



West Valley - Mission

Community College District

Equal Employment Opportunity Plan 2017-2020

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Plan Component 1: Introduction

The West Valley-Mission Community District Equal Employment Opportunity Plan (*Plan*) was adopted by the Board of Trustees on February 19, 2009. 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 (Title 5, section 53000 *et seq.*) and the steps the District shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the district's workforce population and an analysis of whether underrepresentation of monitored groups exists. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an 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.

Signature of Chief Executive Officer



Adopted by the Board of Trustees: February 19, 2009

Revisions adopted by the Board of Trustees: June 17, 2014

Current Revisions adopted by the Board of Trustees: May 2, 2017

Plan Component 2: Definitions

- 1) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- 2) *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, gender identity, gender expression, sex, sexual orientation, color, medical condition, genetic information, ancestry, marital status, physical or mental disability, pregnancy, military and veteran status, and socio-economic backgrounds.
- 3) *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include 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:
 - a) identifying and eliminating barriers to employment that are not job related; and
 - b) 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 pursuant to Title 5, section 12940.
- 4) *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.
- 5) *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 Title 5, section 53006.
- 6) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to Title 5, section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.
- 7) *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position.
- 8) *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).

- 9) *Person with a Disability*: any person who:
- a) 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;
 - b) has a record of such an impairment; or
 - c) 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.
- 10) *Reasonable Accommodation*: the efforts made on the part of the district in compliance with Government Code section 12926.
- 11) *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.
- 12) *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.

Plan Component 3: Policy Statement

The West Valley-Mission Community College District is committed to the principles of equal employment opportunity and shall 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, race, color, national origin, religion, age, sex, physical disability, mental disability, genetic information, ancestry, gender identity, gender expression, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, military or veteran status, medical condition, 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 shall be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Plan Component 4: Delegation of Responsibility, Authority and Compliance

It is the goal of the West Valley-Mission 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 (Board of Trustees)*

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

2) *Chief Executive Officer (Chancellor)*

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 State 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 Office*

The District has designated the Associate Vice Chancellor 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 receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4) *Equal Employment Opportunity Diversity Advisory Committee*

The District will establish an Equal Employment Opportunity Diversity (EEO) Advisory Council, 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 EEO Diversity Advisory Council 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*.

7) *Accountability and Corrective Action*

The District shall certify annually to the State Chancellor that they have timely complied with all of the following:

- a) Recorded, reviewed and reported the data required regarding qualified applicant pools;
- b) Reviewed and updated, as needed, the Strategies Component of the *Plan*;
- c) Investigated and appropriately responded to formal harassment or discrimination complaints filed.

Upon review of a district's certification, data reports, or any complaint filed, the State Chancellor may review a District's EEO Plan and Strategies Component for the required indicia of institutionalized and on-going efforts to support diversity and/or a District's compliance. Where the State Chancellor finds that the District's efforts have been insufficient, he/she will inform the District of his/her specific area(s) of concern, and direct the District to submit a revised EEO Plan within 120 days. Upon review of the revised EEO Plan, the State Chancellor will either

- a) Determine the revisions are sufficient, and provide a deadline by which the District must provide proof that the new measures have been implemented; or
- b) If the State Chancellor finds that the revised plan is still lacking, he/she will direct the District to implement specific measures from those listed in Title 5, section 53024.1, and provide a timeline for doing so.

Plan Component 5: Advisory Council

The District has established an Equal Employment Opportunity Diversity Advisory Council, 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 Associate Vice Chancellor of Human Resources, acting as equal employment opportunity officer, shall ensure that the advisory committee receives training in all of the following: (a) the requirements of Title 5 regulations regarding Equal Employment Opportunity 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 requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be composed of one faculty member from each college, appointed by the college Academic Senate, one classified employee from each college, appointed by the college Classified Senate, one administrator from the District office, appointed by the Chancellor, and one student from each college, appointed by the college student council. Ex officio members shall include the Associate Vice Chancellor of Human Resources and a Human Resources department recruitment specialist. The EEO Diversity Advisory Council shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Council shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

Plan Component 6: Complaints

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

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations¹ 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 Title 5, section 53026 to the State 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 State 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 Title 5, section 53026.

The Plan complaint procedure is outlined in WVMCCD Administrative Procedures, AP3420.

See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

<http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx> (Complaint Form)

<http://extranet.cccco.edu/Divisions/Legal/Resources.aspx> (Guidelines for Minimum Conditions Complaints)

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 Associate Vice Chancellor of Human Resources, acting as equal employment opportunity officer, or designee. If the complaint involves the equal employment opportunity officer, the complaint shall be filed with the Chancellor. At the discretion of the Chancellor, an outside investigator will be used when the responsible District officer is named in the complaint or implicated by the allegations in the complaint. 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

¹ The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 *et seq.*

opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Title 5, section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Title 5, section 59300 *et seq.*

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

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

The entire complaint procedure is outlined in WVMCCD Administrative Procedures, AP3435. <http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx> (Complaint Form)

Plan Component 7: Notification to District Employees

The commitment of the Board of Trustees and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The 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 chief executive officer, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committees also referred to as the Diversity Advisory Council. The *Plan* shall be available on the District's website, and when appropriate, may be distributed by e-mail. Each year, the District office will provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this *Plan*) and a notice containing the provisions. 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 in every campus library, in the district's public folders, on the campus and District internet site, the Office of the Chief Executive Officer, the Office of Human Resources, each department office, and each campus Office of Equal Employment Opportunity.

The Human Resources Department shall provide all new employees with a copy of the Board's Equal Employment Opportunity Policy Statement and the notice described above when they commence their employment with the district.

Plan Component 8: Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (Title 5, 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; recognizing and eliminating bias in hiring decisions, and best practices in serving on a selection or screening committee. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Human Resources department is responsible for providing the required training. Any individual, whether or not an employee of the District, who is acting on behalf of the District with regard to recruitment and screening of employees, is subject to the Equal Employment Opportunity requirements of Title 5² and the District's Equal Employment Opportunity Plan.

² See Title 5, § 53020(c).

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. “Written” notice may include mailings and electronic communications. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this *Plan*. This list may be revised from time to time as necessary.

List of Job Opening Advertising Sources

- ccregistry.org
- SJSU
- Santa Clara University
- CSU East Bay
- indeed.com
- ChronicleVitae.com
- InsideHigherEd.com
- AcademicKeys.com
- AsiansInHigherEd.com
- BlacksinhigherEd.com
- HispanicsinHigherEd.com
- LGBTinHigherEd.com
- VeteransinHigherEd.com
- HigherEdJobs.com
- DiverseEducation.com
- InsightIntoDiversity.com
- ScholarlyHires.com
- AcademicCareers.com
- CCJobsNow.com
- CCJobs.com
- EdJoin.org
- LinkedIn

Plan Component 10: Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually collect 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/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the data collection and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification, veteran status and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This data collection will be done for each college in the District. The District will annually report to the State Chancellor this data for 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
Health and Physical Education	Social Sciences
Humanities	Part-Time
- 3) Professional Nonfaculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

Analysis Contents:

Pages 17-19 – District workforce, ethnicity breakdown, by college, for Fall 2013, 2014 & 2015

Pages 20-22 – District workforce, gender breakdown, by college, for Fall 2013, 2014 & 2015

Pages 23-25 – Applicant pool, ethnicity breakdown, by college, for FY 2013, 2014, & 2015

Pages 26-28 – Applicant pool, gender breakdown, by college, for FY 2013, 2014 & 2015

Page 29-30 – Student population, ethnicity breakdown, by college, for Fall 2013, 2014 & 2015

Ratio of Full-time to Part-time Instructors (Ed. Code 87482.6)

The West Valley-Mission Community District has achieved the following ratios:

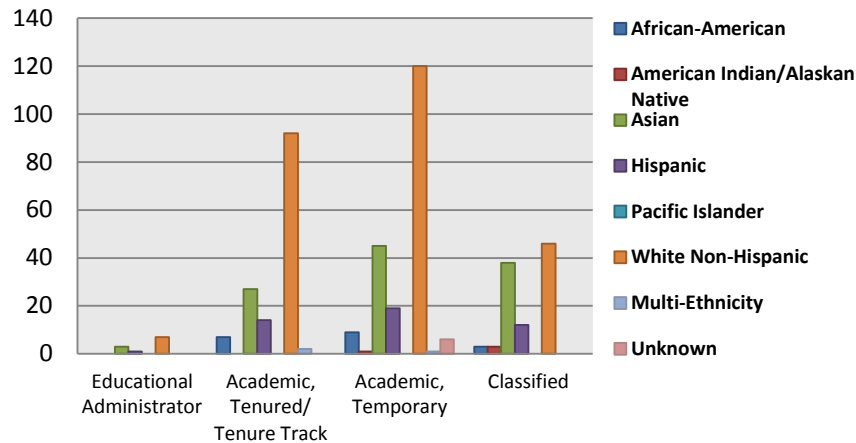
Fall 2011	68.23%
Fall 2012	66.70%
Fall 2013	73.03%
Fall 2014	72.16%
Fall 2015	72.41%

District Workforce Composition - Ethnicity
Fall 2013

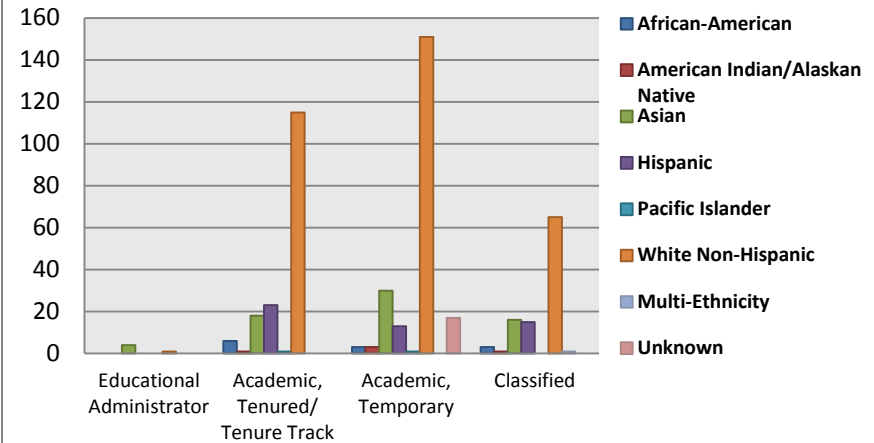
Fall 2013 Employee

College	Employee Classification	African-American	American Indian/Alaskan Native	Asian	Hispanic	Pacific Islander	White Non-Hispanic	Multi-Ethnicity	Unknown	TOTAL
Mission	Educational Administrator	(%)	(%)	3(27.27%)	1(9.09%)	(%)	7(63.64%)	(%)	(%)	11(2.41%)
Mission	Academic, Tenured/Tenure Track	7(4.93%)	(%)	27(19.01%)	14(9.86%)	(%)	92(64.79%)	2(1.41%)	(%)	142(31.14%)
Mission	Academic, Temporary	9(4.48%)	1(0.50%)	45(22.39%)	19(9.45%)	(%)	120(59.70%)	1(0.50%)	6(2.99%)	201(44.08%)
Mission	Classified	3(2.94%)	3(2.94%)	38(37.25%)	12(11.76%)	(%)	46(45.10%)	(%)	(%)	102(22.37%)
MC Total										456(48.31%)
West Valley	Educational Administrator	(%)	(%)	4(80.00%)	(%)	(%)	1(20.00%)	(%)	(%)	5(1.02%)
West Valley	Academic, Tenured/Tenure Track	6(3.66%)	1(0.61%)	18(10.98%)	23(14.02%)	1(0.61%)	115(70.12%)	(%)	(%)	164(33.61%)
West Valley	Academic, Temporary	3(1.38%)	3(1.38%)	30(13.76%)	13(5.96%)	1(0.46%)	151(69.27%)	(%)	17(7.80%)	218(44.67%)
West Valley	Classified	3(2.97%)	1(0.99%)	16(15.84%)	15(14.85%)	(%)	65(64.36%)	1(0.99%)	(%)	101(20.70%)
WVC Total										488(51.69%)

MC Workforce Ethnicity Fall 2013



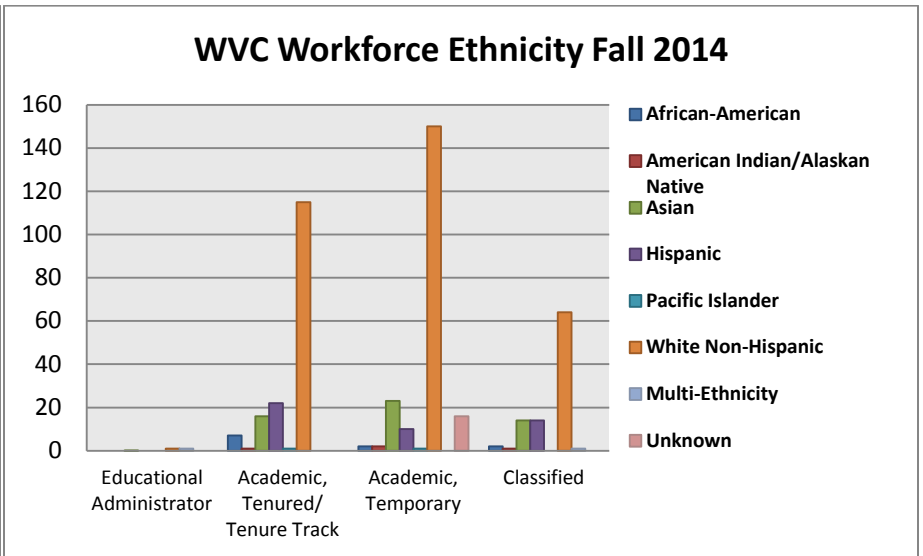
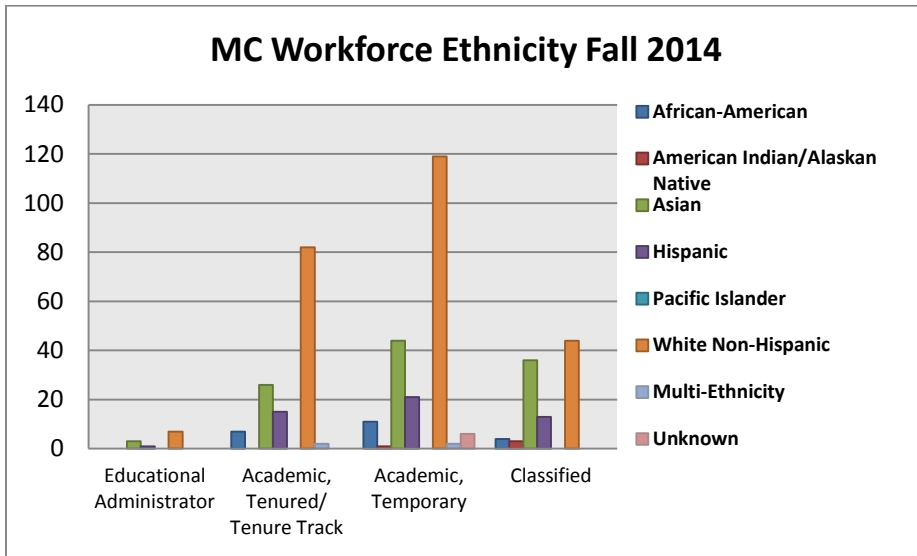
WVC Workforce Ethnicity Fall 2013



Data taken from State Chancellor's office datamart

District Workforce Composition - Ethnicity
Fall 2014

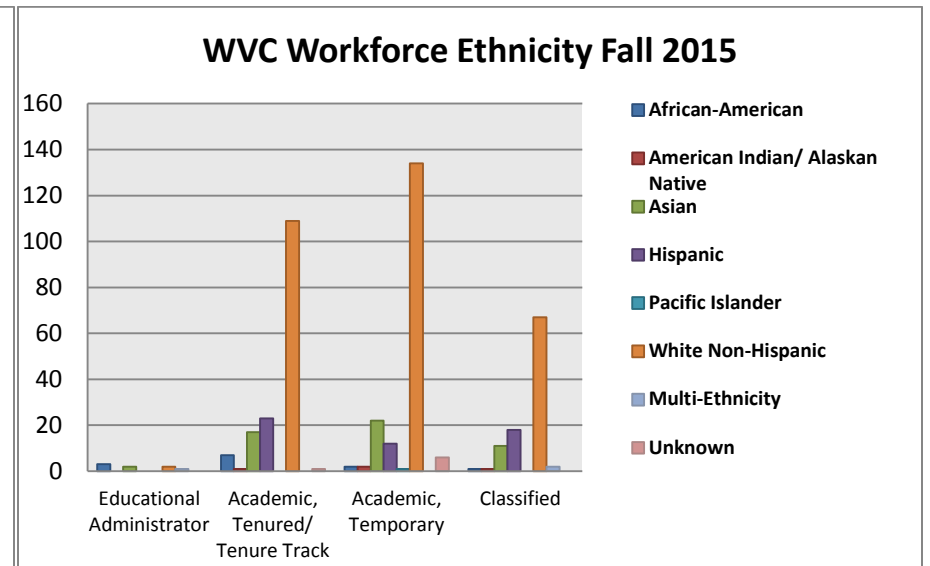
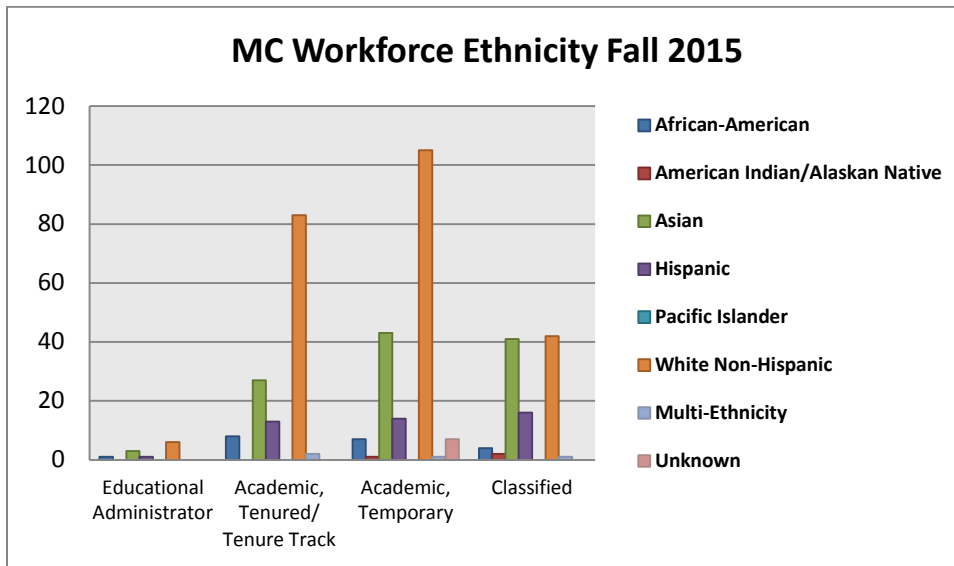
Fall 2014 Employee										
College	Employee Classification	African-American	American Indian/Alaskan Native	Asian	Hispanic	Pacific Islander	White Non-Hispanic	Multi-Ethnicity	Unknown	TOTAL
Mission	Educational Administrator	(%)	(%)	3(27.27%)	1(9.09%)	(%)	7(63.64%)	(%)	(%)	11(2.46%)
Mission	Academic, Tenured/Tenure Track	7(5.30%)	(%)	26(19.70%)	15(11.36%)	(%)	82(62.12%)	2(1.52%)	(%)	132(29.53%)
Mission	Academic, Temporary	11(5.39%)	1(0.49%)	44(21.57%)	21(10.29%)	(%)	119(58.33%)	2(0.98%)	6(2.94%)	204(45.64%)
Mission	Classified	4(4.00%)	3(3.00%)	36(36.00%)	13(13.00%)	(%)	44(44.00%)	(%)	(%)	100(22.37%)
MC Total										447(48.96%)
West Valley	Educational Administrator	(%)	(%)	2(50.00%)	(%)	(%)	1(25.00%)	1(25.00%)	(%)	4(0.86%)
West Valley	Academic, Tenured/Tenure Track	7(4.32%)	1(0.62%)	16(9.88%)	22(13.58%)	1(0.62%)	115(70.99%)	(%)	(%)	162(34.76%)
West Valley	Academic, Temporary	2(0.98%)	2(0.98%)	23(11.27%)	10(4.90%)	1(0.49%)	150(73.53%)	(%)	16(7.84%)	204(43.78%)
West Valley	Classified	2(2.08%)	1(1.04%)	14(14.58%)	14(14.58%)	(%)	64(66.67%)	1(1.04%)	(%)	96(20.60%)
WVC Total										466(51.04%)



Data taken from State Chancellor's office datamart

District Workforce Composition - Ethnicity
Fall 2015

Fall 2015 Employee										
College	Employee Classification	African-American	American Indian/Alaskan Native	Asian	Hispanic	Pacific Islander	White Non-Hispanic	Multi-Ethnicity	Unknown	TOTAL
Mission	Educational Administrator	1(9.09%)	(%)	3(27.27%)	1(9.09%)	(%)	6(54.55%)	(%)	(%)	11(2.57%)
Mission	Academic, Tenured/Tenure Track	8(6.02%)	(%)	27(20.30%)	13(9.77%)	(%)	83(62.41%)	2(1.50%)	(%)	133(31.07%)
Mission	Academic, Temporary	7(3.93%)	1(0.56%)	43(24.16%)	14(7.87%)	(%)	105(58.99%)	1(0.56%)	7(3.93%)	178(41.59%)
Mission	Classified	4(3.77%)	2(1.89%)	41(38.68%)	16(15.09%)	(%)	42(39.62%)	1(0.94%)	(%)	106(24.77%)
MC Total										428(49.03%)
West Valley	Educational Administrator	3(37.50%)	(%)	2(25.00%)	(%)	(%)	2(25.00%)	1(12.50%)	(%)	8(1.80%)
West Valley	Academic, Tenured/Tenure Track	7(4.43%)	1(0.63%)	17(10.76%)	23(14.56%)	(%)	109(68.99%)	(%)	1(0.63%)	158(35.51%)
West Valley	Academic, Temporary	2(1.12%)	2(1.12%)	22(12.29%)	12(6.70%)	1(0.56%)	134(74.86%)	(%)	6(3.35%)	179(40.22%)
West Valley	Classified	1(1.00%)	1(1.00%)	11(11.00%)	18(18.00%)	(%)	67(67.00%)	2(2.00%)	(%)	100(22.47%)
WVC Total										445(50.97%)

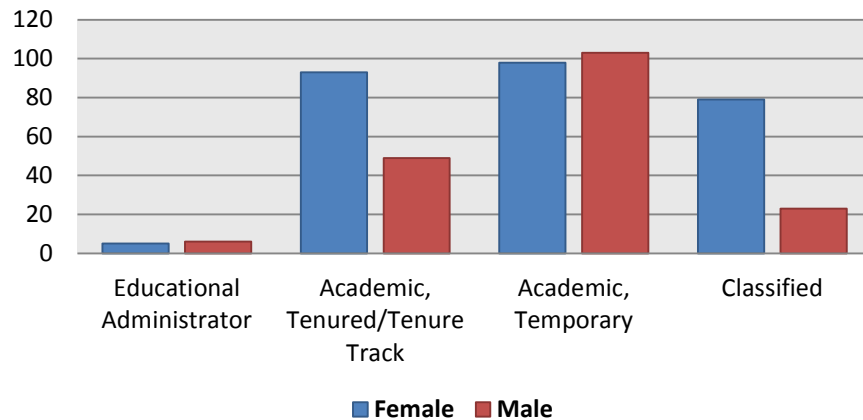


Data taken from State Chancellor's office datamart

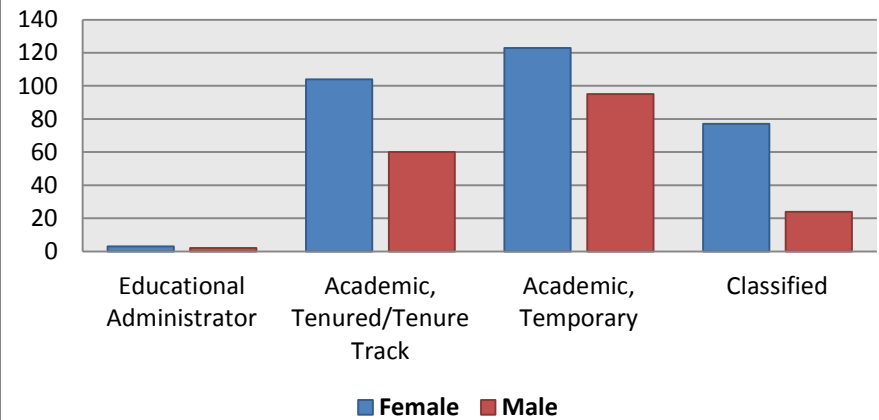
**District Workforce Composition - Gender
Fall 2013**

Fall 2013 Employee		Female		Male		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	5	45.45%	6	54.55%	11	2.41%
Mission	Academic, Tenured/Tenure Track	93	65.49%	49	34.51%	142	31.14%
Mission	Academic, Temporary	98	48.76%	103	51.24%	201	44.08%
Mission	Classified	79	77.45%	23	22.55%	102	22.37%
MC Total						456	48.31%
West Valley	Educational Administrator	3	60.00%	2	40.00%	5	1.02%
West Valley	Academic, Tenured/Tenure Track	104	63.41%	60	36.59%	164	33.61%
West Valley	Academic, Temporary	123	56.42%	95	43.58%	218	44.67%
West Valley	Classified	77	76.24%	24	23.76%	101	20.70%
WVC Total						488	51.69%

MC Workforce Gender Fall 2013

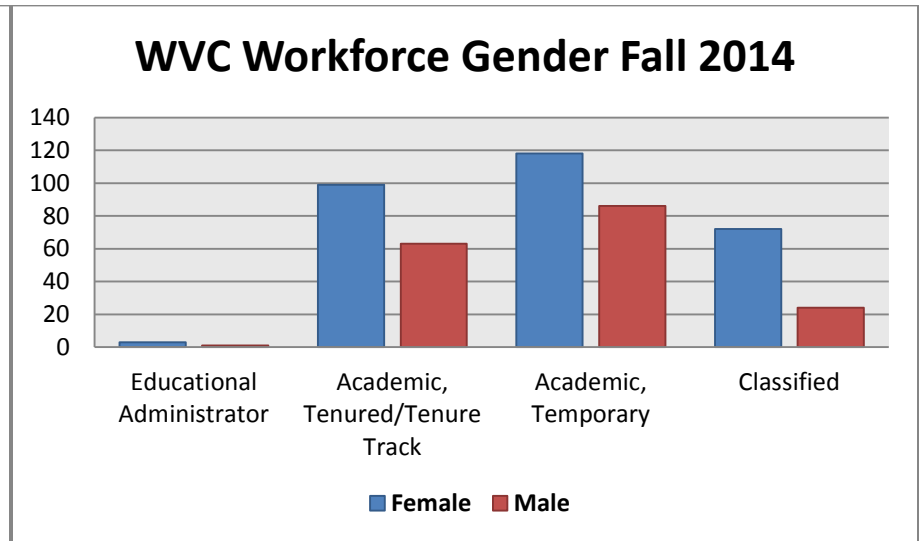
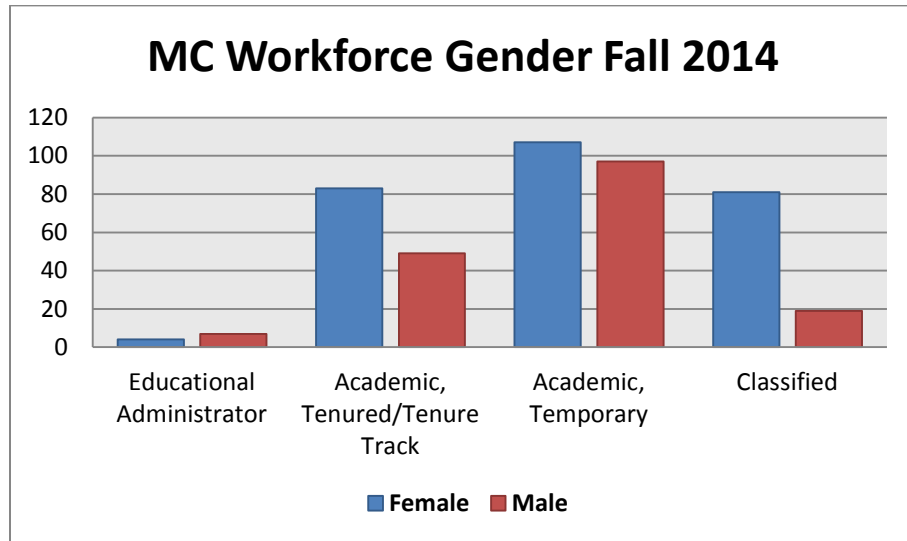


WVC Workforce Gender Fall 2013



**District Workforce Composition - Gender
Fall 2014**

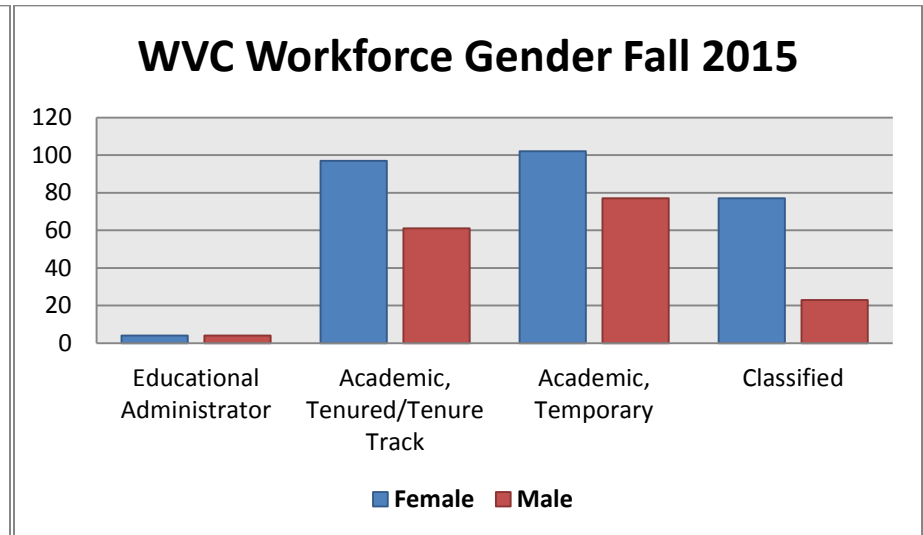
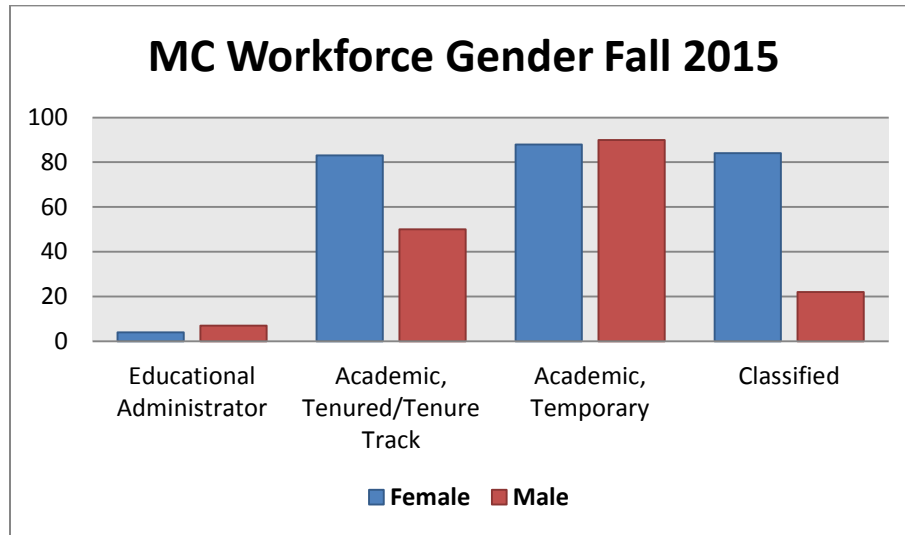
Fall 2014 Employee		Female		Male		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	4	36.36%	7	63.64%	11	2.46%
Mission	Academic, Tenured/Tenure Track	83	62.88%	49	37.12%	132	29.53%
Mission	Academic, Temporary	107	52.45%	97	47.55%	204	45.64%
Mission	Classified	81	81.00%	19	19.00%	100	22.37%
MC Total						447	48.96%
West Valley	Educational Administrator	3	75.00%	1	25.00%	4	0.86%
West Valley	Academic, Tenured/Tenure Track	99	61.11%	63	38.89%	162	34.76%
West Valley	Academic, Temporary	118	57.84%	86	42.16%	204	43.78%
West Valley	Classified	72	75.00%	24	25.00%	96	20.60%
WVC Total						466	51.04%



Data taken from State Chancellor's office datamart

**District Workforce Composition - Gender
Fall 2015**

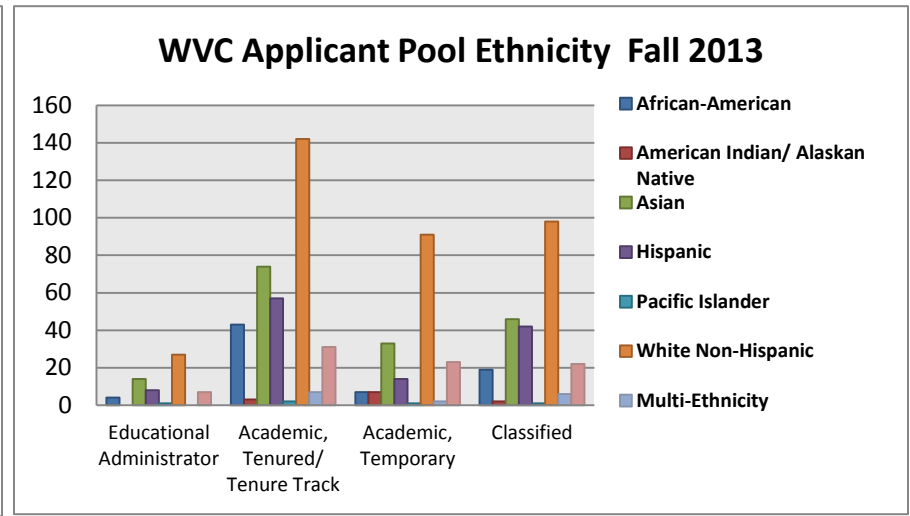
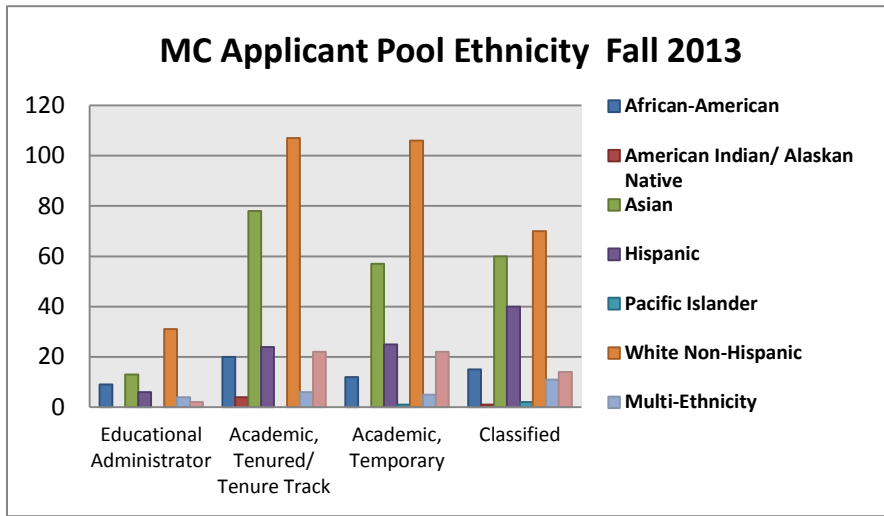
Fall 2015 Employee		Female		Male		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	4	36.36%	7	63.64%	11	2.57%
Mission	Academic, Tenured/Tenure Track	83	62.41%	50	37.59%	133	31.07%
Mission	Academic, Temporary	88	49.44%	90	50.56%	178	41.59%
Mission	Classified	84	79.25%	22	20.75%	106	24.77%
MC Total						428	49.03%
West Valley	Educational Administrator	4	50.00%	4	50.00%	8	1.80%
West Valley	Academic, Tenured/Tenure Track	97	61.39%	61	38.61%	158	35.51%
West Valley	Academic, Temporary	102	56.98%	77	43.02%	179	40.22%
West Valley	Classified	77	77.00%	23	23.00%	100	22.47%
WVC Total						445	50.97%



Data taken from State Chancellor's office datamart

**Applicant Pool Composition - Ethnicity
FY 2013**

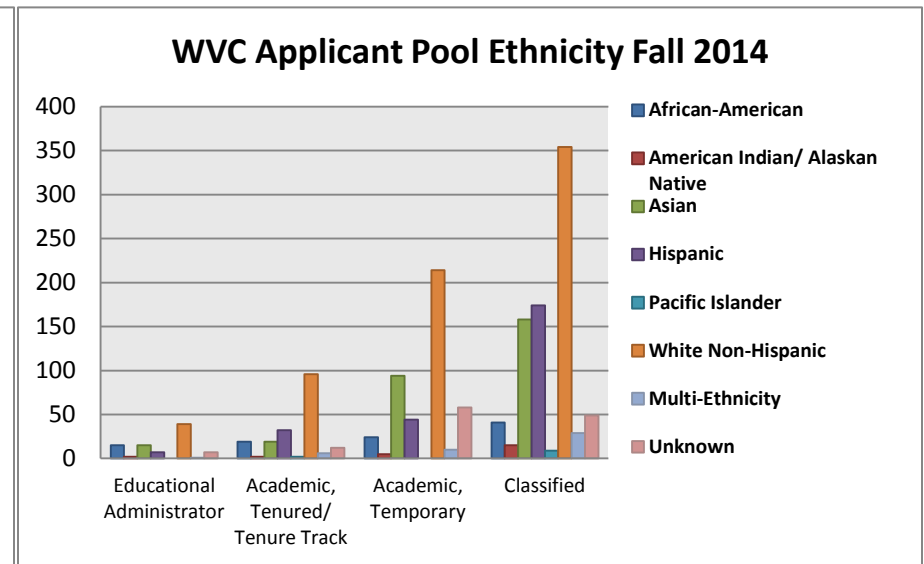
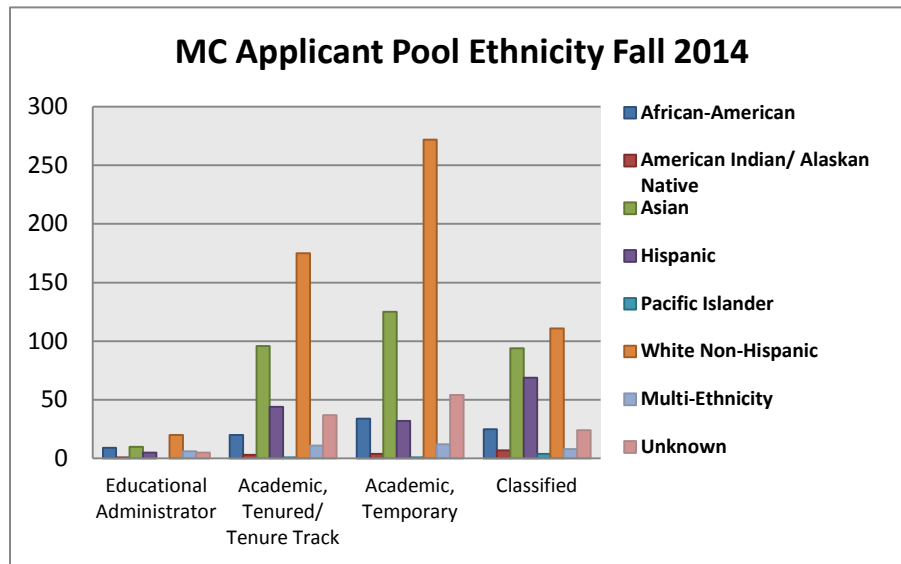
College	Employee Classification	African-American	American Indian/ Alaskan Native	Asian	Hispanic	Pacific Islander	White Non- Hispanic	Multi- Ethnicity	Unknown	TOTAL
Mission	Educational Administrator	9	0	13	6	0	31	4	2	65
Mission	Academic, Tenured/Tenure Track	20	4	78	24	0	107	5	22	261
Mission	Academic, Temporary	12	0	57	25	1	106	6	22	228
Mission	Classified	15	1	60	40	2	70	11	14	213
MC Total										767
West Valley	Educational Administrator	4	0	14	8	1	27	0	7	61
West Valley	Academic, Tenured/Tenure Track	43	3	74	57	2	142	7	31	359
West Valley	Academic, Temporary	7	7	33	14	1	91	2	23	178
West Valley	Classified	19	2	46	42	1	98	6	22	236
WVC Total										834



Data taken from WVMCCD e-Recruit system

**Applicant Pool Composition - Ethnicity
FY 2014**

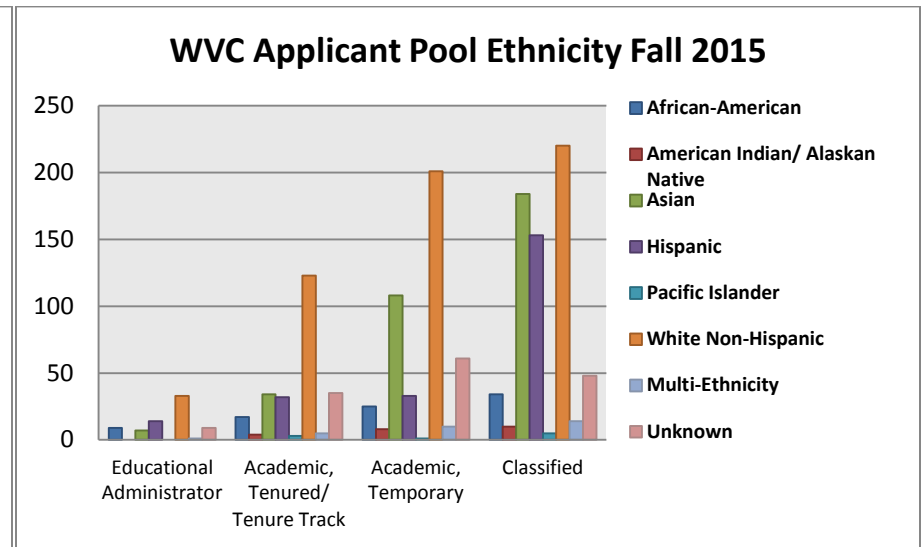
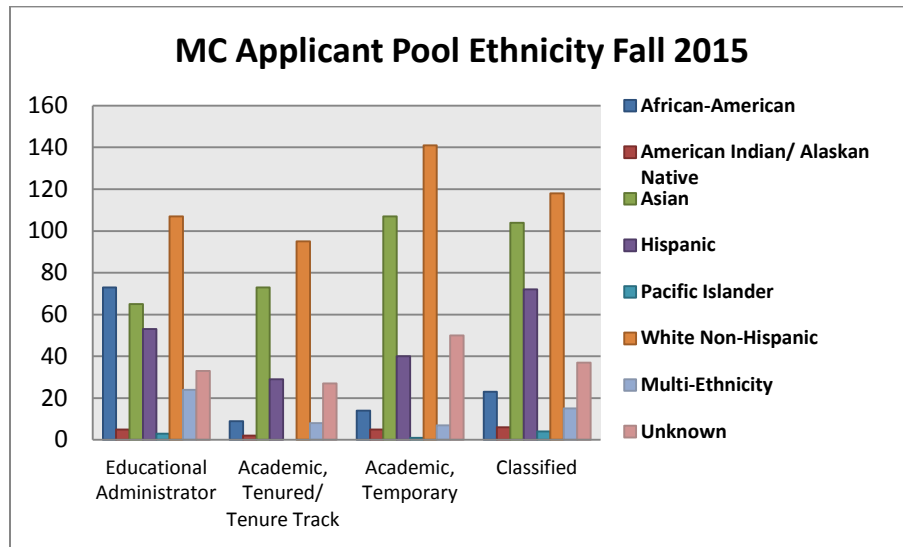
College	Employee Classification	African-American		American Indian/ Alaskan Native		Asian		Hispanic		Pacific Islander		White Non- Hispanic		Multi- Ethnicity		Unknown		TOTAL	
Mission	Educational Administrator	9	16.07%	1	1.79%	10	17.86%	5	8.93%	0	0.00%	20	35.71%	6	10.71%	5	8.93%	56	4.25%
Mission	Academic, Tenured/Tenure Track	20	5.17%	3	0.78%	96	24.81%	44	11.37%	1	0.26%	175	45.22%	11	2.84%	37	9.56%	387	29.34%
Mission	Academic, Temporary	34	6.37%	4	0.75%	125	23.41%	32	5.99%	1	0.19%	272	50.94%	12	2.25%	54	10.11%	534	40.49%
Mission	Classified	25	7.31%	7	2.05%	94	27.49%	69	20.18%	4	1.17%	111	32.46%	8	2.34%	24	7.02%	342	25.93%
MC Total																		1319	45.94%
West Valley	Educational Administrator	15	17.44%	2	2.33%	15	17.44%	7	8.14%	0	0.00%	39	45.35%	1	1.16%	7	8.14%	86	5.54%
West Valley	Academic, Tenured/Tenure Track	19	10.11%	2	1.06%	19	10.11%	32	17.02%	2	1.06%	96	51.06%	6	3.19%	12	6.38%	188	12.11%
West Valley	Academic, Temporary	24	5.35%	5	1.11%	94	20.94%	44	9.80%	0	0.00%	214	47.66%	10	2.23%	58	12.92%	449	28.93%
West Valley	Classified	41	4.95%	15	1.81%	158	19.06%	174	20.99%	9	1.09%	354	42.70%	29	3.50%	49	5.91%	829	53.41%
WVC Total																		1552	54.06%



Data taken from WVMCCD e-Recruit system

**Applicant Pool Composition – Ethnicity
FY 2015**

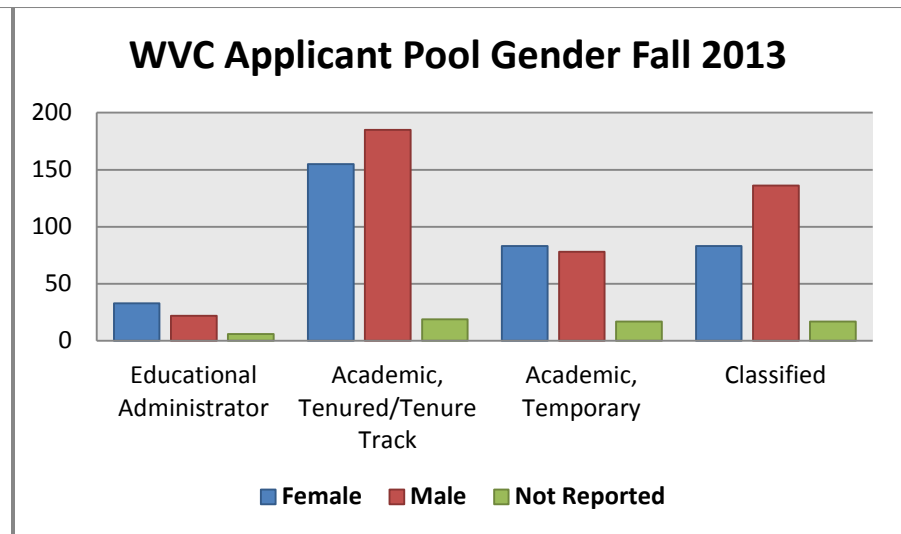
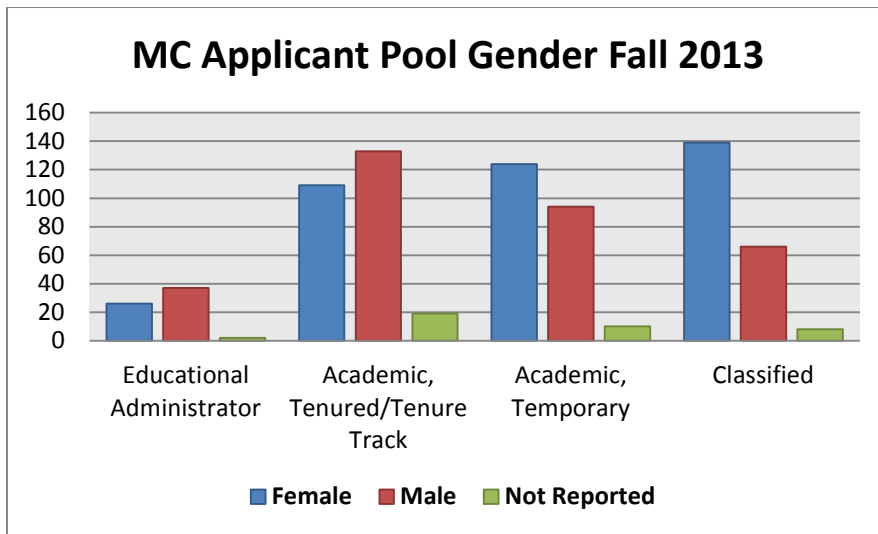
College	Employee Classification	African-American	American Indian/Alaskan Native	Asian	Hispanic	Pacific Islander	White Non-Hispanic	Multi-Ethnicity	Unknown	TOTAL
Mission	Educational Administrator	73	5	65	53	3	107	24	33	363
Mission	Academic, Tenured/Tenure Track	9	2	73	29	0	95	8	27	243
Mission	Academic, Temporary	14	5	107	40	1	141	7	50	365
Mission	Classified	23	6	104	72	4	118	15	37	379
MC Total										1350
West Valley	Educational Administrator	9	0	7	14	0	33	1	9	73
West Valley	Academic, Tenured/Tenure Track	17	4	34	32	3	123	5	35	253
West Valley	Academic, Temporary	25	8	108	33	1	201	10	61	447
West Valley	Classified	34	10	184	153	5	220	14	48	668
WVC Total										1441



Data taken from WVMCCD e-Recruit system

**Applicant Pool Composition – Gender
FY 2013**

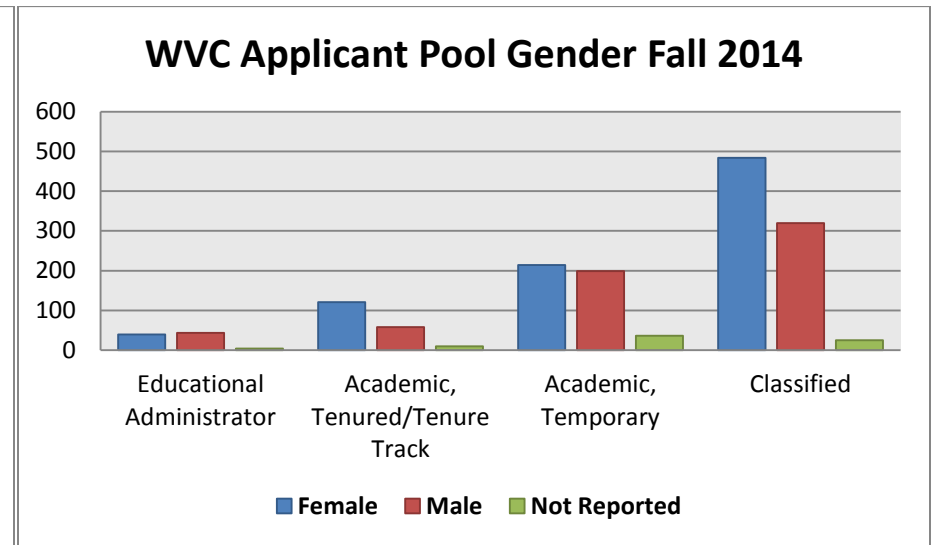
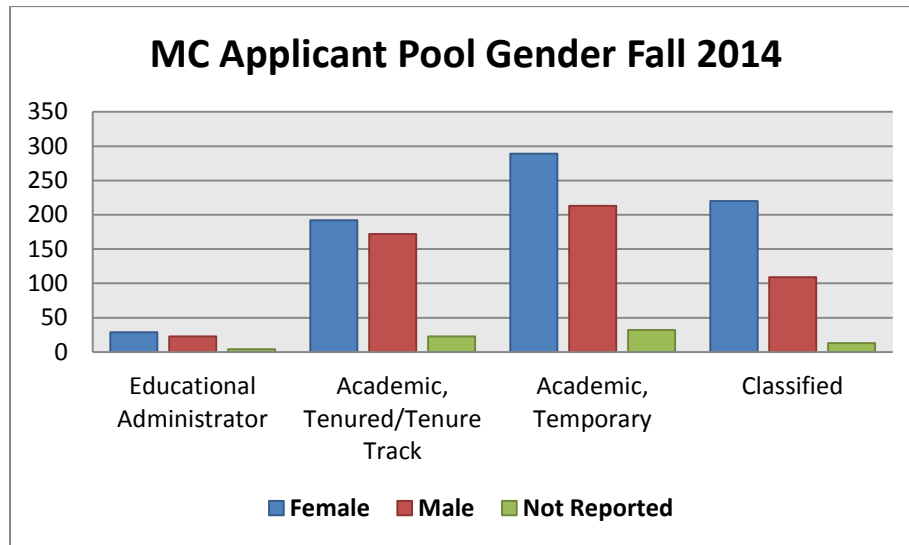
Fall 2013 Employee		Female		Male		Not Reported		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	26	40.00%	37	56.92%	2	3.08%	65	8.47%
Mission	Academic, Tenured/Tenure Track	109	41.76%	133	50.96%	19	7.28%	261	34.03%
Mission	Academic, Temporary	124	54.39%	94	41.23%	10	4.39%	228	29.73%
Mission	Classified	139	65.26%	66	30.99%	8	3.76%	213	27.77%
MC Total								767	47.91%
West Valley	Educational Administrator	33	54.10%	22	36.07%	6	9.84%	61	7.31%
West Valley	Academic, Tenured/Tenure Track	155	43.18%	185	51.53%	19	5.29%	359	43.05%
West Valley	Academic, Temporary	83	46.63%	78	43.82%	17	9.55%	178	21.34%
West Valley	Classified	83	35.17%	136	57.63%	17	7.20%	236	28.30%
WVC Total								834	52.09%



Data taken from WVMCCD e-Recruit system

**Applicant Pool Composition – Gender
FY 2014**

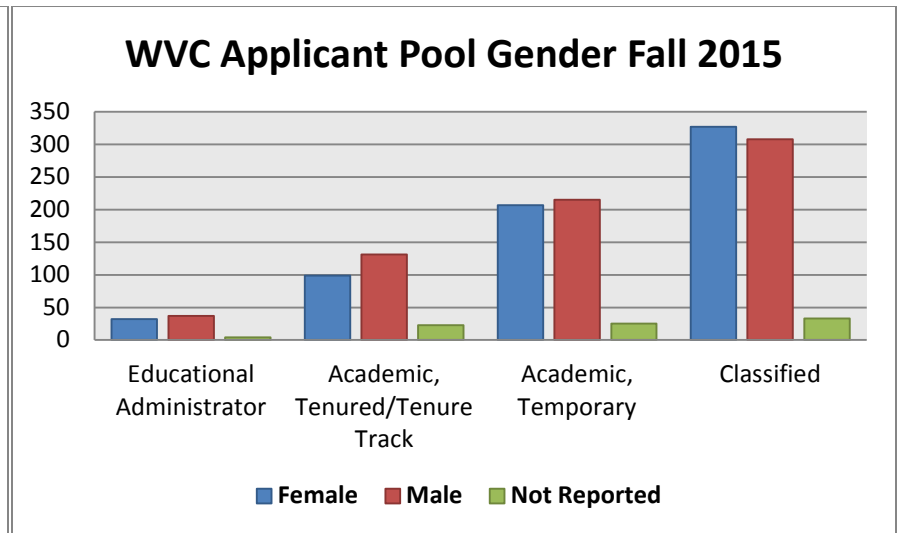
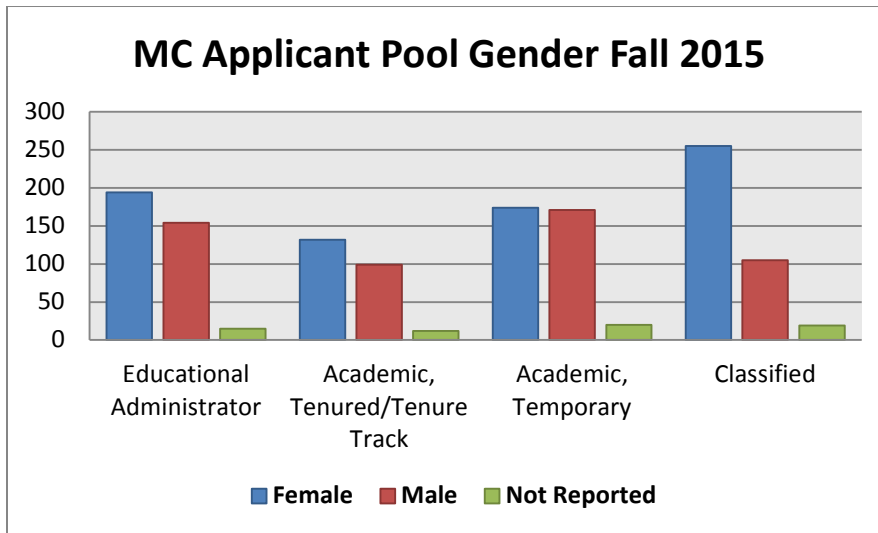
Fall 2014 Employee		Female		Male		Not Reported		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	29	51.79%	23	41.07%	4	7.14%	56	4.25%
Mission	Academic, Tenured/Tenure Track	192	49.61%	172	44.44%	23	5.94%	387	29.34%
Mission	Academic, Temporary	289	54.12%	213	39.89%	32	5.99%	534	40.49%
Mission	Classified	220	64.33%	109	31.87%	13	3.80%	342	25.93%
MC Total								1319	45.94%
West Valley	Educational Administrator	39	45.35%	43	50.00%	4	4.65%	86	5.54%
West Valley	Academic, Tenured/Tenure Track	121	64.36%	58	30.85%	9	4.79%	188	12.11%
West Valley	Academic, Temporary	214	47.66%	199	44.32%	36	8.02%	449	28.93%
West Valley	Classified	484	58.38%	320	38.60%	25	3.02%	829	53.41%
WVC Total								1552	54.06%



Data taken from WVMCCD e-Recruit system

**Applicant Pool Composition – Gender
FY 2015**

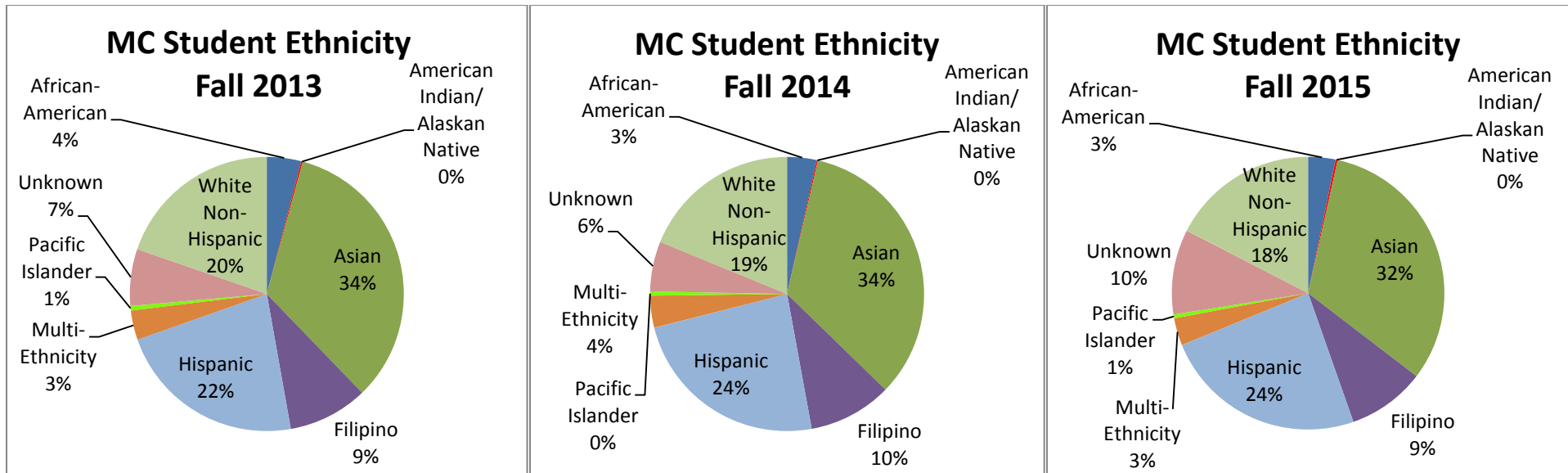
Fall 2015 Employee		Female		Male		Not Reported		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	194	53.44%	154	42.42%	15	4.13%	363	26.89%
Mission	Academic, Tenured/Tenure Track	132	54.32%	99	40.74%	12	4.94%	243	18.00%
Mission	Academic, Temporary	174	47.67%	171	46.85%	20	5.48%	365	27.04%
Mission	Classified	255	67.28%	105	27.70%	19	5.01%	379	28.07%
MC Total								1350	48.37%
West Valley	Educational Administrator	32	43.84%	37	50.68%	4	5.48%	73	5.07%
West Valley	Academic, Tenured/Tenure Track	99	39.13%	131	51.78%	23	9.09%	253	17.56%
West Valley	Academic, Temporary	207	46.31%	215	48.10%	25	5.59%	447	31.02%
West Valley	Classified	327	48.95%	308	46.11%	33	4.94%	668	46.36%
WVC Total								1441	51.63%



Data taken from WVMCCD e-Recruit system

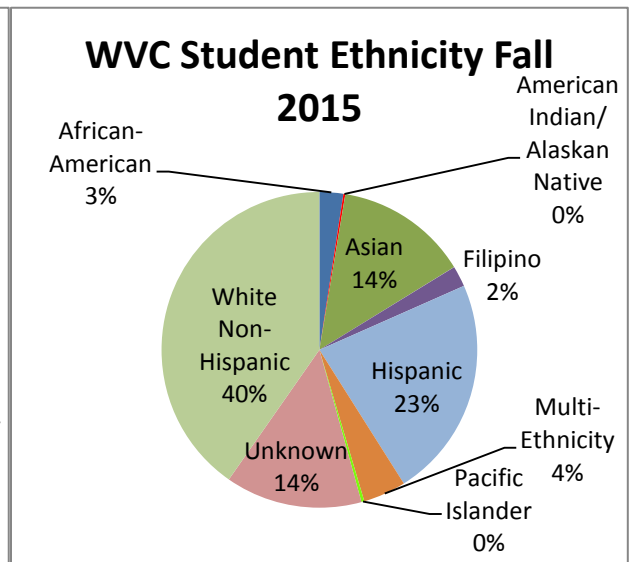
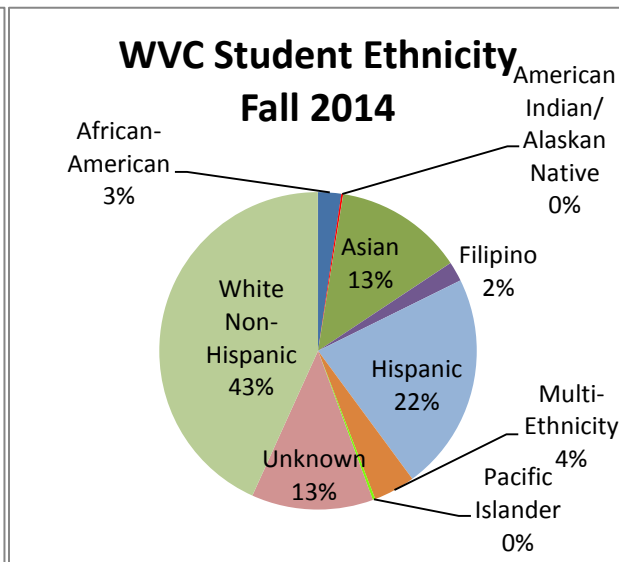
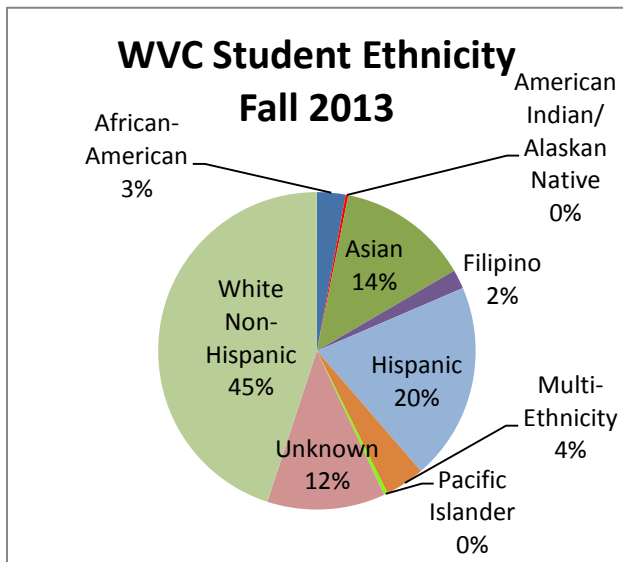
**College Student – Ethnicity
Fall 2013-2015**

Mission College	Fall 2013		Fall 2014		Fall 2015	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
Mission Total	9,601	47.17%	8,793	46.36%	9,410	47.83%
African-American	389	4.05%	307	3.49%	305	3.24%
American Indian/Alaskan Native	17	0.18%	12	0.14%	23	0.24%
Asian	3,223	33.57%	2,960	33.66%	3,003	31.91%
Filipino	903	9.41%	864	9.83%	866	9.20%
Hispanic	2,151	22.40%	2,103	23.92%	2,276	24.19%
Multi-Ethnicity	332	3.46%	331	3.76%	307	3.26%
Pacific Islander	51	0.53%	44	0.50%	41	0.44%
Unknown	644	6.71%	518	5.89%	950	10.10%
White Non-Hispanic	1,891	19.70%	1,654	18.81%	1,639	17.42%



**College Student – Ethnicity
Fall 2013-2015**

West Valley College	Fall 2013		Fall 2014		Fall 2015	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
West Valley Total	10,755	52.83%	10,174	53.64%	10,262	52.17%
African-American	313	2.91%	239	2.35%	250	2.44%
American Indian/Alaskan Native	29	0.27%	19	0.19%	20	0.19%
Asian	1,441	13.40%	1,338	13.15%	1,396	13.60%
Filipino	210	1.95%	205	2.01%	218	2.12%
Hispanic	2,163	20.11%	2,257	22.18%	2,326	22.67%
Multi-Ethnicity	433	4.03%	432	4.25%	450	4.39%
Pacific Islander	38	0.35%	27	0.27%	31	0.30%
Unknown	1,294	12.03%	1,260	12.38%	1,436	13.99%
White Non-Hispanic	4,834	44.95%	4,397	43.22%	4,135	40.29%



Plan Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation

Using the Fall 2015 data, comparisons of the applicant pool and employee data were made by gender and ethnicity. Employee data was also compared to the student demographic data.

The χ^2 goodness-of-fit test ($\alpha = 0.05$) determines whether the distribution of employees resembles that of the distribution of applicants or students. A statistically significant result implies that there are differences between the employee distribution and the distribution of applicants or students.

Gender

There is no significant difference between the distribution of employees and the distribution of applicants at Mission College. There is also no significant difference in the distribution of employees and the student gender distribution at Mission College.

There are statistically significant differences in the employee distribution and applicant pool at West Valley College in the following areas: academic (tenured/tenure track), academic (temporary), and classified. For the academic (tenure/tenure track) area, the proportion of male applicants for Fall 2015 was 57%, but the number of male tenure/tenure track employees is at 39%. The proportion of male applicants for instructor (temporary) was 51%, with male temporary instructors making up on 43% of the employees in this category. In classified staff, 49% of applicants were male, whereas 23% of classified staff are male.

There are also statistically significant differences in the employee distribution and student gender distribution at West Valley College. Only 58% of the students are female, but 63% of employees are female.

Ethnicity

There are statistically significant differences at both colleges in terms of ethnicity between the applicant pool and employee distributions, as well as in the student distribution and employee distribution.

At Mission College, the differences are found in the academic areas (tenure/tenure-track and temporary). The data shows an overrepresentation of the number of White non-Hispanic employees when compared to the applicant pool and to the student population. For the student population comparison, the two ethnic categories with much skewed numbers are Hispanic (under-representation of the number of employees when compared to students) and White non-Hispanic (over-representation of number of employees when compared to students).

West Valley College shows statistically significant differences for all four areas in both the applicant pool and student population. The number of White non-Hispanic employees is much higher than the proportion of White non-Hispanic applicants and students at the school. One example of this is found in the applicant pool for classified employees. In Fall 2015, 30% of applicants were Hispanic, but only 18% of classified employees are Hispanic. Student demographics also show that while only 40% of students at West Valley College are White non-Hispanic, 71% of employees are White non-Hispanic.

The District continues to make progress in reviewing its demographics and recruitments to identify practices that may interfere with achieving a diverse workforce representative of its community. The State Chancellor's Office has indicated that there will be no baseline data on which to analyze under-representation of administrators and full-time faculty. Nevertheless, the District will continue to monitor changes in applicant pools and retention of faculty and staff, and take steps as outlined in this Plan to address areas of concern. The District will use its EEO Diversity Advisory Council to review data and identify issues.

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 so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6.³

Except as otherwise specified in this section, community college districts shall actively recruit from both within and outside the district work force to attract qualified applicants for all-vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the district. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions. Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry. Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this *Plan*.

"In-house or promotional only" recruitment shall not be used to fill any vacancy for any position described above except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or series of interim appointments exceeds two years in duration. Where in-house or promotional only recruitment is utilized to fill a position on an interim basis, all District employees shall be afforded the opportunity to apply and demonstrate that they are qualified. The job announcement for the interim position shall comply with the requirements set forth in the *Plan* and the selection process shall be consistent with the requirements of this subchapter.

For purposes of this paragraph, a vacancy is not created, and the requirements of the above do not apply, when:

- a) There is a reorganization that does not result in a net increase in the number of employees;

³ Education Code section 87102 requires each district's *Plan* to address how the district will make progress in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

- b) One or more lateral transfers are made and there is no net increase in the number of employees;
- c) A position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;
- d) The faculty in a division or department elects one faculty member to serve as a chairperson for a prescribed limited term;
- e) The position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code;
- f) A part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. For purposes of this section, “a substantial break in service” means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or
- g) An individual not currently employed by the District, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional services contract. No appointment or series of appointments pursuant to this provision may exceed a period of two years.

To address any identified underrepresentation of monitored groups pursuant to Plan Component 11, the District will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not underrepresentation exists, because the provisions are also valuable in ensuring equal employment opportunity. The District’s Recruitment and Hiring Procedures shall include in its section on recruitment the following provisions:

1) *Recruitment*

It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals.

Efforts will be undertaken, on a regular basis, to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Diversity Advisory Council is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All recruitment announcements will state that the District is an “Equal Employment Employer.” The District will include in the recruitment section of its Recruitment and Hiring Procedures the following provisions:

- a) The District will apply the recruitment procedures set forth in Title 5, section 53021 to conduct full and open recruitment for all vacancies 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 without first notifying the Associate Vice Chancellor of Human Resources in writing of the compelling reason to do so. If the Associate Vice Chancellor determines that an exception to a full and open recruitment is warranted, he/she will notify the Diversity Advisory Council.

- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
 - (1) General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
 - (2) Local and regional community newspapers.
 - (3) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
 - (4) Publications including electronic media, which are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
- c) Whenever feasible, the District shall host an open house for persons interested in employment with the District. The open house will allow potential candidates to meet deans, division chairs, faculty, and classified employees of the District. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the District's commitment to equal employment opportunity. Efforts will be made to attract diverse groups of individuals to the open house.
- d) District employees shall be surveyed on a regular basis requesting resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human Resources will compile, store, and update this list.

2) *Job Announcements*

The District's Recruitment and Hiring Procedures section on "Job Announcements" shall include the following provisions:

- a) Job announcements 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, gender identity, sexual orientation, and ethnic backgrounds of community college students. 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, or his/her Human Resources designee, before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an “Equal Employment Employer.”

- b) For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

3) *Review of Initial and Qualified Applicant Pools*⁴

Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The District’s Recruitment and Hiring Procedures shall include the following provisions:

- a) The application for employment will provide for voluntary, self-identification of the applicant’s gender, ethnic group, veteran status and, if applicable, his or her disability; and this information will be kept separate from the application reviewed by the screening/selection committee.
- b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The composition of the initial applicant pool will be recorded and reviewed by the Associate Vice Chancellor of Human Resources or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement.
- c) *Qualified Applicant Pool:* The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Associate Vice Chancellor of Human Resources or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. Once the qualified applicant pool is approved, the pool will be forwarded to the screening/ selection committee for paper screening, interviews, and final recommendations for hiring consideration.

⁴ See Title 5, section 53023 for general authority for this section.

4) *Screening and Selection Procedures*⁵

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 shall include in its section on applicant screening by screening/selection committees the following provisions:

- a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
 - (1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;⁶
 - (2) Designed to ensure that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multiculturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;⁷
 - (3) Based solely on job-related criteria; and
 - (4) Designed to avoid an adverse impact, and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.
- b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- c) The Associate Vice Chancellor of Human Resources, or designee, is responsible for approving the makeup of selection/screening committees. If the Associate Vice Chancellor of Human Resources, or designee, does not approve a selection/screening committee for lack of diversity, he or she will take necessary steps to remedy the lack of diversity.

⁵ See Title 5, section 53024 for general authority for this section.

⁶ Title 5, section 53024 only requires that this criterion be applied to faculty and administrators. The District has chosen to apply the criteria to all applicants. The language is added here as a recommended practice.

⁷ This is not a Title 5 requirement. It is added here as a recommended practice.

- d) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.
- e) Interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.
- f) All screening materials must be approved by the Associate Vice Chancellor of Human Resources or designee for compliance with equal employment opportunity principles.⁸
- g) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
 - 1) After the selection/screening committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been approved and cleared for adverse impact.
 - 2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, gender, gender identity, gender expression, sexual orientation, marital status, pregnancy, physical or mental disability, genetic information, medical condition, or military and 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.
- i) The District will review all of its current and future job specifications to ensure that seniority or length of service is taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Plan Component 12, section 2) a) (see Title 5, §§ 53022 and 53024(d)).

Service will be considered job-related for purposes of taking seniority or length of service into account only if it is closely related to the actual teaching or other faculty assignment. Service in the same department will not automatically be considered closely related unless the actual assignments within the department are similar. The use of seniority or length of service will be assessed for adverse impact in each selection process where it is

⁸ Subsections a) (2), c), e) and f) are not required by Title 5 and are offered here as recommended practices.

taken into account. If adverse impact results from the use of seniority or length of service as a job-related factor, the process will continue only if applicants who were eliminated by the use of seniority or length of service considerations are placed back in the pool and continue to be considered during the hiring process.

- j) Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*.
- k) The Board of Trustees or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.
- l) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the *Plan*, the District will request the Diversity Advisory Council 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 Measures to Support Diversity and Ensure Equal Employment Opportunity

- 1) The District shall review the information gathered pursuant to Title 5, Section 53003, subdivision(c) (6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For these purposes, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:
 - a) Longitudinal analysis of data gathered regarding job applicants, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
 - b) Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
 - c) Analysis to determine whether the group is significantly underrepresented.
- 2) Where the review described above identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:
 - a) The District will request that the EEO Diversity Advisory Council, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
 - b) 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, recruitment and hiring program to assist in addressing the significant underrepresentation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly underrepresented groups; additional training for current faculty and staff on the value of a diverse workforce; and recommended changes to the job announcement and screening criteria, including interview questions, that may reasonably be expected to attract candidates from the significantly underrepresented group. The responsible administrator(s) will be evaluated on the ability to develop and implement this recruitment and hiring program.
 - c) The District will actively monitor the representation rate of each group, which was identified in Component 11 as being significantly underrepresented in one or more categories.

- d) Review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
 - a. Any requirements of federal law; and
 - b. Qualifications which the District has found to be job-related, including the requirement that applicants for academic and administrative positions demonstrate sensitivity of community college students; or
- e) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect; and
- f) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need
- g) The administrator for the division or department where the significant underrepresentation persists; a subcommittee of the Diversity Advisory Council chosen by its members, and a Human Resources department recruitment specialist to review the effectiveness of the recruitment and hiring program described in *section 3* above. This group will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation. The Chancellor will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a well-planned, well-funded diversity program supported by the leadership of the District can be of great value. The District will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District shall do the following:

- 1) Commit to a formal Office of Diversity and diversity program that is part of the structure of the district and that will be adequately funded and supported by the District and campus leadership.⁹
- 2) Conduct campus climate studies to identify hidden barriers.
- 3) Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- 4) 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.
- 5) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 6) Work with Human Resources to assist in the development of a "Diversity Instructional Tool Kit" as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.

⁹ Districts may look at the State Chancellor's Office website for information on Systemwide Commitments to Equity and Diversity. This information may be accessed at www.cccco.edu; click on agency; governmental relations division; equal employment opportunity; equity and diversity taskforce recommendations; and more. The State Chancellor's Office has not evaluated the application of specific practices, and inappropriate application could cause a district to violate the law. Additionally, because the information may not have been recently reviewed for consistency with legal requirements, districts should seek the advice of legal counsel when implementing specific practices.

- 7) Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- 8) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- 9) Include EEO/diversity workshops at flex days or staff development days.
- 10) Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.
- 11) 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.
- 12) Promote various cultural celebrations on campus.
- 13) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
- 14) Have a formal diversity program on campus that is visible, valued and adequately funded.
- 15) Consider providing for alternative educational or experience requirements for nonacademic positions.
- 16) Develop leadership opportunities with current staff focusing on diversity.
- 17) Establish a *Community Outreach Advisory Council* to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).
- 18) 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.
- 19) 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.
- 20) Conduct exit interviews with employees who voluntary leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.

- 21) Provide training on elimination of bias in hiring and employment.
- 22) Provide cultural awareness training to members of the campus community.
- 23) Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
- 24) Provide the opportunity for the Board of Trustees to receive training on the elimination of bias in hiring and employment at least once every election cycle.
- 25) Thoroughly investigate, in a timely manner, all complaints filed under this chapter, and all harassment and discrimination complaints filed, and take appropriate corrective action in all instances where a violation is found.
- 26) Ensure that the District mission statement conveys a commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.
- 27) Encourage District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.
- 28) Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
- 29) Address issues of inclusion/exclusion in a transparent and collaborative fashion.
- 30) Make attempts to gather information from applicants who decline job offers to find out why, record this information, and utilize it.
- 31) Conduct longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.
- 32) Other actions to achieve the goals of the *Plan*.

Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring1) *Reasonable Accommodations*

Applicants and employees with disabilities¹⁰ shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 *et seq.* and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note-takers.

The Associate Vice Chancellor of Human Resources, in the role of ADA coordinator, is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Reasonable Accommodations” form.

2) *Goals for Persons with Disabilities*

Currently the projected representation for persons with disabilities is only required by the total District workforce and not by job categories. The District will monitor applicants and employees with disabilities for both West Valley and Mission Colleges and address based on assessment of underutilization.

The District will work with Disability Support Programs and Services (DSPS) at Mission College and Disability & Educational Support Program (DESP) at West Valley College to communicate job openings to persons with disabilities.

¹⁰ See the definition of “person with a disability” in the definitions section of the *Plan*. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.

Plan Component 16: Encouraging Graduate Employment in Community Colleges

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 Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.



West Valley - Mission
Community College District

EEO Diversity Advisory Council

Meeting Agenda

Friday, October 19, 2018

West Valley College – Fox 211

1:30 PM – 3:30 PM

- I. Welcome
- II. Approval of EEO Diversity Advisory Council Meeting Summary of April 13, 2018
- III. 2017-2018 EEO Applicants Report (Prachi & Sean)
 - a. New EEO Analysis Tools
- IV. Undocumented Student Week of Action at Mission College: 10/15 – 10/19 (Ken)
- V. UndocuAlly Workshop at Mission College: 10/26 (Ken)
- VI. Faculty Diversity Internship Updates (Paul)
- VII. Diversity Education Proposal Review and Scheduling (Paul)
- VIII. Upcoming Recruitment Fairs (Sean)
- IX. Upcoming Supervisors/Management Trainings (Paul)
- X. Future Schedule of Meetings and Agenda Items
 - a. Next Meeting: November 30, 2018 at Mission College
from 9:00 am – 11:00 am
 - b. Future Agenda items:



West Valley - Mission
Community College District

EEO Diversity Advisory Council

Meeting Agenda

Friday, November 30, 2018

Mission College – TAV 140

9:00 AM – 11:00 AM

- I. Welcome

- II. Approval of EEO Diversity Advisory Council Meeting Summary of October 19, 2018

- III. Statewide EEO Update (Albert)
 - a. Building Diversity Summit

- IV. Debrief of Diversity Uncovered Workshop (Albert & Ryan)

- V. Upcoming Supervisors/Management Trainings (Ryan)

- VI. Future Schedule of Meetings and Agenda Items
 - a. Next Meeting: March 1, 2019 at West Valley College
from 1:30 pm – 3:30 pm
 - b. Future Agenda items:



West Valley - Mission
Community College District

EEO Diversity Advisory Council

Meeting Agenda

Friday, March 1, 2019

West Valley College – Club Room

1:30 PM – 3:30 PM

- I. Welcome

- II. Approval of EEO Diversity Advisory Council Meeting Summary of November 30, 2018

- III. Review EEO Plan 2017-2020 (Ryan Ng)

- IV. Training Updates (Paul Williams)

- V. Updates: Districtwide Undocumented Student Efforts (Ken Songco)

- VI. Spring 2019 Equity Professional Development Series (Ken Songco)

- VII. Future Schedule of Meetings and Agenda Items
 - a. Next Meeting: April 12, 2019 at West Valley College
from 1:30 pm – 3:30 pm
 - b. Future Agenda items:



West Valley - Mission
Community College District

EEO Diversity Advisory Council

Meeting Agenda

Friday, April 12, 2019

West Valley College – Club Room

1:30 PM – 3:30 PM

- I. Welcome
- II. Approval of EEO Diversity Advisory Council Meeting Summary of March 1, 2019
 - I. District Workforce Presentation (Sean McGowan & Prachi Samant)
 - II. Review EEO Plan 2017-2020 (Albert M. Moore)
 - III. Multiple Methods Reports Reminder (Albert M. Moore)
 - IV. Training Updates (Paul Williams)
 - V. Future Schedule of Meetings and Agenda Items



EEO Diversity Advisory Council

Meeting Summary

Friday, October 19, 2018
West Valley College, Fox 211
1:30 AM – 3:30 PM

I. Welcome

X	Amy Vu	Faculty	West Valley
X	Donnelle McGee	Faculty	Mission
X	Stacy Hopkins	Faculty	West Valley
	Debra Williams	Administrative	Mission
X	Ken Songco	Administrative	Mission
X	Virginia Marquez	Administrative	West Valley
X	Matais Pouncil	Administrative	West Valley
X	Luan Szeto	Classified Staff	District
X	Xuan Lu	Classified Staff	Mission
X	Sarah Randle	Classified Staff	District
	Thuy Foot	Classified Staff	Mission
X	Emilio Espinosa	Classified Staff	West Valley
X	Albert Moore	Ex Officio	District
X	Sean McGowan	Ex Officio	District
X	Ryan Ng	Ex Officio	District
	Daniel LeGuen-Schmidt	Ex Officio	District
X	Prachi Samant	Ex Officio	District

II. Approval of April 13, 2018, EEO Diversity Advisory Council Meeting Summary

Action Taken: By voice consent, the minutes were approved.

III. 2017-2018 EEO Applicants Reports (Sean & Prachi)

a. New EEO Analysis Tools

Sean, among other staff, faculty and administrators, including other EEO Diversity Advisory Council Members, attended a one-day conference on Building Diversity – Using Data for Hiring. Notably, there were many takeaways from the EEO Data Workshop Session: Collecting and Analyzing Employment Activity Data presented by Gregory Smith, Associate Vice President of Human Resources at Shasta College.

Sean highlighted the key talking points from Greg's presentation, including the definitions of Adverse Impact and Underrepresentation, and several tools that Shasta College Human Resources utilize to track EEO data, including the U.S. Census Estimates, Availability Analysis Tool, Longitudinal Analysis – Applicant Pool Composition and Longitudinal Analysis – Hiring Process Phase Analysis.

Because Greg shared these tools publicly on Shasta College's HR page, Sean and Prachi were able to use the Availability and Utilization Analysis to identify underrepresentation in our Administrators. By comparing multiple availability sources from the San Jose Metropolitan Area and all of California, Sean and Prachi were able to compare the District's workforce (staff, faculty, & administrators) race demographics to the race demographics of these two major areas. Based on the results, it is clear that the Asian, Native Hawaiian/Pacific Islander and the Hispanic/Latino ethnic groups suffer the most adverse impact depending on the college and which workforce group.

IV. Undocumented Student Week of Action at Mission College: 10/15 – 10/19 (Ken)

Mission College declared October 15 – 19, 2018, as “Undocumented Student Week of Action.” In solidarity with community colleges across the state, Mission engaged in a week of advocacy and activities to support and build awareness about undocumented students. Undocumented Student Week of Action is a student-led campaign to advocate for a permanent solution to codify the Deferred Action for Childhood Arrivals (DACA) program to include a pathway to citizenship and provide support and resources to ALL undocumented students. Mission is committed to serving undocumented students and ensuring that Mission is a safe campus, which will support them whether they are here to obtain an associate's degree, transfer to a four-year college/university, or simply for enrichment. There were two focused actions during that week:

1. DACA Post Card Campaign – Signed postcards urging Congress to take immediate and permanent action to codify the DACA program and include a pathway to citizenship. Almost 200 postcards were created to be delivered to Congressman Ro Khanna's Santa Clara district office.
2. UndocuAlly Table – Mission College UndocuAllies and ASG senators/members had a table set up in the campus quad to engage the community to sign DACA postcards and to share resources available for undocumented students.

V. UndocuAlly Workshop at Mission College: 10/26 (Ken)

Ken invited the EEO Council to the UndocuAlly workshop at Mission College from 9:00 am – 12:00 pm. The training will assist faculty, staff and administrators with understanding the needs of undocumented students, legislation regarding undocumented immigrants, and case scenarios for participants.

On the topic of undocumented students, Virginia also shared some of the activities going on at West Valley College. One event she recently hosted with Debra Griffith was a workshop on financing your education. Another event hosted by the Office of

Student Equity and Success was Conversation Café: How to Best Support Undocumented Students, which included a mix of 25 students and staff participants. Debra is one of the leaders at WVC in the area of DACA and Undocumented Students, and more events like these are to come.

VI. Faculty Diversity Internship Updates (Paul)

Paul provided a comprehensive breakdown of the Faculty Diversity Internship Program - Pilot Draft Proposal to the Council. The program is designed to help prepare and recruit a diverse community college faculty, who are sensitive to the needs of the students and community it serves. Ultimately, the goal is to improve the diversity pool of faculty in the District so that we may better serve the diversity of our community.

Program overview: Interns will be assigned a faculty mentor, who teaches in the intern's subject area, to work with 3-5 hours per week; 16 consecutive weeks through the semester. Interns will be given the opportunity to receive on-campus training from their mentors and District staff, learn new teaching methods, and how to prepare lessons and activities for students. Throughout the program, interns will receive feedback from their mentor to prepare them for mock interviews for a faculty position.

The Faculty Diversity Internship Program provides hands-on experience and a unique perspective in an educational setting with a faculty mentor for one semester. Due to busy recruitment season for Spring 2019, the program will begin in Fall 2019. Paul Williams is currently conducting presentations at the college Cabinets and the Academic Senates over the next few weeks. Please see the schedule below:

Tuesday, November 13, 2018 WVC Cabinet

Tuesday, November 27, 2018 MC Cabinet

Tuesday, November 27, 2018 WVC Academic Senate

Thursday, November 29, 2019 MC Academic Senate

VII. Diversity Education Proposal Review and Scheduling (Paul)

Paul shared that the District will be partnering with CircleUp Education to host a workshop on diversity, equity and inclusion (DEI) with a focus on implicit bias. The workshop is designed to equip administrators, faculty, supervisors and classified staff with DEI knowledge and the skills in creating inclusive communities and workplaces. In order to start the process of changing a culture to be more diverse, DEI awareness, understanding implicit bias, and open dialogue is necessary for the long-term commitment toward a diverse and inclusive future. This first training is called Diversity Uncovered. There will be four sessions: two at WVC and two at MC. Paul will be sending out a district-wide email with registration details.

Program Description:

Diversity Uncovered is an interactive introduction to implicit bias, microaggressions, stereotypes, and inclusion. This training is designed to take seasoned Administrators, Faculty, Supervisors, and Classified Staff on a journey to develop a common language to identify and address challenges related to prejudice and unconscious discrimination in their workplace. This engaging and flexible training style is suitable for all staff regardless of prior diversity, equity and inclusion training.

Click here to learn more about our learning partner CircleUp Education:

<https://www.circleuped.org/>

Registration will be first come, first served so please register to confirm your seat. The class maximum for this program is 35 participants. Please see the dates and locations below and click on the link below to register for one of the options.

Dates and Locations:

Session 1: November 15, 2018, from 9-12noon at WVC Baltic Room

~~Session 2: November 15, 2018, from 1-4pm at WVC Baltic Room XLED~~

~~Session 3: November 16, 2018, from 9-12noon at Mission College SEC-205-Location update!~~

~~Session 4: November 16, 2018, from 1-4pm at Mission College SEC-205-Location update!~~

****To be rescheduled***

VIII. Upcoming Recruitment Fairs (Sean)

Sean shared the list of job fairs the District is planning to participate in for fiscal year 2018-2019. He requested volunteers to assist at the fairs and will be contacting several people, who have participated in the past.

IX. Upcoming Supervisors/Management Trainings (Paul)

Paul shared a few Management Trainings that are coming up:

1. ~~***Name that Section: Frequently Used Education Code and Title 5 Sections for Community Colleges***~~ – ~~November 30, 2018 from 1:00 – 4:00 pm (MC)~~

****To be rescheduled***

~~This practical workshop, designed for all levels of managements, provides guidance on structuring personnel policies and practices as well as managing day-to-day interactions to prevent unlawful harassment. Fully meets requirements of AB 1825 and AB 2053.~~

2. ***Preventing Harassment, Discrimination and Retaliation in the Academic Setting/Environment*** – December 7, 2018 from 1:00 – 4:00 pm (WVC)

This practical workshop, designed for all levels of managements, provides guidance on structuring personnel policies and practices as well as managing day-to-day interactions to prevent unlawful harassment. Fully meets requirements of AB 1825 and AB 2053.

3. ***Safety Summit*** – February 8, 2019, All Day (MC)

In this day-long summit, administrators from Bay Area institutions, including academic affairs, student discipline, student health services, human resources, facilities, risk management, DSPS, campus safety & police, athletics, and Title IX Coordinators, are invited to join together to discuss the legal obligations of responding to campus safety concerns, without simultaneously violating the rights of accused parties, victims, students, employees, and employee organizations. Together in this training, we will develop creative solutions for multifaceted scenarios that touch on these issues.

4. ***Exercising Your Management Rights*** – March 15, 2019 from 1:00 – 4:00 pm (MC)

This introductory overview workshop identifies the rights of supervisors and managers with respect to employee associations/unions and show them how to exercise those rights in ways that can improve their management skills and preserve management rights.

5. ***Managing the Marginal Employee/Accommodating Bad Behavior Summit*** – April 19, 2019, All Day (Cabrillo College)

This summit continues the Bay Area CCD Employment Relations Consortium's summit-style trainings that were initiated in 2016. These summits take an interdisciplinary approach to issues which impact management employees. This summit will provide administrators, supervisors, and managers from across the institution with tools to address performance, supervision, and discipline of employees who require specific skills and strategies to manage – marginal and disabled employees. These tools will be provided through interactive exercises and lively discussion.

6. ***Creating a Culture of Respect*** – Friday, May 3, 2019 from 1:00 – 4:00 pm (WVC)

This workshop addresses some of the issues surrounding diversity and its impact on the workplace: creating a culture of respect, confronting prejudice, managing differences, and understanding the power of diversity.

X. Statewide EEO Updates 9/13 Meeting (Albert)

Albert shared a few updates from the Statewide EEO Committee. Daisy Gonzales from the Chancellor's Office has been appointed as Co-Chair of the Statewide EEO Committee alongside Albert. In addition, the committee has committed to an EEO and diversity statewide strategy that will be rolled out in three phases: (1) EEO Data – Local Longitudinal Data Workshops (2) Statewide Plenary Sessions (3) Faculty Diversity Summit. Other opportunities include the Vision Resource Center (formerly known as the Professional Learning Network or PLN). The goal of these initiatives is to increase faculty diversity, as there has been a push for equity between part-time and full-time faculty.

XI. Future Agenda Items

- Approval of Minutes of October 19, 2018, EEO Diversity Advisory Council Meeting
- Next Meeting: November 30, 2018 at Mission College from 9:00 am – 11:00 am in the HR office, MT-18.



EEO Diversity Advisory Council

Meeting Summary

Friday, November 30, 2018

Mission College, TAV 140

9:00 AM – 11:00 AM

I. Welcome

	Amy Vu	Faculty	West Valley
	Donnelle McGee	Faculty	Mission
	Stacy Hopkins	Faculty	West Valley
X	Debra Williams	Administrative	Mission
	Ken Songco	Administrative	Mission
X	Virginia Marquez	Administrative	West Valley
X	Matais Pouncil	Administrative	West Valley
	Luan Szeto	Classified Staff	District
X	Xuan Lu	Classified Staff	Mission
	Sarah Randle	Classified Staff	District
	Thuy Foot	Classified Staff	Mission
X	Emilio Espinosa	Classified Staff	West Valley
X	Albert Moore	Ex Officio	District
	Sean McGowan	Ex Officio	District
X	Ryan Ng	Ex Officio	District
	Daniel LeGuen-Schmidt	Ex Officio	District
X	Prachi Samant	Ex Officio	District

II. Approval of October 19, 2018, EEO Diversity Advisory Council Meeting Summary

Action Taken: By voice consent, the minutes were approved.

III. Statewide EEO Update (Albert)

a. Building Diversity Summit

The Statewide EEO & Diversity Advisory Committee continues to focus on building diversity. The Chancellor's office, in collaboration with IEPI (Institutional Effectiveness Partnership Initiative), will be presenting a series of summits on data collection and analysis in support of a college or district's EEO program. These summits will emphasize the importance of building a diverse faculty and how effective data utilization can positively impact student outcomes.

The Building Diversity Summit will be in LA from February 8-9, 2019.

IV. Debrief of Diversity Uncovered Workshop

The Diversity Uncovered Staff Trainings are an interactive introduction to implicit bias, microaggressions and diversity education in the workplace. Two sessions were scheduled at each campus; however, three out of the four sessions were cancelled due to campus closures because of the poor air quality in the Bay Area.

From the one session at West Valley College that was not cancelled, several members of the EEO Council attended: Albert Moore, Paul Williams, Ryan Ng, Virginia Marquez and Prachi Samant. Attendees shared their feedback of the workshop:

“The Diversity Uncovered training was a fun, interactive workshop that provided the tools to identify and address workplace microaggression and implicit bias. In addition, the workshop created a safe space for open and honest dialogue with colleagues to share their experiences and perspectives on these topics.” – Ryan Ng

“The activities and materials by the Circle-Up facilitators are presented in an interactive, thought-provoking manner. The training provides excellent insights into uncovering and addressing bias issues to create the best student-cantered and collegial work environment. Highly recommended!” – Virginia Marquez

V. Upcoming Supervisors/Management Trainings (Paul/Ryan)

The Diversity Uncovered trainings have been rescheduled for the following dates:

- December 13th at Mission College- TAV 130
- February 8th at West Valley College-TBD
- February 22nd at Mission College-TBD
- March 1st from 9am - 12pm-TBD

In addition, the District will offer four sessions of the mandatory Screening Committee Training in 2019.

- Option A: Friday, January 18, 2019 from 1:00 pm – 4:00pm at West Valley College (Location TBA)
- Option B: Friday, January 25, 2019 from 9:00 am – 12:00pm at Mission College (Location TBA)
- Option C: Friday, March 22, 2019 from 9:00 am – 12:00pm at West Valley College (Location TBA)
- Option D: Friday, March 29, 2019 from 1:00 pm – 4:00pm at Mission College (Location TBA)

Attendance is mandatory for Managers, Supervisors, and any District staff before serving on a screening (search) committee. Completion of this training should take place before the screening process begins and before the initial meeting of the committee. Please note this training is required by the District's EEO Plan and the law (California Code of Regulations, Title 5) before one may serve on a District screening committee.

Successful completion of this training will qualify employees to serve, where applicable, on a screening committee for the next (2) years (from the date of completion) in the capacity of a committee chairperson or general committee member.

VI. Future Agenda Items

- Approval of Minutes of November 30, 2018, EEO Diversity Advisory Council Meeting
- Next Meeting: March 1, 2019 at West Valley College from 1:30 PM – 4:30 PM; Location TBD.



EEO Diversity Advisory Council

Meeting Summary

Friday, March 1, 2019

West Valley College, Club Room

1:30 :PM – 3:30 PM

I. Welcome

X	Amy Vu	Faculty	West Valley
	Donnelle McGee	Faculty	Mission
	Stacy Hopkins	Faculty	West Valley
X	Debra Williams	Administrative	Mission
X	Ken Songco	Administrative	Mission
X	Virginia Marquez	Administrative	West Valley
	Matais Pouncil	Administrative	West Valley
	Luan Szeto	Classified Staff	District
X	Xuan Lu	Classified Staff	Mission
X	Sarah Randle	Classified Staff	District
	Thuy Foot	Classified Staff	Mission
X	Emilio Espinosa	Classified Staff	West Valley
	Albert Moore	Ex Officio	District
	Sean McGowan	Ex Officio	District
X	Ryan Ng	Ex Officio	District
	Paul Williams	Ex Officio	District
	Prachi Samant	Ex Officio	District

II. Approval of November 30, 2018, EEO Diversity Advisory Council Meeting Summary

Action Taken: By voice consent, the minutes were approved.

III. Review EEO Plan 2017-2020 (Ryan Ng)

One of the requirements from Title 5 of the Equal Employment Opportunity regulations is to review the District’s EEO plan at least every three years. Next year, 2020, marks the third year of our latest updates from 2017. Albert has requested that EEO Diversity Advisory Council members begin reviewing the EEO plan now in anticipation of upcoming changes to add to the EEO Plan for next year.

There was discussion about receiving updates on workforce composition data as presented in the EEO Plan. Ryan will reach out to Prachi and Sean to see if we can obtain the data by our next meeting.

IV. Training Updates (Paul Williams)

The District continues to provide multiple training opportunities for staff to attend but has recently seen low attendance to some trainings like the Diversity Uncovered Training due to competing priorities. The last session for the Diversity Uncovered Training was held on March 1, 2019 from 9:00 am – 12:00 pm at West Valley College. There was approximately 16 attendees, which included several Deans, faculty, supervisors, and classified staff. Majority of the feedback from these training has been positive. Some attendees have inquired about diversity training specifically for leaders at the colleges. This opened a discussion on whether there should be training about diversity available to students/student workers as well.

Paul shared important dates for the upcoming Management-in-Training Series. The program is designed to help current and potential supervisors and managers address the challenges of leading a team. The focus will be on:

- Module 1: Knowing Your Leadership Style—3/8/2019
- Module 2: Hiring, Onboarding, and Employee Development—3/8/2019
- Module 3: Aligning People to Goals—3/22/2019
- Module 4: Engaging Employees through Work Teams—3/22/2019
- Module 5: Effective Communication in High Stakes Conversations—3/29/2019
- Module 6: Achieving Success with a Project or Initiative—3/29/2019

In addition, Paul reminded the council of the remaining training programs for Administrators and Supervisors for Spring 2019.

- Exercising Your Management Rights
 - Friday, March 15, 2019 from 1:00 pm – 4:00 pm (Mission College)
- Managing the Marginal Employee/Accommodating Bad Behavior Summit
 - Friday, April, 2019; all day (Cabrillo College)
- Preventing Harassment, Discrimination and Retaliation in the Academic Setting/Environment
 - Friday, May 3, 2019 from 1:00 pm – 4:00 pm (West Valley College)

Other trainings to be mark on your calendar:

- Hiring Best Practices for Screening Committee Training
 - Friday, March 22, 2019 from 9:00 am – 12:00 pm at West Valley College (CHE 150)
 - Friday, March 29, 2019 from 1:00 pm – 4:00 pm at Mission College (TAV 130)

Human Resources is in the process of reviewing EEO monitor training for Human Resources staff and members of the EEO Diversity Advisory Council. The goal would be to have an EEO monitor for all recruitments to ensure compliance with recruitment procedures and manage employee relations issues.

V. Updates: Districtwide Undocumented Student Efforts (Ken Songco)

Since 2017, members of both colleges including: Virginia Marquez, Lucia Moreno, Maritza Cantarero, Ken Songco, Debra Williams, and Noehemy Chavez, have held meetings to identify areas the colleges could support undocumented students in this legal climate. Several members of this team gave a presentation to the Board of Trustees in February to discuss how the District document DACA students, which resulted in the Board passing a resolution in support of undocumented students.

A major concern from the group was what the course of action is if ICE comes onto campus. If this were to occur, both College Presidents and the Chancellor have agreed that the procedures must be the same for Mission College and West Valley College. Currently, the District does not have a policy for this but there is a need for one. One solution proposed by Amy Vu is to look into a couple of organizations called Northern California Rapid Response & Immigrant Defense Network (NCRRIDN) or Rapid Response Network in Santa Clara County. NCRRIDN is comprised of immigration and civil rights advocates who provide support to families against immigration enforcement actions in Northern California. The Rapid Response Network in Santa Clara County goal is to expand the community's capacity to monitor and document ICE operations in real time.

VI. Spring 2019 Equity Professional Development Series (Ken Songco)

Mission College has been successful in developing an equity framework and are now operationalizing it through the college. The equity framework team comprised of faculty, classified staff, and administrators who developed goals for the equity team. Equity is a cultural change that takes time and must be intentional. For the first time in Mission College history, the Student Services department was able to host a training for student staff across multiple department. Several topics included were communication skills, FERPA, customer service, campus resources, equity and personal development. Over 30 students attended and felt the training was interactive, useful and informative.

Ken also shared the list of trainings offered through the Spring 2019 Equity Professional Development Series:

- The Indispensable Role of Classified Professional Educators in Equity
 - February 22, 2019; 9:00 am – 1:00 pm
- Student Equity Plan Retreat
 - February 23, 2019; 10:00 am – 2:00 pm
- Designing for Equity: Equity Frameworks, Lenses, and Rubrics

- February 27, 2019; 9:00 am – 1:00 pm
- Equity-Centered Dialogue: From Calling-In to Equity Centered Data Discussions
 - March 22, 2019; 9:00 am – 1:00 pm

VII. Future Agenda Items

- Approval of Minutes of November 30, 2018, EEO Diversity Advisory Council Meeting
- Next Meeting: April 12, 2019 at West Valley College from 1:30 PM – 4:30 PM; Location: WVC Club Room.



West Valley - Mission
Community College District

EEO Diversity Advisory Council

Meeting Summary

Friday, April 12, 2019

West Valley College – Club Room

1:30 PM – 3:30 PM

I. Welcome

X	Amy Vu	Faculty	West Valley
	Donnelle McGee	Faculty	Mission
X	Stacy Hopkins	Faculty	West Valley
X	Debra Williams	Administrative	Mission
	Ken Songco	Administrative	Mission
	Virginia Marquez	Administrative	West Valley
	Matais Pouncil	Administrative	West Valley
	Luan Szeto	Classified Staff	District
	Xuan Lu	Classified Staff	Mission
	Sarah Randle	Classified Staff	District
	Thuy Foot	Classified Staff	Mission
	Emilio Espinosa	Classified Staff	West Valley
X	Albert Moore	Ex Officio	District
X	Sean McGowan	Ex Officio	District
	Ryan Ng	Ex Officio	District
	Paul Williams	Ex Officio	District
X	Prachi Samant	Ex Officio	District

II. Approval of EEO Diversity Advisory Council Meeting Summary of March 1, 2019

Action Taken: By voice consent, the minutes were approved.

III. District Workforce Presentation (Sean McGowan & Prachi Samant)

The Council had previously requested to see an updated district workforce race/ethnicity composition. Using the CCCCO datamart, the district race/ethnicity composition was shown across six years, Fall 2013 – Fall 2018. The district workforce composition was further broken down by employee category (Educational Administrator, Full-Time

Faculty, Part-Time Faculty, and Classified Professional). Workforce composition was also presented by college and broken down by the above employee categories. See attached.

Prachi noted an aberration in the data from the CCCCCO datamart in Fall 2017. Prachi also observed that this data was taken from the CCCCCO datamart; but in future reports, we can begin drawing directly from Banner for our reporting purposes. Prachi also raised the suggested best practice of identifying a set point in an annual calendar for extracting this data—doing so maintains better internal consistency year-to-year. The Council agreed that end of January to support the Council's work.

IV. ADA Compliance Issues (Debra Williams)

Background was shared in recent District settlement over software ADA compliance issue. This case, along with recent changes to the ADA regulations, has prompted the District to commence a comprehensive review of ADA compatibility compliance within the software and digital resources we use in classrooms and in service to our students and external community.

A District task force was created towards this end and they are currently reviewing some training possibilities to offer to employees.

V. Review EEO Plan 2017-2020 (Albert M. Moore)

The District EEO Plan must be reviewed and updated every three years. Our current plan will expire at the end of the 2019-2020 academic year. Therefore, the Council will commence a review and revision of the EEO plan in the fall. Council members are asked to begin reviewing the current EEO Plan to identify areas needing updates as well as new ideas.

VI. Multiple Methods Reports Reminder (Albert M. Moore)

The District must certify and submit the annual multiple methods report by June 1. Ryan is compiling evidence for the report. Copies of the past report along with description of the multiple methods has been emailed out Council members. Members are asked to review and send to Ryan any evidence for any method, but especially method #7 (Professional development focused on diversity). Ryan has asked that all evidence be submitted by May 3.

VII. Training Updates (Paul Williams)

In his absence, Paul submitted a summary report of diversity training available for remainder of the academic year. See attached.

VIII. Statewide EEO Updates (Albert M. Moore)

Albert reported that he attended an institute in southern California on using data, that is a follow up to the institutes held last year. This institute was well attended; and the Statewide EEO Committee is discussing and hoping to see the institute repeated next year in northern California.

IX. Future Schedule of Meetings and Agenda Items

- Next Meeting: Fall 2019 TBD

Racial/Ethnic Group	All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	37	3.4%	39	3.7%	38	3.8%	40	3.9%	35	3.6%	45	4.1%
Asian	207	19.3%	189	18.1%	191	19.0%	209	20.4%	214	21.7%	234	21.4%
Hispanic/Latino	139	12.9%	140	13.4%	142	14.1%	150	14.6%	145	14.7%	165	15.1%
Native Hawaiian/Pacific Islander	2	0.2%	2	0.2%	1	0.1%	1	0.1%	1	0.1%	1	0.1%
American Indian/Alaska Native	10	0.9%	9	0.9%	8	0.8%	8	0.8%	8	0.8%	8	0.7%
White	653	60.7%	635	60.9%	602	60.0%	590	57.6%	560	56.9%	613	56.0%
More than one race	4	0.4%	7	0.7%	8	0.8%	13	1.3%	16	1.6%	16	1.5%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	23	2.1%	22	2.1%	14	1.4%	14	1.4%	6	0.6%	12	1.1%
TOTAL	1075	100.0%	1043	100.0%	1004	100.0%	1025	100.0%	985	100.0%	1094	100.0%

Table 1. Total Institutional Employment between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Date]: *The total number of administrators, faculty, and staff on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Date]: *The proportion of administrators, faculty, and staff in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of the number of administrators, faculty, and staff in the disaggregated group employed by the institution on the first day of classes and the total number of administrators, faculty, and staff employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2013		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2014		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2015		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2016		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2017		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	0	0.0%		0.0%	4	20.0%	4	14.8%	0	0.0%	4	11.4%
Asian	7	41.2%	5	31.3%	5	25.0%	4	14.8%	0	0.0%	5	14.3%
Hispanic/Latino	1	5.9%	1	6.3%	1	5.0%	3	11.1%	0	0.0%	3	8.6%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	9	52.9%	9	56.3%	9	45.0%	15	55.6%	3	100.0%	20	57.1%
More than one race	0	0.0%	1	6.3%	1	5.0%	1	3.7%	0	0.0%	1	2.9%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	5.7%
TOTAL	17	100.0%	16	100.0%	20	100.0%	27	100.0%	3	100.0%	35	100.0%

Table 3. Total Institutional Employment of **Educational Administrators** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Educational Administrators on the first day of classes on [Date]: *The total number of Educational Administrators on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Educational Administrators on the first day of classes on [Date]: *The proportion of Educational Administrators in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Educational Administrators in the disaggregated group employed by the institution on the first day of classes and the total number of Educational Administrators employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2013		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2014		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2015		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2016		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2017		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	13	4.2%	14	4.8%	15	5.2%	13	4.4%	10	3.7%	10	3.8%
Asian	45	14.7%	42	14.3%	44	15.1%	45	15.3%	42	15.4%	46	17.3%
Hispanic/Latino	37	12.1%	37	12.6%	36	12.4%	40	13.6%	39	14.3%	39	14.7%
Native Hawaiian/Pacific Islander	1	0.3%	1	0.3%	0	0.0%	0	0.0%	1	0.4%	0	0.0%
American Indian/Alaska Native	1	0.3%	1	0.3%	1	0.3%	0	0.0%	0	0.0%	0	0.0%
White	207	67.6%	197	67.0%	192	66.0%	193	65.4%	176	64.7%	167	62.8%
More than one race	2	0.7%	2	0.7%	2	0.7%	3	1.0%	2	0.7%	2	0.8%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	1	0.3%	1	0.3%	2	0.7%	2	0.8%
TOTAL	306	100.0%	294	100.0%	291	100.0%	295	100.0%	272	100.0%	266	100.0%

Table 4. Total Institutional Employment of **Tenured / Tenure Track Faculty** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Tenured / Tenure Track Faculty on the first day of classes on [Date]: *The total number of Tenured / Tenure Track Faculty on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Tenured / Tenure Track Faculty on the first day of classes on [Date]: *The proportion of Tenured / Tenure Track Faculty in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Tenured / Tenure Track Faculty in the disaggregated group employed by the institution on the first day of classes and the total number of Tenured / Tenure Track Faculty employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2013		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2014		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2015		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2016		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2017		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	12	2.9%	13	3.2%	9	2.5%	12	3.3%	12	3.1%	16	3.5%
Asian	75	17.9%	67	16.4%	65	18.2%	78	21.2%	87	22.4%	92	20.3%
Hispanic/Latino	32	7.6%	31	7.6%	26	7.3%	27	7.3%	26	6.7%	40	8.8%
Native Hawaiian/Pacific Islander	1	0.2%	1	0.2%	1	0.3%	1	0.3%	0	0.0%	1	0.2%
American Indian/Alaska Native	4	1.0%	3	0.7%	3	0.8%	3	0.8%	5	1.3%	5	1.1%
White	271	64.7%	269	65.9%	239	66.9%	231	62.8%	250	64.3%	287	63.4%
More than one race	1	0.2%	2	0.5%	1	0.3%	3	0.8%	5	1.3%	4	0.9%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	23	5.5%	22	5.4%	13	3.6%	13	3.5%	4	1.0%	8	1.8%
TOTAL	419	100.0%	408	100.0%	357	100.0%	368	100.0%	389	100.0%	453	100.0%

Table 5. Total Institutional Employment of **Academic Temporary Faculty** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Academic Temporary Faculty on the first day of classes on [Date]: *The total number of Academic Temporary Faculty on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Academic Temporary Faculty on the first day of classes on [Date]: *The proportion of Academic Temporary Faculty in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Academic Temporary Faculty in the disaggregated group employed by the institution on the first day of classes and the total number of Academic Temporary Faculty employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as a Classified Professional on the first day of class, Fall 2013		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2014		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2015		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2016		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2017		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	12	3.6%	12	3.7%	10	3.0%	11	3.3%	13	4.0%	15	4.4%
Asian	80	24.0%	75	23.1%	77	22.9%	82	24.5%	85	26.5%	91	26.8%
Hispanic/Latino	69	20.7%	71	21.8%	79	23.5%	80	23.9%	80	24.9%	83	24.4%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	5	1.5%	5	1.5%	4	1.2%	5	1.5%	3	0.9%	3	0.9%
White	166	49.8%	160	49.2%	162	48.2%	151	45.1%	131	40.8%	139	40.9%
More than one race	1	0.3%	2	0.6%	4	1.2%	6	1.8%	9	2.8%	9	2.6%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	333	100.0%	325	100.0%	336	100.0%	335	100.0%	321	100.0%	340	100.0%

Table 6. Total Institutional Employment of Classified Professional between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Classified Professionals on the first day of classes on [Date]: *The total number of Classified Professionals on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Classified Professionals on the first day of classes on [Date]: *The proportion of Classified Professionals in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Classified Professionals in the disaggregated group employed by the institution on the first day of classes and the total number of Classified Professionals employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	19	4.2%	22	4.9%	20	4.7%	19	4.4%	17	4.1%	21	4.2%
Asian	113	24.8%	109	24.4%	114	26.6%	120	27.6%	121	29.4%	136	27.5%
Hispanic/Latino	46	10.1%	50	11.2%	44	10.3%	46	10.6%	49	11.9%	74	14.9%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	4	0.9%	4	0.9%	3	0.7%	3	0.7%	2	0.5%	4	0.8%
White	265	58.1%	252	56.4%	236	55.1%	234	53.9%	211	51.3%	248	50.1%
More than one race	3	0.7%	4	0.9%	4	0.9%	6	1.4%	8	1.9%	6	1.2%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	6	1.3%	6	1.3%	7	1.6%	6	1.4%	3	0.7%	6	1.2%
TOTAL	456	100.0%	447	100.0%	428	100.0%	434	100.0%	411	100.0%	495	100.0%

Table 1. Total Mission College Employment between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:
of [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Date]: <i>The total number of administrators, faculty, and staff on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.</i>
% of all [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Date]: <i>The proportion of administrators, faculty, and staff in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of the number of administrators, faculty, and staff in the disaggregated group employed by the institution on the first day of classes and the total number of administrators, faculty, and staff employed by the institution on the first day of classes.</i>

Racial/Ethnic Group	All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2013		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2014		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2015		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2016		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2017		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American		0.0%		0.0%	1	9.1%	1	7.1%	0	0.0%	1	5.9%
Asian	3	27.3%	3	27.3%	3	27.3%	2	14.3%	0	0.0%	4	23.5%
Hispanic/Latino	1	9.1%	1	9.1%	1	9.1%	2	14.3%	0	0.0%	3	17.7%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	7	63.6%	7	63.6%	6	54.6%	9	64.3%	1	100.0%	9	52.9%
More than one race	0	0.0%	0	0.0%	0	5.0%	0	3.7%	0	0.0%	0	0.0%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	11	100.0%	11	100.0%	11	105.0%	14	103.7%	1	100.0%	17	100.0%

Table 3. Total Mission College Employment of **Educational Administrators** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Educational Administrators on the first day of classes on [Date]: *The total number of Educational Administrators on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Educational Administrators on the first day of classes on [Date]: *The proportion of Educational Administrators in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Educational Administrators in the disaggregated group employed by the institution on the first day of classes and the total number of Educational Administrators employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2013		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2014		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2015		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2016		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2017		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	7	4.9%	7	5.3%	8	6.0%	6	4.4%	4	3.3%	4	3.3%
Asian	27	19.0%	26	19.7%	27	20.3%	28	20.3%	25	20.5%	25	20.7%
Hispanic/Latino	14	9.9%	15	11.4%	13	9.8%	12	8.7%	13	10.7%	13	10.7%
Native Hawaiian/Pacific Islander	0	0.3%	0	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	0	0.3%	0	0.3%	0	0.3%	0	0.0%	0	0.0%	0	0.0%
White	92	64.8%	82	62.1%	83	62.4%	90	65.2%	78	63.9%	77	63.6%
More than one race	2	1.4%	2	1.5%	2	1.5%	2	1.5%	1	0.8%	1	0.8%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.8%	1	0.8%
TOTAL	142	100.7%	132	100.7%	133	100.3%	138	100.0%	122	100.0%	121	100.0%

Table 4. Total Mission College Employment of **Tenured / Tenure Track Faculty** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Tenured / Tenure Track Faculty on the first day of classes on [Date]: *The total number of Tenured / Tenure Track Faculty on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Tenured / Tenure Track Faculty on the first day of classes on [Date]: *The proportion of Tenured / Tenure Track Faculty in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Tenured / Tenure Track Faculty in the disaggregated group employed by the institution on the first day of classes and the total number of Tenured / Tenure Track Faculty employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2013		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2014		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2015		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2016		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2017		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	9	4.5%	11	5.4%	7	3.9%	8	4.5%	8	4.4%	11	5.2%
Asian	45	22.4%	44	21.6%	43	24.2%	49	27.4%	53	29.0%	55	25.8%
Hispanic/Latino	19	9.5%	21	10.3%	14	7.9%	15	8.4%	17	9.3%	20	9.4%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	1	0.5%	1	0.5%	1	0.6%	1	0.6%	1	0.6%	3	1.4%
White	120	59.7%	119	58.3%	105	59.0%	98	54.8%	98	53.6%	117	54.9%
More than one race	1	0.5%	2	1.0%	1	0.6%	2	1.1%	4	2.2%	2	0.9%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	6	3.0%	6	2.9%	7	3.9%	6	3.4%	2	1.1%	5	2.4%
TOTAL	201	100.0%	204	100.0%	178	100.0%	179	100.0%	183	100.0%	213	100.0%

Table 5. Total Mission College Employment of **Academic Temporary Faculty** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Academic Temporary Faculty on the first day of classes on [Date]: *The total number of Academic Temporary Faculty on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Academic Temporary Faculty on the first day of classes on [Date]: *The proportion of Academic Temporary Faculty in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Academic Temporary Faculty in the disaggregated group employed by the institution on the first day of classes and the total number of Academic Temporary Faculty employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as a Classified Professional on the first day of class, Fall 2013		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2014		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2015		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2016		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2017		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	3	2.9%	4	4.0%	4	3.8%	4	3.9%	5	4.8%	5	3.5%
Asian	38	37.3%	36	36.0%	41	38.7%	41	39.8%	43	41.0%	52	36.1%
Hispanic/Latino	12	11.8%	13	13.0%	16	15.1%	17	16.5%	19	18.1%	38	26.4%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	3	2.9%	3	3.0%	2	1.9%	2	1.9%	1	1.0%	1	0.7%
White	46	45.1%	44	44.0%	42	39.6%	37	35.9%	34	32.4%	45	31.3%
More than one race		0.0%		0.0%	1	0.9%	2	1.9%	3	2.9%	3	2.1%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	102	100.0%	100	100.0%	106	100.0%	103	100.0%	105	100.0%	144	100.0%

Table 6. Total Mission College Employment of Classified Professional between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Classified Professionals on the first day of classes on [Date]: *The total number of Classified Professionals on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Classified Professionals on the first day of classes on [Date]: *The proportion of Classified Professionals in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Classified Professionals in the disaggregated group employed by the institution on the first day of classes and the total number of Classified Professionals employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2013		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2014		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2015		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2016		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2017		All Administrators, Faculty, and Staff Employed on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	12	2.5%	11	2.4%	13	2.9%	15	3.3%	12	2.7%	24	4.0%
Asian	68	13.9%	55	11.8%	52	11.7%	60	13.1%	62	13.9%	98	16.4%
Hispanic/Latino	51	10.5%	46	9.9%	53	11.9%	60	13.1%	55	12.3%	91	15.2%
Native Hawaiian/Pacific Islander	2	0.4%	2	0.4%	1	0.2%	1	0.2%	1	0.2%	1	0.2%
American Indian/Alaska Native	5	1.0%	4	0.9%	4	0.9%	4	0.9%	5	1.1%	4	0.7%
White	332	68.0%	330	70.8%	312	70.1%	303	66.3%	301	67.5%	365	60.9%
More than one race	1	0.2%	2	0.4%	3	0.7%	6	1.3%	7	1.6%	10	1.7%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	17	3.5%	16	3.4%	7	1.6%	8	1.8%	3	0.7%	6	1.0%
TOTAL	488	100.0%	466	100.0%	445	100.0%	457	100.0%	446	100.0%	599	100.0%

Table 1. Total West Valley College Employment between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:
of [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Date]: <i>The total number of administrators, faculty, and staff on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.</i>
% of all [Disaggregated Racial/Ethnic Group] among Administrators, Faculty, and Staff on the first day of classes on [Date]: <i>The proportion of administrators, faculty, and staff in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of the number of administrators, faculty, and staff in the disaggregated group employed by the institution on the first day of classes and the total number of administrators, faculty, and staff employed by the institution on the first day of classes.</i>

Racial/Ethnic Group	All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2013		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2014		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2015		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2016		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2017		All Practitioners categorized as an Educational Administrator on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	0	0.0%	0	0.0%	3	37.5%	3	27.3%	0	0.0%	3	16.7%
Asian	4	80.0%	2	50.0%	2	25.0%	2	18.2%	0	0.0%	1	5.6%
Hispanic/Latino	0	0.0%		0.0%		0.0%	1	9.1%	0	0.0%	0	0.0%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	1	20.0%	1	25.0%	2	25.0%	4	36.4%	1	100.0%	11	61.1%
More than one race	0	0.0%	1	25.0%	1	12.5%	1	9.1%	0	0.0%	1	5.6%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	11.1%
TOTAL	5	100.0%	4	100.0%	8	100.0%	11	100.0%	1	100.0%	18	100.0%

Table 3. Total West Valley College Employment of **Educational Administrators** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Educational Administrators on the first day of classes on [Date]: *The total number of Educational Administrators on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Educational Administrators on the first day of classes on [Date]: *The proportion of Educational Administrators in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Educational Administrators in the disaggregated group employed by the institution on the first day of classes and the total number of Educational Administrators employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2013		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2014		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2015		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2016		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2017		All Practitioners categorized as Tenured/ Tenure Track Faculty on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	6	3.7%	7	4.3%	7	4.4%	7	4.5%	6	4.0%	6	4.1%
Asian	18	11.0%	16	9.9%	17	10.8%	17	10.8%	17	11.3%	21	14.5%
Hispanic/Latino	23	14.0%	22	13.6%	23	14.6%	28	17.8%	26	17.3%	26	17.9%
Native Hawaiian/Pacific Islander	1	0.6%	1	0.6%	0	0.0%	0	0.0%	1	0.7%	0	0.0%
American Indian/Alaska Native	1	0.6%	1	0.6%	1	0.6%	0	0.0%	0	0.0%	0	0.0%
White	115	70.1%	115	71.0%	109	69.0%	103	65.6%	98	65.3%	90	62.1%
More than one race	0	0.0%	0	0.0%	0	0.0%	1	0.6%	1	0.7%	1	0.7%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	1	0.6%	1	0.6%	1	0.7%	1	0.7%
TOTAL	164	100.0%	162	100.0%	158	100.0%	157	100.0%	150	100.0%	145	100.0%

Table 4. Total West Valley College Employment of **Tenured / Tenure Track Faculty** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Tenured / Tenure Track Faculty on the first day of classes on [Date]: *The total number of Tenured / Tenure Track Faculty on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Tenured / Tenure Track Faculty on the first day of classes on [Date]: *The proportion of Tenured / Tenure Track Faculty in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Tenured / Tenure Track Faculty in the disaggregated group employed by the institution on the first day of classes and the total number of Tenured / Tenure Track Faculty employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2013		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2014		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2015		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2016		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2017		All Practitioners categorized as Academic Temporary Faculty on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	3	1.4%	2	1.0%	2	1.1%	4	2.1%	4	1.9%	5	2.1%
Asian	30	13.8%	23	11.3%	22	12.3%	29	15.3%	34	16.5%	37	15.4%
Hispanic/Latino	13	6.0%	10	4.9%	12	6.7%	12	6.4%	9	4.4%	20	8.3%
Native Hawaiian/Pacific Islander	1	0.5%	1	0.5%	1	0.6%	1	0.5%		0.0%	1	0.4%
American Indian/Alaska Native	3	1.4%	2	1.0%	2	1.1%	2	1.1%	4	1.9%	2	0.8%
White	151	69.3%	150	73.5%	134	74.9%	133	70.4%	152	73.8%	170	70.8%
More than one race		0.0%		0.0%		0.0%	1	0.5%	1	0.5%	2	0.8%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	17	7.8%	16	7.8%	6	3.4%	7	3.7%	2	1.0%	3	1.3%
TOTAL	218	100.0%	204	100.0%	179	100.0%	189	100.0%	206	100.0%	240	100.0%

Table 5. Total West Valley College Employment of **Academic Temporary Faculty** between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Academic Temporary Faculty on the first day of classes on [Date]: *The total number of Academic Temporary Faculty on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Academic Temporary Faculty on the first day of classes on [Date]: *The proportion of Academic Temporary Faculty in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Academic Temporary Faculty in the disaggregated group employed by the institution on the first day of classes and the total number of Academic Temporary Faculty employed by the institution on the first day of classes.*

Racial/Ethnic Group	All Practitioners categorized as a Classified Professional on the first day of class, Fall 2013		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2014		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2015		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2016		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2017		All Practitioners categorized as a Classified Professional on the first day of class, Fall 2018	
	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all	#	% of all
African American	3	3.0%	2	2.1%	1	1.0%	1	1.0%	2	2.3%	10	5.1%
Asian	16	15.8%	14	14.6%	11	11.0%	12	12.0%	11	12.4%	39	19.9%
Hispanic/Latino	15	14.9%	14	14.6%	18	18.0%	19	19.0%	20	22.5%	45	23.0%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaska Native	1	1.0%	1	1.0%	1	1.0%	2	2.0%	1	1.1%	2	1.0%
White	65	64.4%	64	66.7%	67	67.0%	63	63.0%	50	56.2%	94	48.0%
More than one race	1	1.0%	1	1.0%	2	2.0%	3	3.0%	5	5.6%	6	3.1%
Some other race	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	101	100.0%	96	100.0%	100	100.0%	100	100.0%	89	100.0%	196	100.0%

Table 6. Total West Valley College Employment of Classified Professional between Fall 2013 and Fall 2018 by race / ethnicity

Data Definitions:

of [Disaggregated Racial/Ethnic Group] among Classified Professionals on the first day of classes on [Date]: *The total number of Classified Professionals on the first day of class employed by the institution for the racial/ethnic group for which you are interested in determining equity gaps.*

% of all [Disaggregated Racial/Ethnic Group] among Classified Professionals on the first day of classes on [Date]: *The proportion of Classified Professionals in the disaggregated group that are employed by the institution on the first day of class. This equals the ratio of Classified Professionals in the disaggregated group employed by the institution on the first day of classes and the total number of Classified Professionals employed by the institution on the first day of classes.*



Spring 2019 Training Reminders/EEO Diversity Advisory Council Sponsored Programs

1. April 14, 2019- Diversity Uncovered (9-12noon) and (1-4pm) Mission College-TAV-130-35 max

Diversity Uncovered is an interactive introduction to implicit bias, microaggressions, stereotypes, and inclusion. This training is designed to take seasoned Administrators, Faculty, Supervisors, and Classified Staff on a journey to develop a common language to identify and address challenges related to prejudice and unconscious discrimination in their workplace. This engaging and flexible training style is suitable for all staff regardless of prior diversity, equity and inclusion training. Click here to learn more about our learning partner CircleUp Education: <https://www.circleuped.org/>

2. April 18, 2019- Diversity Uncovered (9-12noon) West Valley College-Baltic-35 max

3. May 9, 2019- Race and Ethnicity: Let's Talk about it! (9-12noon) West Valley College-Baltic- 70 max

RACE AND ETHNICITY: LET'S TALK ABOUT IT (3 hours)

Training notification and registration details to be sent on 3/16/2019

Description: Communicating about race is challenging and full of fears and trepidations; therefore, we must start by acknowledging that these are uncomfortable and sensitive topics that can get in the way of constructive and productive dialogue. It is also important to create a safe and trusting environment for these critical conversations and learning to happen with the understanding that this is a journey and not a one-time, fix-it process. The essence of a real conversation is that people feel able to express how they really feel, what they really think, and are interested to hear what others feel and think. The session will begin with the acknowledgement of why this is difficult with some specific recommendations and strategies for addressing the difficulty. A discussion on agreements that set the tone for a race dialogue will be a crucial way to start the process, e.g., stay engaged, speak your truth, experience and lean into discomfort and accept non-closure. The essence of the session is through the power of personal stories. The facilitator will work with and coach a panel of WVMCCD's community members who represent different race and ethnic backgrounds to tell their stories. Though not prescriptive, the stories will be guided by a set of questions and topics as catalysts for the panel's consideration. The next phase of the session will include participant small group discussions on reactions and learning from their colleagues' personal stories.

Learning Outcomes:

- Learn how to be a role model and an advocate for constructive dialogues through specific actions and behaviors—setting the right tone.
- Accept the thoughts, experiences of others as true for them; hear others’ reality and differences as additive, not taking away from your experiences.
- Make commitments to join others and begin to create an inclusive WVMCCD with personal actions that will further participant’s learning journey.
- Learn change strategies to hear, value and leverage people’s differences to create breakthroughs and support everyone to do their best work.

4. May 9, 2019- Communicating Across Gender Differences (1-4pm) West Valley College-Baltic-70 max

COMMUNICATION ACROSS GENDER DIFFERENCES (3 hours)

Training notification and registration details to be sent on 3/16/2019

Description. Men and women are “hard wired” differently, hence their unique behaviors based on gender roles have the potential to result in misunderstanding and frustration. Learning about the “unnoticed rules” each gender culture uses to define appropriate adult behavior leads to self-awareness and introspection. It provides an opportunity to improve team communication between men and women instead of placing the blame on what you may not comprehend about the other gender. Concise and clear communication among staff and faculty will enhance the synergies across all groups throughout the institution. Technology has brought about an added challenge to communication. While increasing our abilities to communicate instantly with large groups of people, it is devoid of emotions and communication subtleties such as body language and voice intonation. Therefore, it is advantageous to learn and understand how the other gender communicates.

Learning Outcomes:

- Learn about the “unnoticed rules” each gender utilizes to communicate.
- Learn how to interpret gender-based communications styles to avert miscommunication and misunderstandings.
- Learn to appreciate the unique communication styles men and women utilize to collaborate with each other.

5. May 10, 2019- Race and Ethnicity: Let’s Talk about it (9-12noon) Mission College-Gillmor 103-70 max

6. May 10, 2019- Communicating Across Gender Differences (1-4pm) Mission College-Gillmor 103-70 max

7. June 4, 2019- EEO Monitor Training (1-4pm) West Valley College-Room TBD-20max

This program is tailored for HR professionals/administrators/ and EEO Advisory Committee members who have completed the EEO Screening committee training and have served on at least 2 screening committees. Laura Schulkind, Legal Counsel for WVMCCD, will facilitate this 3-hour program. More details to come soon.