EQUAL EMPLOYMENT OPPORTUNITY PLAN

Approved by
Board of Trustees
December 13, 2007
# NAPA VALLEY COLLEGE
## Equal Employment Opportunity Plan

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*Components 11, 12, 13, and 15 are not required at this time.*
Component 1: Introduction

The Napa Valley Community College District Equal Employment Opportunity Plan (Plan) was adopted by the governing board on December 13, 2007. The Plan reflects the district’s commitment to equal employment opportunity. It is the district’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence. Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of under-representation of monitored groups. The Plan 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 Plan. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Superintendent/President

1 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. Because of the interrelationship of diversity and EEO, Plan Component 14 is dedicated to diversity programs and projects as a way to further EEO efforts.
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**: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.

4. **Equal Employment Opportunity**: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels 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**: means an individual’s identification in one or more of the ethnic groups reported to the Chancellor pursuant to section
53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

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**: means those groups 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 Chancellor 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 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.

17. **Timetable**: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.
Component 3: Policy Statement

The Napa Valley Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the district’s policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Component 4: Delegation of Responsibility, Authority and Compliance

It is the goal of the Napa Valley 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 adoption and implementation of the district’s Plan at all levels of college operation, and for ensuring equal employment opportunity as described in the Plan.

2. **Chief Executive Officer**
   The governing board delegates to the chief executive officer the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the district’s equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The chief executive officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. **Equal Employment Opportunity Officer**
   The district has designated the Dean of Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of
Title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for: ensuring that applicant pools and selection procedures are properly monitored; preparing annual reports; and receiving complaints described in Component 6 of the Plan.

4. Equal Employment Opportunity Advisory Committee
The district will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall 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.

Component 5: Advisory Committee

The district will establish an Equal Employment Opportunity Advisory Committee to assist the district in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the Plan itself. When appropriate, the advisory committee shall make recommendations to the governing board, the chief executive officer, and the equal employment opportunity officer.

The committee will be comprised of two faculty members, two classified members, two administrators/managers, one student, and one community member. Ex officio members shall include the Dean of Human Resources and the Associate Dean of Special Services (DSPS). The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The Equal Employment Opportunity Advisory Committee shall hold a minimum of two (2) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.
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\(^2\) have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the district to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district’s determination pursuant to section 53026 to the Chancellor’s Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor’s Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. (See California Community Colleges Chancellor’s Office Guidelines for Minimum Conditions Complaints at: http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm.)

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

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the chief executive officer. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor’s Office upon receipt.

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

\(^2\)The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 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 Dean of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

**Component 7: Notification to District Employees**

The commitment of the governing board and the chief executive officer to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the district’s governing board, the chief executive officer, administrators, leaders of the campus senates (academic, classified, administrative), leaders of the classified and faculty unions, and members of the district Equal Employment Opportunity Advisory Committee. The *Plan* will be available on the district’s website, and when appropriate, may be distributed by e-mail. Each year, the district will provide all employees with a copy of the board’s Equal Employment Opportunity Policy Statement (located in Component 3 of this *Plan*) and written notice summarizing the provisions of the district’s Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice will contain the following provisions:

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

2. Where complete copies of the *Plan* are available, including the campus library, the campus internet site, the Office of the President, the Office of Human Resources, the Office of Instruction, the Office of Student Services, and the main administration area of the Upper Valley Campus.

**Component 8: Training for Screening/Selection Committees**

Any organization or individual, whether or not an employee of the district, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district’s Equal Employment Opportunity Plan; the district’s policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias.

Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Equal Employment Opportunity Office 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 Equal Employment Opportunity Plan.
Component 9: Annual Written Notice to Community Organizations

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the district advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The following organizations will receive this notice:

- California Human Development Corporation (CHDC)
- Catholic Charities
- Child Start, Inc.
- Community Health Clinic Olé
- Community Resources for Independence
- COPE Family Center
- Department of Rehabilitation
- Fairfield-Suisun Adult School
- Goodwill Industries
- North Bay Regional Center
- NAACP-Vallejo Chapter
- Napa County Hispanic Network
- Napa County Regional Occupational Program
- Napa County Job Connection
- Napa Valley Adult School
- Napa Valley Economic Development Corporation (NVEDC)
- Napa Valley Unified School District-Migrant Education
- Solano County Office of Education
- Solano Economic Development Corporation (SEDC)
- Solano Employment Connection
- Sonoma County Job Link
- Sonoma Valley Adult School
- Suscol Inter-Tribal Council
- Vacaville Adult School
- Vallejo Adult School

Component 10: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually survey the district’s workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the district’s progress in implementing the Plan, to provide data needed for the reports required by this Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.
For purposes of the survey and reporting requirements, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, his or her disability. Persons may designate more than one ethnicity with which they identify, but they 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).

The district will annually report to the Chancellor the results of its annual survey of employees. At least every three years, the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

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

**District Office/College Workforce Analysis**

Appendix A identifies the regular district employees by job classification and monitored group. Since the application process for part-time credit and non-credit faculty is different than the process for regular faculty and staff, the data for this employee population is identified in a separate table in Appendix A. The gender breakdown of the current workforce of regular employees is 37% male and 63% female. The gender distribution for part-time faculty is equal. The district has exceeded its full-time faculty obligation for the past three years. For Fall 2007, the college has 111 full-time faculty, while the obligation is only 97.7. The district continues to meet this obligation, recognizing the contributions that full-time faculty bring to the college and its mission.

The monitored ethnic groups represent a total of 31.4% of the regular employee population, while 6.3% of the current regular employees have identified that they have a disability. Only 10.4% of the part-time faculty (credit and non-credit) come from the monitored ethnic groups, so the college needs to examine its recruitment strategies for part-time faculty.

It is not surprising that females dominate the secretarial/clerical job classifications, while males dominate the service and maintenance job classifications.
Analysis of Applicant Pools

The tables in Appendices B through D identify applicants by job classification and monitored groups for the past three academic years, 2004-2005, 2005-2006, and 2006-2007. It should be noted that applicants for secretarial/clerical positions are predominately female, while males dominate the applicant pools for service and maintenance positions. This pattern is consistent over the past three years, and this gender breakdown is present among current regular employees. The college should examine strategies for increasing gender equity in these employment categories.

Despite there being relative gender equity for applicants to executive and administrative positions in 2004-2005 and 2005-2006, there were significantly fewer females who applied for these positions during the 2006-2007 academic year. Overall, there were fewer applicants for executive/administrative positions in 2006-2007; nevertheless, this data will be monitored to assess whether or not there is a continued pattern.

With relation to ethnic group diversity, the percentage of Native American, Asian/Pacific Islander, and Black applicants has been somewhat steady over the past three years. There was a significant increase in Hispanic applicants over this three year period, going from 7.3% in 2004-2005 to 13.4% in 2006-2007.

Over the past three years, the number of ethnically diverse applicants for faculty positions has increased tremendously. A total of five candidates for faculty positions advertised in 2004-2005 identified themselves as being from monitored ethnic groups. This number increased to 84 in 2005-2006 and 95 in 2006-2007. No research has been conducted to account for this increase; however, the college has continued to make strides in diversity education and awareness in an effort to promote a campus climate that welcomes individuals from diverse backgrounds. (See Component 14)

Summary

The gender breakdown of the college’s workforce of regular employees is somewhat consistent with the applicant pools over the past three years. The three-year average of applicants by gender was 43% male/57% female, while the ratio for regular employees by gender is 37:63.

Native Americans represent 2.5% of the population of regular employees, which is greater than the percentage in the applicant pools over the past three years. While Asian/Pacific Islanders represent 9-10% of applicants over the past three years, they only represent 5% of the population of regular employees. The same holds true for Blacks, who represent between 7-8% of applicants over the past three years, yet just 5% of the population of regular employees.

On the other hand, Hispanics represented an average of 9.6% of the applicants in employment pools over the past three years, but 18.9% of the regular employees in the workforce are from this monitored group. Similarly, disabled individuals represent 6.3% of the workforce of regular employees; this exceeds the three-year average of the disabled applicants in employment pools, which was 3.5%.
The college will continue to collect data regarding monitor groups to assess the extent to which we are diversifying our applicant pools and employee groups. Further, the district will implement other measures to further equal employment opportunity, as outlined in Component 14.

**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, respect, trust, 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. Napa Valley College's mission, vision, and values approved by the governing board in 2004 support the college’s commitment to diversity.

Furthermore, the college formed a Diversity Task Force in 1999, the charge of which was to create a plan to provide recommendations to: a) foster a climate at the college in which there is a proactive commitment to diversity as a basic value of the college; b) enhance the values and consciousness of faculty, staff and students so that diversity is a cherished ideal of the institution; and c) coordinate education and training and new staff orientation efforts related to diversity. (Diversity Task Force Plan and Recommendations, adopted by the Board of Trustees, November 12, 2001.) Since that time, the college has:

1) hosted numerous activities, trainings, and events focusing on diversity and diversity education, including a series of hate crimes education programs;
2) infused diversity into the curriculum, along with developing new courses on the study of single-focus groups; and
3) developed links between instruction and student services to provide additional support to high-risk student populations, including the Puente Program and the English Learning Community.

The September 13, 2007 Progress Report of the college’s Diversity Task Force Plan is attached. The activities accomplished and being planned as a result of the Diversity Plan and Recommendations serve to promote a campus of inclusion and acceptance. The college intends to increase the diversity of applicant pools by continuing to assess the college’s culture and implement diversity activities and initiatives that support employees and students.

The district will also:

1) Promote the concept of cultural proficiency.
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 campus climate surveys to identify hidden barriers.

4) Investigate integrating the understanding of diversity into the evaluation of employees.

5) Conduct dialogues, book clubs, forums, and workshops on ethnic and cultural issues and topics.

6) Offer EEO/diversity workshops at instructional improvement days and through the Teaching and Learning Center.

7) Establish an “Equal Employment Opportunity and Diversity” online presence by highlighting the district’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.

8) Promote sabbaticals that will assist the district in achieving its equal employment opportunity and diversity objectives.

9) Promote various cultural celebrations on campus.

10) Provide workshops on successful application practices and interviewing skills to potential employees from diverse backgrounds.


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

13) Develop leadership opportunities with current staff focusing on diversity.

14) Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.

15) 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.

Component 16: Graduate Assumption Program of Loans for Education

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