



EQUAL EMPLOYMENT OPPORTUNITY PLAN

**Approved by
Board of Trustees
July 13, 2017**

**NAPA VALLEY COLLEGE
Equal Employment Opportunity Plan**

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Purpose of the Equal Employment Opportunity Plan

The Napa Valley Community College District's Equal Employment Opportunity (EEO) Plan (*Plan*) addresses the requirements of Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes.

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor's Office. "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) of Title 5 of the California Code of Regulations. 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.

An "Equal Employment Opportunity Plan" is a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity. The *Plan* shall be reviewed every three years, and, if necessary, revised and submitted to the Chancellor's Office for approval.

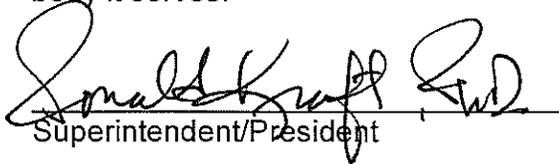
Adoption of District Equal Employment Opportunity Plan

The District's Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on July 13, 2017. 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, promote excellence and provide a positive student learning experience.

Component 1: Introduction

The Napa Valley Community College District Equal Employment Opportunity Plan (*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 (sections 53000 through 53006) and the steps the District shall take in the event of underrepresentation of monitored groups.

The District shall make a continuous good faith effort to comply with the requirements of the *Plan* pursuant to Title 5 regulations. 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 all¹; 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

The Napa Valley Community College 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. The definition of “diversity” is not in Title 5, but it encompasses important considerations of inclusion that appear throughout the District’s *Plan*.

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. Chancellor’s Office: the California Community College’s Chancellor’s Office
3. *Diversity*: means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.
4. *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which includes: executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves identifying and eliminating barriers to employment that are not job related and creating an environment that fosters cooperation, acceptance, 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. *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor's Office pursuant to Title 5 section 53004. These groups shall be more specifically defined by the Chancellor's Office consistent with state and federal law.
8. *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.
9. *Monitored Group*: means those groups identified in Title 5, section 53004(b) for which monitoring and reporting is required pursuant to Title 5 section 53004(a).
10. *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
11. *Reasonable Accommodation*: the efforts made on the part of the District to be in compliance with Government Code section 12926.
12. *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
13. *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the District in any job category listed in Title 5, section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

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, gender, gender identity, gender expression, genetic condition, genetic information, 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 such a goal 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 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. *Superintendent/President*

The Board of Trustees delegates to the superintendent/president the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The superintendent/president shall advise the 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 Executive Director of Human Resources as its equal employment opportunity officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, 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 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* and will be expected to uphold it.

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 has established an Equal Employment Opportunity Advisory Committee which is a part of the Equity and Inclusivity 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 and support events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. When appropriate, the advisory committee shall make recommendations to the governing board, the chief executive officer, and the equal employment opportunity officer.

The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee shall receive training in all of the following:

- 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 carrying out the District's EEO plan.

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 objective, it will document efforts made to recruit advisory committee members who represent diversity. The committee is composed of representatives from faculty, administrative/confidential and classified staff.

The committee will be convened initially each year and chaired by the equal employment officer. Terms of office for the voting members shall be three (3) years. The Equal Employment Opportunity Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meeting 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 equal employment opportunity officer.

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 regulations² have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's office, the decision of the District in complaints pursuant to Section 53026 is final.

(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. *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment as outlined in the administrative regulations of Board Policy D1130, Section 5. The Executive Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

²The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 et seq.

Component 7: Notification to District Employees

The commitment of the Board of Trustees and the superintendent/president to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the superintendent/president, 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 emphasize the importance of the employee's participation and responsibility in ensuring the Plan's implantation.

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 24 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Office of Human Resources is responsible for providing the required training. Any individual acting on behalf of the District with regard to recruitment, screening, and selection of employees, whether or not an employee of the District, 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 will 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. 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 (CHD)
- 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
- 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 male, female, American Indian/Alaskan native, Asian/Pacific Islander, Black/African American, Hispanic/Latino, Caucasian, 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	Instructional and Support Services
Career Education	Mathematics
English	Natural Sciences
Social Sciences	Health and Physical Education
Humanities	Part-Time

- 3) Professional Non-Faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

College Workforce Analysis

The Office of Human Resources maintains demographic data on applicant pools and employees of the District, including ethnicity, gender, and disability. Unfortunately, data on the disability status of employees and applicants is incomplete since reporting a disability is not a condition of employment. A very low percentage of applicants choose not to provide ethnicity data, so data that represents the ethnic breakdown of Napa Valley College employees is relatively complete.

As illustrated in Appendix A, Workforce Analysis: Gender/Ethnicity by Employee Group 2016-2017, 41.32% of Napa Valley College regular, salaried employees come from the following monitored groups: Black/African American, American Indian/Alaskan native, Asian, Hispanic, Multi-Ethnicity, and Pacific Islander. Over the past three-year period, the ethnic diversity of the regular employees increased in overall ethnic diversity, from 33.58% in 2013-2014 to 41.32% in 2016-2017. This data does not include disability status, so the overall diversity of the regular employee population is higher than this chart illustrates.

For comparison purposes, Appendix B reflects the Napa Valley Community College District ethnic breakdown of all college employees as compared to the statewide average for Fall 2016. Although statewide demographic averages do not provide an exact comparison due to demographic differences in local area population for each community college District, these averages can provide a rough comparison model.

The ethnic groups for which Napa Valley College's employee population is consistent with (or higher than) statewide averages in most employee groups include American Indian/Alaskan native, Hispanic, and Multi-Ethnicity. For employees in African American

and Asian ethnic groups, Napa Valley College demonstrates significant differences when compared to the statewide averages. Similarly, the percentage of White Non-Hispanic employees is significantly greater than the statewide average.

Future data will be provided as the Office of Human Resources has incorporated the recruitment for part-time faculty in the online applicant tracking system. This will allow the OHR to more closely track the demographics in this area. The District will examine its recruitment strategies in an effort to increase the diversity of pools for part-time faculty positions.

The gender breakdown of the current workforce is 36.11% male and 63.89% female (Appendix A), which is consistent with the statewide average. 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

On an annual basis, the Office of Human Resources gathers and reports data to the Chancellor's Office on applicants by job classification and monitored group. These reports will be included in subsequent EEO plans for three-year periods. The workforce analysis will also be presented and reviewed by the EEO Advisory Committee at least once every three years when the Plan is reviewed. This analysis and review is intended to identify trends and areas for improvement.

The tables in Appendix C-E identify applicants by job classification and monitored groups for the past three academic years, 2013-2014, 2014-2015, and 2015-2016. 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.

For our Administrative and Confidential positions during 2014-2015 and 2015-2016 it was evident that there were more male applicants consistently over this period of time. There was a slight improvement of gender equity for applicants to these positions during the 2016-2017 academic year. This data will be monitored to assess whether or not there is a continued pattern.

With relation to ethnic group diversity, the percentage of American Indian/Alaskan native, Asian/Pacific Islander, and Black/African American applicants has fluctuated slightly over the past three years. There was a significant variation in Hispanic applicants over this period, going from 10.7 % in 2014-2015 to 22.4% in 2015-2016. Approximately one-third of applicants came from monitored groups, which reflects the demographic status of regular employees.

Summary

The college will continue to collect data regarding monitor groups to assess the extent to which the District is diversifying applicant pools and employee groups. The online applicant tracking system implemented in late 2015 has assisted the District in assessing diversity within both applicant and interview pools. The Office of Human Resources has developed improved mechanisms for reporting demographic data for the purposes of the EEO Plan. The new strategies implemented by the Office of Human Resources in partnership with the EEO Advisory Committee will provide the District with specific data to improve recruitment strategies. This data should assist the District in identifying additional measures, beyond those outlined in Component 14, to further equal employment opportunity.

Component 11: Not required.

Plan Component 12: Methods to Address Underrepresentation

The District will ensure equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In doing so, 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.

To address any identified underrepresentation of monitored groups the District will review its recruitment and hiring procedures and policies on a regular basis to ensure continuous quality improvement.

1) *Recruitment*

It is the policy of the District to pursue a program of recruitment that is inclusive and open to all individuals. Efforts are undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools include, but are not limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. All employees are 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's recruitment and hiring procedures will include the following provisions:

- a) For all job categories, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for each new opening 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 exercise one of these options.

- b) Recruitment for all open positions shall include, but not be limited to:
 - (1) Circulation in print and electronic media that are focused on higher education employment;
 - (2) Postings in local and regional newspapers;
 - (3) Advertisement in print and electronic publications whose primary audience is comprised of groups found to be underrepresented in the District's workforce;
 - (4) Postings in specialized print and electronic publications in the specific field;
 - (5) Recruitment at job fairs or conferences.

2) *Job Postings*

The District's recruitment and hiring procedures section on "Job Postings" include the following provisions:

- a) Job postings will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- b) 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.³
- c) All job announcements shall state that the District is an "Equal Opportunity Employer."

3) *Review of Initial Applicant Pools*

Initial applicant pools will be reviewed for projected representation of monitored groups. Once initial pools are approved, pools will be screened for minimum qualifications, resulting in a qualified applicant pool. Qualified applicant pools will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pools are approved, pools are assessed by screening/interview committees for the purpose of identifying candidates for interview. The District's recruitment and hiring procedures will include the following provisions:

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

his or her disability.

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

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

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

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

- 4) *Review of Qualified Applicant Pool for Faculty and Administrative Positions:* The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. Before the qualified applicant pool is forwarded to the screening/interview committee, its composition will be analyzed to ensure that no monitored group is adversely impacted.

³ See generally Title 5, Section 53022

- a) If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

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

Step 2: Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related.

Step 3: Reposting of the job announcement if the minimum qualifications are changed.

- b) Once the qualified applicant pool is approved, the pool will be forwarded to the screening/interview committee for paper screening, interviews, and

final recommendations for hiring consideration.

- c) The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify under *Step (c) 2* above unless such qualifications are so verified in advance of commencing any such future hiring process.
- 5) *Review of Qualified Applicant Pool for Classified Positions:* The screening/interview committee reviews applications in initial pools to determine which candidates meet minimum qualifications. The committee then selects the most qualified candidates for interview.
- a) If adverse impact is found to exist between the initial pool, qualified pool, and applicants to be interviewed, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:
 - Step 1:** Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the District.
 - Step 2:** Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related.
 - Step 3:** Reposting of the job announcement if the minimum qualifications are changed.
 - b) Once applicants are chosen for interview, that pool is considered the qualified applicant pool and is reviewed by the equal employment opportunity officer for approval.

6) *Screening/Interview Committee Procedures*

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

- (1) give meaningful consideration 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) be based solely on job-related criteria;
 - (3) only include consideration of material and information gathered from the application and interview process; and
 - (4) Whenever possible, ensure that 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.
- b) The equal employment opportunity officer shall approve the makeup of selection/screening committees. If the equal employment opportunity officer does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- c) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.
- d) The equal employment opportunity officer will approve all screening tools to ensure compliance with the principles of equal employment opportunity.
- e) If monitoring for adverse impact reveals that any selection technique or procedure (other than a bona fide occupational qualification that has been approved by Human Resources) has adversely impacted any monitored group, the Superintendent/President or his/her designee will do the following:
- (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - (2) When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures which may have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - (3) Where necessary, reopen the position and reinitiate the selection process designed to avoid adverse impact.
- f) The District will not designate or set aside particular positions to be filled by

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

- g) 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.
- h) 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.

Plan Component 13: Additional Steps to Remedy Significant Underrepresentation

In an earlier section, the District analyzed workforce trends. In order to address significant underrepresentation, the District will take the following steps:

- 1) The District will request that the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
- 2) The District will review the advertising and recruitment budget on a regular basis to ensure that recruitment is broad and inclusive.
- 3) The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:
 - a) additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - b) promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
 - c) additional training for current faculty and staff on the value of a diverse workforce;
 - d) potential changes to the job posting and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
 - e) consideration of how faculty interns and/or graduate students may be recruited to co-teach classes offered by the District in the significantly underrepresented discipline.
 - f) discontinuance of any locally established minimum qualification that is not found to be essential to the job requirements and that might negatively disadvantage applicants from diverse backgrounds.

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, 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.

The college intends to increase the diversity of applicant pools through a variety of methods and will continue to assess the college's culture and implement diversity activities and initiatives that support employees and students. The Inclusivity Committee will continue to examine priorities for the implementation of diversity and inclusivity activities and initiatives that support equal employment opportunities.

The District will engage in activities and initiatives, such as:

- 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 how they can support inclusivity within 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) Support forums, workshops, activities, and initiatives on gender, age, disability, ethnic, language, religion, national origin, and cultural issues and topics for the campus and larger community.
- 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 and other professional development activities 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.

- 11) Provide support for faculty and staff to participate in trainings focused on diversity and inclusivity in order to develop a “train the trainer” program.
- 12) Advertise faculty and administrative vacancies in diversity publications, including but not limited to: Hispanics in Higher Education, Blacks in Higher Education, and Asians in Higher Education.
- 13) Recognize multilingualism and knowledge of multiculturalism as a desired qualification, and when appropriate, as a required skill and qualification for community college employees.
- 14) Develop leadership opportunities with current staff focusing on diversity and inclusivity.
- 15) Ensure that all administrators support diversity priorities as identified by the Inclusivity Committee and that the equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
- 16) Seek direct contact with student, professional, community and other organizations that represent the diverse community served by Napa Valley College. These organizations can serve as resources for referring potential candidates.

Component 15: Persons with Disabilities: Accommodations and Goals for Hiring

Since the analysis identified in component 11 cannot be completed due to a lack of data, measures to address specific areas of significant underrepresentation cannot be identified. The District is committed to providing reasonable accommodation to qualified applicants with disabilities, in accordance with applicable laws and statutes, including the ADA Amendment Act of 2008. Employees with disabilities are afforded reasonable accommodations by the District as determined through the interactive process. Other measures necessary to further equal employment opportunity are identified in component 14, and include activities related to those with disabilities.

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.

**Napa Valley College
Gender/Ethnicity Percentages by Employee Group
5/31/2017**

Administrative/Confidential

Total	43	
Male	22	51.16%
Female	21	48.84%
White	30	69.77%
Other	13	30.23%

TOTAL FOR ALL EMPLOYEE GROUPS

Total	288	
Male	104	36.11%
Female	184	63.89%
White	169	58.68%
Other	119	41.32%

Regular Classified

Total	144	
Male	45	31.25%
Female	99	68.75%
White	67	46.53%
Other	77	53.47%

Regular/Contract Faculty

Total	98	
Male	36	36.73%
Female	62	63.27%
White	70	71.43%
Other	28	28.57%

Salaried Professional

Total	3	
Male	1	33.33%
Female	2	66.67%
White	2	66.67%
Other	1	33.33%

California Community Colleges Chancellor's Office
 Faculty & Staff Demographics Report

			Fall 2016 Employee	Fall 2016 Employee
			Employee Count	Employee Count (%)
State of California Total by Ethnicity			90,643	100.00 %
	Educational Administrator		2,113	2.33 %
		African-American	233	11.03 %
		American Indian/Alaskan Native	17	0.80 %
		Asian	188	8.90 %
		Hispanic	384	18.17 %
		Multi-Ethnicity	23	1.09 %
		Pacific Islander	5	0.24 %
		Unknown	141	6.67 %
		White Non-Hispanic	1,122	53.10 %
	Academic, Tenured/Tenure Track		18,593	20.51 %
		African-American	1,080	5.81 %
		American Indian/Alaskan Native	117	0.63 %
		Asian	1,731	9.31 %
		Hispanic	2,851	15.33 %
		Multi-Ethnicity	222	1.19 %
		Pacific Islander	68	0.37 %
		Unknown	1,279	6.88 %
		White Non-Hispanic	11,245	60.48 %
	Academic, Temporary		42,048	46.39 %
		African-American	2,153	5.12 %
		American Indian/Alaskan Native	256	0.61 %
		Asian	4,243	10.09 %
		Hispanic	5,548	13.19 %
		Multi-Ethnicity	459	1.09 %
		Pacific Islander	152	0.36 %

		Unknown	3,941	9.37 %
		White Non-Hispanic	25,296	60.16 %
	Classified	Tot	27,889	30.77 %
		African-American	2,245	8.05 %
		American Indian/Alaskan Native	210	0.75 %
		Asian	3,311	11.87 %
		Hispanic	7,833	28.09 %
		Multi-Ethnicity	385	1.38 %
		Pacific Islander	168	0.60 %
		Unknown	1,973	7.07 %
		White Non-Hispanic	11,764	42.18 %

			Fall 2016 Employee	Fall 2016 Employee
			Employee Count	Employee Count (%)
Napa CCD Total by Ethnicity			547	100.00 %
	Educational Administrator		19	3.47 %
		African-American	1	5.26 %
		Hispanic	5	26.32 %
		White Non-Hispanic	13	68.42 %
	Academic, Tenured/Tenure Track		96	17.55 %
		African-American	3	3.13 %
		American Indian/Alaskan Native	2	2.08 %
		Asian	5	5.21 %
		Hispanic	16	16.67 %
		White Non-Hispanic	70	72.92 %
	Academic, Temporary		264	48.26 %
		African-American	10	3.79 %
		Asian	12	4.55 %
		Hispanic	31	11.74 %
		Multi-Ethnicity	5	1.89 %
		Pacific Islander	1	0.38 %
		Unknown	9	3.41 %

		White Non-Hispanic	196	74.24 %
	Classified		168	30.71 %
		African-American	9	5.36 %
		American Indian/Alaskan Native	3	1.79 %
		Asian	13	7.74 %
		Hispanic	53	31.55 %
		Multi-Ethnicity	3	1.79 %
		Pacific Islander	1	0.60 %
		White Non-Hispanic	86	51.19 %

		Fall 2016 Employee	Fall 2016 Employee
		Employee Count	Employee Count (%)
State of California Total by Gender		90,643	100.00 %
Educational Administrator		2,113	2.33 %
	Female	1,149	54.38 %
	Male	964	45.62 %
Academic, Tenured/Tenure Track		18,593	20.51 %
	Female	10,125	54.46 %
	Male	8,468	45.54 %
Academic, Temporary		42,048	46.39 %
	Female	22,248	52.91 %
	Male	19,800	47.09 %
Classified		27,889	30.77 %
	Female	16,494	59.14 %
	Male	11,395	40.86 %

		Fall 2016 Employee	Fall 2016 Employee
		Employee Count	Employee Count (%)
Napa CCD Total by Gender		547	100.00 %
Educational Administrator		19	3.47 %
	Female	7	36.84 %

	Male	12	63.16 %
Academic, Tenured/Tenure Track		96	17.55 %
	Female	62	64.58 %
	Male	34	35.42 %
Academic, Temporary		264	48.26 %
	Female	127	48.11 %
	Male	137	51.89 %
Classified		168	30.71 %
	Female	112	66.67 %
	Male	56	33.33 %

Administrative/Confidential Applicants 2013-2014

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	M	F
Associate Dean, Physical Education/Athletics	0	0	0	1	0	1	1	0	1	0	0	0	12	10	2	0	0	0	0	0
Business Services Director, Napa-Sonoma SBDC (June 2013)	0	0	0	1	1	0	1	0	1	1	0	1	18	11	7	0	0	0	2	0
Business Services Director, Napa-Sonoma SBDC (November 2013)	0	0	0	0	0	0	0	0	0	3	0	3	9	5	4	1	1	0	0	0
Custodial Supervisor	0	0	0	0	0	0	3	3	0	2	2	0	8	8	0	0	0	0	1	0
Dean, Health Occupations & Physical Education/Athletics	0	0	0	1	0	1	1	1	0	1	1	0	8	4	4	0	0	0	0	0
Human Resources Assistant	3	1	2	0	0	0	1	1	0	1	0	1	11	0	11	0	0	0	0	1
In-Service & Corrections Academy Coordinator	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	1	0
Interim Vice President, Instruction*	0	0	0	0	0	0	0	0	0	0	0	0	3	2	1	0	0	0	0	0
Vice President, Administrative Services	0	0	0	1	0	1	1	0	1	0	0	0	8	7	1	0	0	0	0	0
Vice President, Instruction	4	2	2	1	0	1	1	1	0	2	1	1	20	14	6	7	4	3	1	0
TOTALS:	7	3	4	5	1	4	9	6	3	10	4	6	99	63	36	8	5	3	5	1

* = Internal recruitment

A = Applied

M = Male

F = Female

Classified Applicants 2013-2014

Position	Asian/Pacific Islander			American Indian				Black				Hispanic			White			Other/Unknown				Disabled		
	A	M	F	A	M	F	U	A	M	F	U	A	M	F	A	M	F	A	M	F	U	M	F	U
Administrative Assistant, Upper Valley Campus	1	0	1	0	0	0	0	0	0	0	0	4	0	4	13	1	12	1	0	1	0	0	0	0
Athletic Trainer	3	1	2	0	0	0	0	0	0	0	0	1	1	0	6	4	2	1	0	0	1	0	0	0
Child Care Food Program Assistant	1	0	1	0	0	0	0	4	0	4	0	16	1	15	14	1	13	0	0	0	0	0	1	0
Child Care Specialist I	4	0	4	0	0	0	0	7	0	7	0	4	0	4	8	1	7	0	0	0	0	0	1	0
Child Development Center Program Specialist	0	0	0	0	0	0	0	0	0	0	0	1	0	1	3	1	2	0	0	0	0	0	1	0
Coordinator of Student Life	6	1	5	1	0	1	0	1	0	1	0	6	3	3	10	1	9	1	1	0	0	0	0	0
Custodian I	2	2	0	2	2	0	0	6	5	0	1	20	15	5	17	15	2	0	0	0	0	2	0	0
Custodian III	2	1	1	1	0	1	0	4	4	0	0	1	1	0	8	8	0	0	0	0	0	1	0	0
IT Network Specialist	1	1	0	0	0	0	0	1	1	0	0	1	1	0	3	3	0	0	0	0	0	0	0	0
Secretary III, Academic Senate	1	1	0	1	0	0	1	1	1	0	0	4	2	2	3	0	3	1	0	0	1	0	0	1
Secretary III, Arts and Humanities Division	2	1	1	0	0	0	0	1	1	0	0	1	0	1	19	1	18	0	0	0	0	0	0	0
Secretary III, Learning Services	1	0	1	0	0	0	0	4	0	4	0	3	0	3	13	0	13	0	0	0	0	0	1	0
Secretary III, Office of Institutional Advancement	0	0	0	0	0	0	0	1	0	1	0	3	2	1	4	0	4	0	0	0	0	0	0	0
Secretary III, Social Sci/Sci Math Engineering	0	0	0	0	0	0	0	1	1	0	0	3	1	2	4	1	3	0	0	0	0	0	0	0
Secretary IV, Counseling Division	1	0	1	1	0	1	0	1	0	1	0	4	0	4	10	1	9	0	0	0	0	0	0	0
Secretary IV, Physical Education/Athletics	2	1	1	0	0	0	0	0	0	0	0	3	0	3	9	1	8	0	0	0	0	0	0	0
Theater Technician	0	0	0	0	0	0	0	0	0	0	0	1	1	0	8	5	3	1	1	0	0	0	0	0
TOTALS:	27	9	18	6	2	3	1	32	13	18	1	76	28	48	152	44	108	5	2	1	2	3	4	1

A = Applied
M = Male
F = Female
U = Unknown

Faculty Applicants 2013-2014

Position	Asian/Pacific Islander			American Indian			Black				Hispanic			White			Other/Unknown				Disabled	
	A	M	F	A	M	F	A	M	F	U	A	M	F	A	M	F	A	M	F	U	M	F
Counselor/Instructor	2	0	2	1	1	0	21	2	19	0	3	1	2	23	6	17	2	0	2	0	1	2
Digital Design Graphics Technology Instructor	1	0	1	0	0	0	0	0	0	0	0	0	0	6	6	0	0	0	0	0	1	0
English Composition Instructor	1	0	1	4	1	3	1	0	1	0	8	3	5	49	17	32	3	1	2	0	1	1
Hospitality/Business Instructor	4	3	1	1	0	1	0	0	0	0	1	1	0	7	3	4	0	0	0	0	1	0
Mathematics Instructor (Fall 2013)	4	2	2	0	0	0	2	1	0	1	3	1	2	13	10	3	0	0	0	0	0	0
Mathematics Instructor (Spring 2014)	10	8	2	1	0	1	2	1	0	1	5	2	3	23	16	7	1	0	0	1	1	0
Psychology Instructor	2	0	2	1	0	1	2	0	2	0	0	0	0	29	9	20	5	3	2	0	1	2
TOTALS	24	13	11	8	2	6	28	4	22	2	20	8	12	150	67	83	11	4	6	1	6	5

A = Applied
M = Male
F = Female
U = Unknown

Salaried Professional Applicants 2013-2014

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	M	F
Assistant Chef/Culinary Teacher	0	0	0	0	0	0	1	1	0	0	0	0	4	3	1	0	0	0	0	0
TOTALS:	0	0	0	0	0	0	1	1	0	0	0	0	4	3	1	0	0	0	0	0

A = Applied

M = Male

F = Female

Administrative/Confidential Hirings 2013-2014

A = Applied I = Recommended for Interview H = Hired

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
Associate Dean, Physical	0	0	0	1	1	0	1	0	0	0	0	0	12	6	1	0	0	0	14	7	1
Business Services Director, Napa-Sonoma SBDC (June 2013)	0	0	0	1	0	0	1	0	0	1	0	0	18	5	1	0	0	0	21	5	1
Business Services Director, Napa-Sonoma SBDC (November 2013)	0	0	0	0	0	0	0	0	0	3	1	0	9	4	1	1	0	0	13	5	1
Custodial Supervisor	0	0	0	0	0	0	3	3	0	2	0	0	8	4	1	0	0	0	13	7	1
Dean, Health Occupations & Physical Education/Athletics	0	0	0	1	1	0	1	0	0	1	0	0	8	5	1	0	0	0	11	6	1
Human Resources Assistant	3	1	0	0	0	0	1	0	0	1	0	0	11	3	1	0	0	0	16	4	1
In-Service & Corrections Academy	0	0	0	0	0	0	0	0	0	0	0	0	2	2	1	0	0	0	2	2	1
Interim Vice President, Instruction*	0	0	0	0	0	0	0	0	0	0	0	0	3	3	1	0	0	0	3	3	1
Vice President, Administrative Services	0	0	0	1	0	0	1	1	0	0	0	0	8	4	0	0	0	0	10	5	0
Vice President, Instruction	4	0	0	1	0	0	1	0	0	2	1	0	20	5	1	7	0	0	35	6	1
TOTALS:	7	1	0	5	2	0	9	4	0	10	2	0	99	41	9	8	0	0	138	50	9

*internal recruitment

Classified Hirings 2013-2014

A = Applied I = Recommended for Interview H = Hired

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
Administrative Assistant, Upper Valley Campus	1	0	0	0	0	0	0	0	0	4	0	0	13	3	0	1	1	1	19	4	1
Athletic Trainer	3	1	0	0	0	0	0	0	0	1	0	0	6	4	1	1	1	0	11	6	1
Child Care Food Program	1	1	0	0	0	0	4	0	0	16	3	0	14	2	0	0	0	0	35	6	0
Child Care Specialist I	4	1	0	0	0	0	7	1	1	4	2	0	8	2	0	0	0	0	23	6	1
Child Development Center	0	0	0	0	0	0	0	0	0	1	1	0	3	1	0	0	0	0	4	2	0
Coordinator of Student Life	6	1	0	1	0	0	1	0	0	6	2	1	10	2	0	1	1	0	25	6	1
Custodian I	2	1	0	2	1	0	6	0	0	20	9	2	17	5	1	0	0	0	47	16	3
Custodian III	2	0	0	1	1	0	4	3	2	1	1	0	8	4	0	0	0	0	16	9	2
IT Network Specialist	1	1	0	0	0	0	1	0	0	1	1	1	3	1	0	0	0	0	6	3	1
Secretary III, Academic Senate	1	1	0	1	0	0	1	0	0	4	2	1	3	1	0	1	0	0	11	4	1
Secretary III, Arts and	2	0	0	0	0	0	1	0	0	1	0	0	19	6	1	0	0	0	23	6	1
Secretary III, Learning Services	1	0	0	0	0	0	4	2	0	3	0	0	13	2	1	0	0	0	21	4	1
Secretary III, Office of	0	0	0	0	0	0	1	0	0	3	2	1	4	2	0	0	0	0	8	4	1
Secretary III, Social Sci/Sci	0	0	0	0	0	0	1	0	0	3	1	0	4	3	1	0	0	0	8	4	1
Secretary IV, Counseling	1	0	0	1	0	0	1	0	0	4	1	1	10	4	0	0	0	0	17	5	1
Secretary IV, Physical	2	0	0	0	0	0	0	0	0	3	1	0	9	4	1	0	0	0	14	5	1
Theater Technician	0	0	0	0	0	0	0	0	0	1	0	0	8	2	0	1	0	0	10	2	0
TOTALS:	27	7	0	6	2	0	32	6	3	76	26	7	152	48	6	5	3	1	298	92	17

Faculty Hirings 2013-2014

A = Applied I = Recommended for Interview H = Hired

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
Counselor/Instructor	2	0	0	1	0	0	21	2	1	3	1	0	23	2	0	2	0	0	52	5	1
Digital Design Graphics Technology Instructor	1	0	0	0	0	0	0	0	0	0	0	0	6	2	1	0	0	0	7	2	1
English Composition Instructor	1	1	1	4	1	0	1	0	0	8	0	0	49	7	0	3	0	0	66	9	1
Hospitality/Business Instructor	4	1	0	1	0	0	0	0	0	1	1	0	7	2	0	0	0	0	13	4	0
Mathematics Instructor (Fall 2013)	4	0	0	0	0	0	2	0	0	3	0	0	13	0	0	0	0	0	22	0	0
Mathematics Instructor (Spring 2014)	10	3	0	1	0	0	2	1	0	5	1	0	23	4	1	1	0	0	42	9	1
Psychology Instructor	2	0	0	1	0	0	2	0	0	0	0	0	29	7	1	5	0	0	39	7	1
TOTALS	24	5	1	8	1	0	28	3	1	20	3	0	150	24	3	11	0	0	241	36	5

Salaried Professional Hirings 2013-2014

A = Applied I = Recommended for Interview H = Hired

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
Assistant Chef/Culinary Teacher	0	0	0	0	0	0	1	0	0	0	0	0	4	1	1	0	0	0	5	1	1
TOTALS:	0	0	0	0	0	0	1	0	0	0	0	0	4	1	1	0	0	0	5	1	1

Administrative/Confidential Applicants 2014-2015

Position	Asian/Pacific Islander			American Indian			Black			Hispanic				White				Other/Unknown				Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	U	A	M	F	U	A	M	F	U	M	F
Vice President, Administrative Services (interim)	1	1	0	0	0	0	2	0	2	3	3	0	0	17	12	5	0	7	5	2	0	0	0
Dean, Counseling Services & Student Success	1	1	0	1	0	1	3	2	1	4	3	1	0	16	4	12	0	0	0	0	0	1	1
Dean, Arts and Humanities	1	1	0	1	0	1	3	1	2	1	0	0	1	23	14	9	0	4	3	1	0	2	1
Director, Child Development Center	0	0	0	0	0	0	1	0	1	1	0	1	0	6	1	5	0	0	0	0	0	0	0
TOTALS:	3	3	0	2	0	2	9	3	6	9	6	2	1	62	31	31	0	11	8	3	0	3	2

A = Applied
M = Male
F = Female
U = Unknown

Classified Applicants 2014-2015

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/ Unknown			Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	M	F
IT Technician I, Help Desk	4	4	0	0	0	0	1	1	0	5	2	3	8	6	2	0	0	0	0	1
Instructional Assistant IV, Learning Services	3	1	2	0	0	0	1	0	1	0	0	0	9	2	7	1	0	1	0	0
Maintenance Mechanic/Electrician	1	1	0	0	0	0	0	0	0	1	1	0	3	3	0	0	0	0	0	0
Admissions & Records Specialist	3	1	2	1	0	1	0	0	0	9	0	9	7	0	7	4	2	2	0	2
Instructional Assistant IV, Health Occupations/ Simulation Center	0	0	0	1	0	1	0	0	0	1	0	1	3	1	2	0	0	0	0	0
Testing & Tutoring Center Assistant	3	2	1	0	0	0	2	0	2	4	0	4	14	6	8	0	0	0	0	2
Program Specialist, Veterans/Financial Aid/EOPS	1	0	1	1	0	1	3	1	2	1	1	0	5	3	2	1	0	1	0	0
Instructional Assistant IV, Chemistry	1	0	1	0	0	0	0	0	0	1	0	1	9	8	1	1	0	1	2	0
Instructional Assistant IV, Physics/Engineering/ Geology	2	2	0	0	0	0	0	0	0	1	0	1	7	5	2	0	0	0	2	0
Secretary III, Research, Planning & Institutional Effectiveness	0	0	0	0	0	0	0	0	0	1	0	1	4	0	4	1	0	1	0	0
Learning Resources Assistant	2	0	2	0	0	0	0	0	0	2	0	2	9	5	4	0	0	0	1	0
Custodian I	1	1	0	0	0	0	3	3	0	11	9	2	13	12	1	0	0	0	1	0
Instructional Assistant III, Viticulture & Winery Technology	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	1	0	1	1	0
Digital Design and Graphics Technician	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	0	0	2	0
Instructional Assistant III, Criminal Justice Training Center	0	0	0	0	0	0	1	1	0	0	0	0	5	4	1	0	0	0	1	0
Student Services Specialist, Disabled Students Programs and Services (DSP&S)	1	1	0	0	0	0	1	0	1	1	1	0	4	0	4	0	0	0	0	1
Child Care Food Program Assistant	3	0	3	1	0	1	3	0	3	2	0	2	9	0	9	1	0	1	0	0
Veterans Services Specialist	0	0	0	0	0	0	2	2	0	4	2	2	11	5	6	1	1	0	2	1
Secretary II, Financial Aid/EOPS	2	0	2	0	0	0	2	0	2	8	0	8	3	0	3	0	0	0	0	1
Admissions & Records Clerk	1	0	1	0	0	0	2	0	2	12	3	9	13	2	11	1	1	0	0	1
TOTALS:	25	13	12	4	0	4	17	8	9	44	16	28	126	66	60	11	3	8	12	7

A = Applied F = Female
M = Male U = Unknown

Faculty Applicants 2014-2015

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/ Unknown			Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	M	F
English Composition Instructor	5	4	1	3	0	3	4	3	1	6	1	5	77	36	41	7	0	7	0	4
Psychiatric Technician Instructor	1	0	1	0	0	0	0	0	0	0	0	0	3	1	2	0	0	0	0	0
Philosophy Instructor	7	6	1	3	3	0	3	1	2	5	5	0	68	59	9	8	7	1	1	0
EOPS/CARE/CalWORKS Counselor	2	1	1	2	0	2	6	0	6	5	2	3	5	2	3	1	0	1	0	2
Counselor	6	1	5	2	0	2	6	1	5	5	2	3	18	5	13	2	0	2	0	1
Psychology Instructor	5	2	3	2	1	1	3	1	2	1	0	1	27	15	13	2	1	1	0	1
Sociology Instructor	3	3	0	0	0	0	4	1	3	4	1	3	26	16	10	7	3	4	0	2
Emergency Medical Services Coord/Instructor	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0
Mathematics Instructor	4	4	0	2	1	1	1	1	0	4	1	3	12	8	4	1	1	0	1	1
Counselor/Instructor (STEM Grant)	0	0	0	0	0	0	0	0	0	2	0	2	1	0	1	0	0	0	0	0
English Composition Instructor (Sp'15 LR)	0	0	0	0	0	0	0	0	0	0	0	0	4	4	0	2	1	1	0	0
Speech Communication Instructor (Sp'15 LR)	1	0	1	0	0	0	0	0	0	1	0	1	4	2	2	0	0	0	0	0
Viticulture & Winery Technology Instructor/Coordinator (Sp'15 LR)	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0
TOTALS	35	21	14	14	5	9	27	8	19	33	12	21	248	151	98	30	13	17	3	11

A = Applied

M = Male

F = Female

U = Unknown

Salaried Professional Applicants 2014-2015

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	M	F
TOTALS:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

A = Applied
M = Male
F = Female
U = Unknown

Administrative/Confidential Hirings 2014-2015

A = Applied I = Recommended for Interview H = Hired

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
Vice President, Administrative Services (interim)	1	0	0	0	0	0	2	1	0	3	1	0	17	2	1	7	0	0	30	4	1
Dean, Counseling Services & Student Success	1	1	0	1	0	0	3	1	1	4	2	0	16	3	0	0	0	0	25	7	1
Dean, Arts and Humanities	1	0	0	1	1	0	3	0	0	1	0	0	23	3	0	4	1	1	33	5	1
Director, Child Development Center	0	0	0	0	0	0	1	0	0	1	0	0	6	1	1	0	0	0	8	1	1
TOTALS:	3	1	0	2	1	0	9	2	1	9	3	0	62	9	2	11	1	1	96	17	4

Classified Hirings 2014-2015

A = Applied I = Recommended for Interview H = Hired

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
IT Technician I, Help Desk*	4	1	1	0	0	0	1	0	0	5	5	1	8	2	0	0	0	0	18	8	2
Instructional Assistant IV, Learning Services	3	1	0	0	0	0	1	0	0	0	0	0	9	1	1	1	0	0	14	2	1
Maintenance Mechanic/Electrician	1	1	0	0	0	0	0	0	0	1	1	0	3	3	1	0	0	0	5	5	1
Admissions & Records Specialist	3	1	0	1	0	0	0	0	0	9	3	1	7	2	0	4	2	0	24	8	1
Instructional Assistant IV, Health Occupations/ Simulation Center	0	0	0	1	0	0	0	0	0	1	1	0	3	2	1	0	0	0	5	3	1
Testing & Tutoring Center Assistant	3	0	0	0	0	0	2	0	0	4	3	0	14	5	2	0	0	0	23	8	2
Program Specialist, Veterans/Financial Aid/EOPS	1	0	0	1	0	0	3	2	0	1	0	0	5	0	0	1	0	0	12	2	0
Instructional Assistant IV, Chemistry	1	1	0	0	0	0	0	0	0	1	0	0	9	4	1	1	1	0	12	6	1
Instructional Assistant IV, Physics/Engineering/ Geology	2	1	0	0	0	0	0	0	0	1	1	0	7	4	1	0	0	0	10	6	1
Secretary III, Research, Planning & Institutional Effectiveness	0	0	0	0	0	0	0	0	0	1	0	0	4	2	1	1	1	0	6	3	1
Learning Resources Assistant	2	1	1	0	0	0	0	0	0	2	0	0	9	3	1	0	0	0	13	4	2
Custodian I	1	0	0	0	0	0	3	3	0	11	4	0	13	8	1	0	0	0	28	15	1
Instructional Assistant III, Viticulture & Winery Technology	0	0	0	0	0	0	0	0	0	0	0	0	3	3	1	1	1	0	4	4	1
Digital Design and Graphics Technician	0	0	0	0	0	0	0	0	0	0	0	0	3	3	1	0	0	0	3	3	1
Instructional Assistant III, Criminal Justice Training Center	0	0	0	0	0	0	1	1	1	0	0	0	5	3	0	0	0	0	6	4	1
Student Services Specialist, Disabled Students Programs and Services (DSP&S)	1	0	0	0	0	0	1	0	0	1	0	0	6	4	1	0	0	0	9	4	1
Child Care Food Program Assistant	3	2	0	1	0	0	3	0	0	2	0	0	9	4	1	1	0	0	19	6	1
Veterans Services Specialist	0	0	0	0	0	0	2	1	0	4	2	1	11	3	0	1	0	0	18	6	1
Secretary II, Financial Aid/EOPS	2	1	0	0	0	0	2	1	0	8	2	1	3	1	0	0	0	0	15	5	1
Admissions & Records Clerk	1	0	0	0	0	0	2	0	0	12	2	1	13	5	0	1	0	0	29	7	1
																			0	0	0
TOTALS:	28	10	2	4	0	0	21	8	1	64	24	5	144	62	14	12	5	0	273	109	22

Faculty Hirings 2014-2015

A = Applied I = Recommended for Interview H = Hired

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
English Composition Instructor	5	1	0	3	0	0	4	0	0	6	1	0	77	12	1	7	1	0	102	15	1
Psychiatric Technician Instructor	1	1	0	0	0	0	0	0	0	0	0	0	3	2	1	0	0	0	4	3	1
Philosophy Instructor	7	0	0	3	0	0	3	1	0	5	0	0	68	7	0	8	0	0	94	8	0
EOPS/CARE/CalWORKS Counselor	2	1	1	2	0	0	6	0	0	5	2	0	5	0	0	1	0	0	21	3	1
Counselor	6	1	0	2	0	0	6	0	0	5	2	1	18	1	0	2	0	0	39	4	1
Psychology Instructor	5	0	0	2	0	0	3	0	0	1	0	0	27	0	0	2	0	0	40	0	0
Sociology Instructor	3	0	0	0	0	0	4	0	0	4	1	0	26	5	1	7	1	0	44	7	1
Emergency Medical Services Coord/Instructor	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	2	1	1
Mathematics Instructor	4	0	0	2	0	0	1	0	0	4	1	0	12	5	1	2	0	0	25	6	1
Counselor/Instructor (STEM Grant)	0	0	0	0	0	0	0	0	0	2	1	1	1	0	0	0	0	0	3	1	1
English Composition Instructor (Sp'15 LR)	0	0	0	0	0	0	0	0	0	0	0	0	4	2	1	2	0	0	6	2	1
Speech Communication Instructor (Sp'15 LR)	1	0	0	0	0	0	0	0	0	1	0	0	4	2	1	0	0	0	6	2	1
Viticulture & Winery Technology Instructor/Coordinator (Sp'15 LR)	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2	0
TOTALS	35	4	1	14	0	0	27	1	0	33	8	2	248	39	7	31	2	0	388	54	10

Salaried Professional Hirings 2014-2015

A = Applied I = Recommended for Interview H = Hired

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL			
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	
TOTALS:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Administrative/Confidential Hirings 2015-2016

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
Acting Dean of Instruction	0	0	0	0	0	0	0	0	0	2	2	0	4	2	0	2	2	1	8	6	1
Associate Dean, Physical Education and Athletics	0	0	0	0	0	0	0	0	0	0	0	0	12	4	1	4	2	0	15	6	1
Director, Disabled Students and Program Services (DSPS)	0	0	0	0	0	0	0	0	0	1	0	0	7	2	0	0	0	0	8	2	0
Director, Equity and Inclusivity	0	0	0	1	0	0	14	2	0	4	1	0	3	1	1	3	0	0	25	4	1
Director, Instructional and Support Technology Services	2	1	1	1	0	0	1	0	0	2	0	0	8	3	0	0	0	0	14	4	1
Director, Title V Hispanic Serving Institutions (HSI) Grant Project	0	0	0	0	0	0	1	0	0	9	1	0	3	1	1	1	0	0	14	2	1
Executive Assistant, Vice President of Instruction	2	1	0	0	0	0	0	0	0	3	1	0	14	3	0	1	0	0	20	5	0
Executive Director, Human Resources	0	0	0	0	0	0	1	1	1	1	0	0	5	3	0	0	0	0	7	4	1
Small Business Deputy Sector Navigator	0	0	0	0	0	0	4	0	0	2	1	0	9	5	1	3	0	0	19	7	1
Technical Director, Performing Arts	1	0	0	0	0	0	0	0	0	0	0	0	9	4	0	1	1	1	11	5	1
Vice President, Administrative Services	5	1	0	1	0	0	4	2	0	0	0	0	15	5	1	5	0	0	30	8	1
TOTALS:	10	3	1	3	0	0	25	5	1	24	6	0	89	33	5	20	5	2	171	53	9

A = Applied
 I = Recommended for Interview
 H= Hired

Classified Hirings 2015-2016

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
Campus Service Officer	0	0	0	2	1	0	4	0	0	5	4	0	4	2	1	1	0	0	16	7	1
Child Care Food Program Assistant*	3	2	0	1	0	0	3	0	0	2	1	1	9	4	1	1	0	0	19	7	2
Child Development Center Assistant	0	0	0	0	0	0	0	0	0	7	3	1	5	1	1	0	0	0	12	3	2
Communications & Marketing Specialist	0	0	0	0	0	0	0	0	0	1	0	0	3	3	1	0	0	0	4	3	1
Custodian I	1	1	1	0	0	0	1	1	0	6	5	0	2	2	1	0	0	0	10	9	2
Groundskeeper	0	0	0	0	0	0	1	1	0	6	4	1	3	2	0	0	0	0	10	7	1
Instructional Assistant III, CJTC	1	0	0	0	0	0	0	0	0	1	0	0	4	2	1	0	0	0	6	2	1
Interim HSI/STEM Grant-Funded Program Assistant*	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	1
Mail and Facilities Clerk	4	1	0	0	0	0	2	1	0	2	0	0	6	3	1	0	0	0	15	5	1
Office Coordinator, Student Health Center and College Police	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	1
Police Officer Trainee	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	2	2	1
Secretary III, Office of Institutional Advancement	2	2	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	4	3	1
Secretary III, Student Support Services (SSS) TRIO	1	0	0	0	0	0	1	0	0	3	1	0	3	1	1	1	0	0	9	2	1
Student Services Specialist, EOPS/CARE/CalWORKS	1	0	0	1	0	0	1	0	0	8	4	1	3	1	0	0	0	0	14	5	1
Student Services Specialist, Outreach	0	0	0	1	0	0	0	0	0	5	4	1	0	0	0	0	0	0	6	4	1
TOTALS:	13	6	2	5	1	0	14	3	0	50	30	8	43	22	8	3	0	0	129	61	18

A = Applied
 I = Recommended for Interview
 H = Hired

*One vacancy/recruitment, but original hire resigned mid-year and other finalist was then hired. Data for both hires that occurred during the fiscal year are shown.

Faculty Hirings 2015-2016

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL		
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H
Biology Instructor	2	0	0	0	0	0	0	0	0	0	0	0	4	0	0	97	10	1	103	10	1
Chemistry Instructor	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	74	5	0	77	8	0
College Librarian	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	46	4	1	49	5	1
Counselor	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	73	5	1	76	6	1
English Composition Instructor	2	0	0	0	0	0	0	0	0	0	0	0	7	2	0	178	10	1	187	12	1
Hospitality & Tourism Management Instructor	0	0	0	0	0	0	1	0	0	0	0	0	2	1	0	30	3	1	33	4	1
Psychology Instructor	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	64	4	1	66	4	1
Speech Communication Instructor	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	82	6	1	85	6	1
Viticulture and Winery Technology Instructor	0	0	0	0	0	0	0	0	0	1	1	0	3	2	1	0	0	0	4	3	0
Mathematics Instructor (one-year, full-time leave replacement 2015-2016)	2	0	0	1	1	1	0	0	0	4	2	1	8	1	0	1	0	0	13	4	2
Viticulture and Winery Technology Instructor	0	0	0	0	0	0	0	0	0	3	0	0	5	3	1	1	1	0	9	4	1
TOTALS	9	0	0	1	1	1	1	0	0	9	3	1	39	14	2	646	48	7	702	66	10

A = Applied

I = Recommended for Interview

H= Hired

Salaried Professional Hirings 2015-2016

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			TOTAL			
	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	A	I	H	
None																						
TOTALS:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

A = Applied
 I = Recommended for Interview
 H= Hired

Administrative/Confidential Applicants 2015-2016

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown				Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	U	M	F
Acting Dean of Instruction	0	0	0	0	0	0	0	0	0	2	1	1	4	1	3	2	1	1	0	0	0
Associate Dean, Physical Education and Athletics	0	0	0	0	0	0	0	0	0	0	0	0	12	4	7	4	3	0	1	0	0
Director, Disabled Students and Program Services (DSPS)	0	0	0	0	0	0	0	0	0	1	0	1	7	3	4	0	0	0	0	0	0
Director, Equity and Inclusivity	0	0	0	1	1	0	14	6	8	4	2	2	3	1	2	3	1	1	1	1	0
Director, Instructional and Support Technology Services	2	1	1	1	1	0	1	1	0	2	2	0	8	8	0	0	0	0	0	0	0
Director, Title V Hispanic Serving Institutions (HSI) Grant Project	0	0	0	0	0	0	1	1	0	7	2	5	1	0	1	1	0	0	1	1	1
Executive Assistant, Vice President of Instruction	2	0	2	0	0	0	0	0	0	3	0	3	14	1	13	1	1	0	0	1	0
Executive Director, Human Resources	0	0	0	0	0	0	1	0	1	1	0	1	5	4	1	0	0	0	0	1	0
Small Business Deputy Sector Navigator	0	0	0	0	0	0	4	3	1	2	1	1	9	7	2	3	2	1	0	0	0
Technical Director, Performing Arts	1	1	0	0	0	0	0	0	0	0	0	0	9	8	1	1	1	0	0	1	0
Vice President, Administrative Services	5	4	1	0	0	0	4	1	3	0	0	0	15	7	8	5	1	2	2	0	0
TOTALS:	10	6	4	2	2	0	25	12	13	22	8	14	87	44	42	20	10	5	5	5	1

A = Applied
M = Male
F = Female
U = Unknown

Classified Applicants 2015-2016

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/ Unknown			Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	M	F
Campus Service Officer	0	0	0	0	0	0	4	3	1	5	4	1	4	4	0	1	1	0	0	1
Child Care Food Program Assistant	3	0	3	1	0	1	3	0	3	2	0	2	9	0	9	1	0	1	0	0
Child Development Center Assistant	0	0	0	0	0	0	0	0	0	7	1	6	5	0	5	0	0	0	0	0
Communications & Marketing Specialist	0	0	0	0	0	0	0	0	0	1	1	0	3	1	2	0	0	0	0	0
Custodian I	1	1	0	0	0	0	1	1	0	6	4	2	2	2	0	0	0	0	0	0
Groundskeeper	0	0	0	0	0	0	1	1	0	6	6	0	3	3	0	0	0	0	0	0
Instructional Assistant III, CJTC	1	1	0	0	0	0	0	0	0	1	1	0	4	3	1	0	0	0	1	0
Interim HSI/STEM Grant-Funded Program Assistant*	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Mail and Facilities Clerk	3	3	0	0	0	0	2	1	1	2	1	1	6	3	3	1	1	0	0	0
Office Coordinator, Student Health Center and College Police	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Police Officer Trainee	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0
Secretary III, Office of Institutional Advancement	0	0	0	0	0	0	1	0	1	3	2	1	4	0	4	0	0	0	0	0
Secretary III, Student Support Services (SSS) TRIO	1	0	1	0	0	0	1	0	1	3	0	3	3	0	3	1	0	0	0	0
Student Services Specialist - Outreach	0	0	0	1	0	1	0	0	0	5	2	3	0	0	0	0	0	0	0	0
Student Services Specialist, EOPS/CARE/CalWORKS	1	0	1	1	0	1	1	0	1	8	2	6	3	1	2	0	0	0	0	1
Student Services Specialist, Outreach																				
TOTALS:	10	5	5	3	0	3	14	6	8	52	24	28	47	18	29	4	2	1	1	2

A = Applied
M = Male
F = Female

Faculty Applicants 2015-2016

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/ Unknown				Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	U	M	F
Biology Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	103	52	48	3	0	0
Chemistry Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	77	47	23	7	0	0
College Librarian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	49	17	29	3	0	0
Counselor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	76	17	58	1	0	0
English Composition Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	187	85	94	8	0	0
Hospitality & Tourism Management Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33	19	13	1	0	0
Psychology Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	66	32	34	0	0	0
Speech Communications Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	85	36	47	2	0	0
Viticulture and Winery Technology Instructor	0	0	0	0	0	0	0	0	0	1	1	0	3	2	1	0	0	0	0	0	0
Mathematics Instructor 1-Year Leave Replacement	2	1	1	1	0	1	0	0	0	4	3	1	5	4	1	1	0	1	0	1	0
Viticulture and Winery Technology Instructor	0	0	0	0	0	0	0	0	0	3	1	2	5	4	1	1	1	0	0	0	0
TOTALS	2	1	1	1	0	1	0	0	0	8	5	3	13	10	3	678	306	347	25	1	0

A = Applied
M = Male
F = Female
U = Unknown

Salaried Professional Applicants 2015-2016

Position	Asian/Pacific Islander			American Indian			Black			Hispanic			White			Other/Unknown			Disabled	
	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	A	M	F	M	F
None																				
TOTALS:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

A = Applied
M = Male
F = Female

**NAPA VALLEY COLLEGE
HIRING STATISTICS**

Administrative/Confidential						
	# of Hires	# of Diverse Hires	% of Diverse Hires	Total Administrative/Confidential	# of Diverse Administrative/Confidential	% of Diverse Administrative/Confidential
2002-2003	4	1	25.00%	40	6	15.00%
2003-2004	3	2	66.67%	41	6	14.63%
2004-2005	2	0	0.00%	41	8	19.51%
2005-2006	4	1	25.00%	41	9	21.95%
2006-2007	2	1	50.00%	43	8	18.60%
2007-2008	4	1	25.00%	45	8	17.78%
2008-2009	4	1	25.00%	47	10	21.28%
2009-2010	2	1	50.00%	43	10	23.26%
2010-2011	7	1	14.29%	34	8	23.53%
2011-2012	8	3	37.50%	40	10	25.00%
2012-2013	2	1	50.00%	38	11	28.95%
2013-2014	9	0	0.00%	38	10	26.32%
2014-2015	4	1	25.00%	39		
2015-2016	9	2	22.22%	41		
TOTAL	64	16	25.00%			

Contract/Regular Faculty						
	# of Hires	# of Diverse Hires	% of Diverse Hires	Total Faculty	# of Diverse Faculty	% of Diverse Faculty
2002-2003	8	5	62.50%	114	27	23.68%
2003-2004	7	1	14.29%	102	27	26.47%
2004-2005	4	0	0.00%	101	24	23.76%
2005-2006	11	2	18.18%	101	22	21.78%
2006-2007	13	5	38.46%	108	27	25.00%
2007-2008	8	1	12.50%	108	28	25.93%
2008-2009	10	4	40.00%	112	25	22.32%
2009-2010	2	1	50.00%	108	26	24.07%
2010-2011	0	0		94	22	23.40%
2011-2012	1	1	100.00%	87	23	26.44%
2012-2013	8	4	50.00%	89	24	26.97%
2013-2014	5	1	20.00%	90	24	26.67%
2014-2015	8	3	37.50%	92		
2015-2016	8	1	12.50%	96		
TOTAL	93	29	31.18%			

Reflects data as of June 30 of each fiscal year.

Reflects only those employees in the following monitored groups: Asian/Pacific Islander, Native American, African American, Hispanic.

**NAPA VALLEY COLLEGE
HIRING STATISTICS**

Regular Classified						
	# of Hires	# of Diverse Hires	% of Diverse Hires	Total Regular Classified	# of Diverse Classified	% of Diverse Classified
2002-2003	15	3	20.00%	145	52	35.86%
2003-2004	21	6	28.57%	129	43	33.33%
2004-2005	21	3	14.29%	133	52	39.10%
2005-2006	29	10	34.48%	146	54	36.99%
2006-2007	18	8	44.44%	152	59	38.82%
2007-2008	29	12	41.38%	152	61	40.13%
2008-2009	18	3	16.67%	168	62	36.90%
2009-2010	2	0	0.00%	157	62	39.49%
2010-2011	8	2	25.00%	151	63	41.72%
2011-2012	6	1	16.67%	144	59	40.97%
2012-2013	2	1	50.00%	130	58	44.62%
2013-2014	17	10	58.82%	134	63	47.01%
2014-2015	22	8	36.36%	141		
2015-2016	18	10	55.56%	145		
TOTAL	226	77	34.07%			

Salaried Professionals						
	# of Hires	# of Diverse Hires	% of Diverse Hires	Total Professionals	# of Diverse Professionals	% of Diverse Professionals
2002-2003	1	1	100.00%	7	2	28.57%
2003-2004	3	3	100.00%	9	4	44.44%
2004-2005	1	1	100.00%	8	6	75.00%
2005-2006	0	0		7	5	71.43%
2006-2007	2	0	0.00%	6	4	66.67%
2007-2008	0	0		8	4	50.00%
2008-2009	1	0	0.00%	5	2	40.00%
2009-2010	0	0		5	2	40.00%
2010-2011	1	0	0.00%	3	0	0.00%
2011-2012	0	0		3	0	0.00%
2012-2013	0	0		1	0	0.00%
2013-2014	1	0	0.00%	2	0	0.00%
2014-2015	0	0		2	0	0.00%
2015-2016	0	0		1	0	0.00%
TOTAL	10	5	50.00%			

Reflects data as of June 30 of each fiscal year.

Reflects only those employees in the following monitored groups: Asian/Pacific Islander, Native American, African American, Hispanic.

**NAPA VALLEY COLLEGE
HIRING STATISTICS**

	TOTAL REGULAR HIRES			TOTAL REGULAR EMPLOYEES		
	# of Hires	# of Diverse Hires	% of Diverse Hires	# of Employees	# of Diverse Employees	% of Diverse Employees
2002-2003	28	10	35.71%	306	87	28.43%
2003-2004	34	12	35.29%	281	80	28.47%
2004-2005	28	4	14.29%	283	90	31.80%
2005-2006	44	13	29.55%	295	90	30.51%
2006-2007	35	14	40.00%	309	98	31.72%
2007-2008	41	14	34.15%	313	101	32.27%
2008-2009	33	8	24.24%	332	99	29.82%
2009-2010	6	2	33.33%	313	100	31.95%
2010-2011	16	3	18.75%	282	93	32.98%
2011-2012	15	5	33.33%	274	92	33.58%
2012-2013	12	6	50.00%	258	93	36.05%
2013-2014	32	11	34.38%	264	97	36.74%
2014-2015	34	12	35.29%	274		
2015-2016	35	13	37.14%	283		
TOTAL	393	127	32.32%			

OHR - 5/31/17

Reflects data as of June 30 of each fiscal year.

Reflects only those employees in the following monitored groups: Asian/Pacific Islander, Native American, African American, Hispanic.