
- D. Before a person can serve on a selection/ screening committee, he or she must receive Selection Committee training as noted in Plan Component 8.
- E. Interviews must include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency.
- F. All screening materials must be approved by the Equal Employment Opportunity Officer for compliance with equal employment opportunity principles.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, 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 Governing Board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/interview 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, 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.

COMPONENT 13: Additional Steps to Remedy Significant Underrepresentation

This section is intentionally left blank because no “availability data” has been provided by the state Chancellor’s office to compare to West Kern CCD’s workforce and applicant data.

COMPONENT 14: Other Measures Necessary to Further Equal Employment Opportunity

In order to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce, many approaches are necessary. Equal employment opportunity means 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 that welcomes men and women, persons with disabilities, and individuals from all ethnicities and other groups protected from discrimination.

To promote a more diverse campus environment, the District will sponsor cultural events with speakers on issues dealing with diversity, continue to explore how to infuse diversity into the classroom and curriculum, and promote the concept of cultural proficiency. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

In implementing these strategies, the District may choose to:

1. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees.
2. Highlight the District’s equal employment opportunity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating candidates demonstrate they can incorporate diversity into their major job duties.
3. Promote discussions involving multicultural awareness.

4. Work with the appropriate District departments to implement diversity and multiculturalism into their course outlines and services to students.
5. Review and revise the District's publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
6. Recognize and value faculty and staff who have promoted diversity and equal employment opportunity principles.
7. Provide EEO/diversity workshops during in-service days.
8. Establish an online presence by highlighting the District's diversity and equal employment opportunity, Americans with Disability Act (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 these topics.
9. Acknowledge the value of multicultural celebrations on campus.
10. Have a formal EEO program on campus that is visible, valued, and supported.
11. Seek direct contact with student, professional, community, and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates for District employment.

COMPONENT 15: Persons with Disabilities

1. Reasonable Accommodations

Applicants and current 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 (ADA). 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 Human Resources Department is responsible for handling requests from applicants and current employees seeking such accommodations. The Human Resources Department 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 on the “Request for Reasonable Accommodation” form.

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*

Since employees’ disability status may change during their service, every three years the college will survey current employees to collect updated information on disability status.

COMPONENT 16: Graduate Assumption Program of Loans for Education

The District will encourage community college students to seek employment as community college employees, and inform students about programs that may assist them to complete their graduate studies. The District will post informational flyers on the campus concerning such programs and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center.