



PALO VERDE COLLEGE

WHERE KNOWLEDGE TAKES ROOT AND OPPORTUNITY GROWS

Equal Employment Opportunity Plan



2020-2023

Approved by Board of Trustees 5/12/2020

**Palo Verde Community College District
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Blythe, California 92225
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PALO VERDE COMMUNITY COLLEGE

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Credits

The Equal Employment Opportunity Plan was developed in a collaborate and collegial effort by the Equal Employment Advisory Committee. The Committee consists of 10 members. The committee is composed from a diverse group of representatives, one representative from each constituent group and one community member.

1. Academic Senate
2. Administration
3. Associated Student Group Representative
4. Chair/Equal Employment Opportunity Officer
5. Classified
6. Community
7. Equal Employment Opportunity Officer Assistant
8. Faculty
9. Human Resources
10. Management

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Purpose of EEO Plan

The *Palo Verde Community College District Equal Employment Opportunity (EEO) Plan* addresses the requirements of Education Code section 87106(b) by providing a *Plan* for compliance with the Board of Governors regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and for guidance in improving the equality of opportunity.*

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor's Office. "Equal Employment Opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion, and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a) of title 5. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. An "Equal Employment Opportunity Plan" is a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

* The *Plan* is not intended to address all possible nondiscrimination laws. Education Code section 87102 requires the equal employment opportunity plan to address district progress in achieving the ratio of full-time to part-time faculty hiring (as indicated in Section 87482.6 of the Education Code) while ensuring equal employment opportunity.

Objectives of EEO Plan

The objectives of the *District Equal Employment Opportunity Plan and Guidelines* are to:

- Address the minimum legal requirements for a district equal employment opportunity plan, pursuant to section 53003 of title 5.
- Provide districts with guidance that will assist them in their goal of achieving a diverse workforce.
- Provide sample forms to allow the user to visualize outcomes.
- Assist in the development of material to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.
- Create and sustain institutional structures and processes to result in a culture and environment of equity.

Adoption of District Equal Employment Opportunity Plan

Section 53003(a) of title 5 requires the governing board of each community college district to develop and adopt a districtwide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans and revisions must be submitted to the Chancellor's Office for review and approval. Section 53003(b) requires districts to review their plans at least every three years and, if necessary, revise and submit them to the Chancellor's Office. Each community college district must notify the Chancellor at least thirty days (30) prior to adopting any other amendments to its plan.

The Palo Verde Community College District Equal Employment Opportunity Plan was adopted 06/13/2017.

I. Introduction

The Palo Verde Community College District Equal Employment Opportunity Plan was adopted by the governing board on (06/13/2017). The Plan reflects the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of 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; compliant procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all¹; and procedures for dissemination of the Plan. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Dr. Donald G. Wallace, President/Superintendent
Chief Executive Officer

¹ Diversity and equal employment opportunity are related but separate concepts. An environment that promotes principles of diversity simultaneously promotes an accepting environment for implementation of equal employment opportunity. Because of the interrelationship of diversity and EEO, Plan Component 14 is dedicated to diversity programs and projects as a way to further EEO efforts.

II. Definitions

1. *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
2. *Business Necessity*: circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
3. *Diversity*: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.
4. *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by title 5, section 53000 et seq.
5. *Equal Employment Opportunity Plan*: a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
6. *Equal Employment Opportunity Programs*: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
7. (a) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

(b) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

8. *Goals for Persons with Disabilities*: a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not “quotas” or rigid proportions.
9. *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position.
10. *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).
11. *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person’s major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.
12. *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
13. *Reasonable Accommodation*: the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. “Reasonable accommodations” may include the items designated in section 53025.
14. *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
15. *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.
16. *Target Date*: a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.
17. *Timetable*: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

III. Policy Statement

The Palo Verde Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, 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 will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

IV. Delegation of Responsibility, Authority and Compliance

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

1. *Governing Board* – The governing board is ultimately responsible for proper implementation of the district’s Plan at all levels of district and college operation, and for ensuring equal employment opportunity as described in the Plan.
2. *Chief Executive Officer* – The governing board delegates to the Chief Executive Officer the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the district’s equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board concerning statewide policy emanation from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The chief executive officer shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.
3. *Equal Employment Opportunity Officer* – The district has designated the Associate Vice President 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 polls and selection procedures are properly monitored.
4. *Equal Employment Opportunity Advisory Committee* – Each college will establish an Equal Employment Opportunity Advisory Committee to act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committees 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 requirement of this Plan.

6. *Good Faith Effort* – The district shall make a continuous good faith effort to comply with all the requirement of its Plan.

V. Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its Plan. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may work in coordination with other groups on campus to sponsor events, training, or other activities that promote employment opportunity, nondiscrimination, retention and diversity. The equal opportunity officer shall train the advisory committee on equal employment compliance and the Plan itself.

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 represent diversity. The committee will be composed of 10 members; one academic senate, one administrator, one associated student group representative, one faculty member, one committee chair, one classified member, one community member, one equal employment opportunity assistant, one human resources representative, and one manager/confidential member. Ex officio members shall include the Associate Vice President of Human Resources, the Equal Employment Opportunity Officer, and the Title IX Officer. The Equal Employment Opportunity Advisory Committee shall hold a minimum of four (2) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the governing board, the chief executive officer, and the equal employment opportunity officer.

VI. Complaints

1. *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026)*. The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity 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 section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

<http://californiacommunitycolleges.cccco.edu/complaintsForm.aspx>

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

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

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

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

2. *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities.

VII. Notification to District Employees

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and the *Plan*. The policy statement will be included in the college catalog and class schedule. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the superintendent/president, administrators, the academic and classified senate councils, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The *Plan* will be available on the District's website and employees will be notified electronically. The Human Resources department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. Each year, the District will inform all employees of the *Plan*'s availability including a written summary of the provisions of the *Plan*. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the *Plan*'s implementation.

VIII. Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment, screening and interviewing of applicants shall receive training on the requirements of the Title 5 regulations on equal employment opportunity (Section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; training on elimination of bias in hiring and employment; principles of diversity and cultural proficiency²; and the value of a diverse workforce. Persons serving in the above capacities will be required to undergo training within the 12 months prior to beginning of service on a committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on a screening/interview committee. The Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of applicants, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

² "Cultural proficiency" involves successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Culture" therefore refers to more than simply race and ethnicity.

IX. 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 include a summary of the *Plan*, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the internet address where the District advertises its job openings and the HR department phone number to call in order to obtain information about employment. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations.

X. Analysis of District Workforce and Applicant Pool

The Human Resources Department will annually survey the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan* and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, persons with disabilities, and Veterans.

For purposes of the analysis, applicants and employees are afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability. The composition of the initial applicant pool is recorded and reviewed by the Equal Employment Officer or designee. Persons may designate as many ethnicities as they identify with. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s). At least every three years the *Plan* is 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. Administrators
2. Faculty
3. Adjunct
4. Full-Time Classified
5. Part-Time Classified
6. Management/Confidential
7. Special Programs

The District's workforce and applicant pools for fiscal year 2017-20 are as follows.

District Workforce Analysis

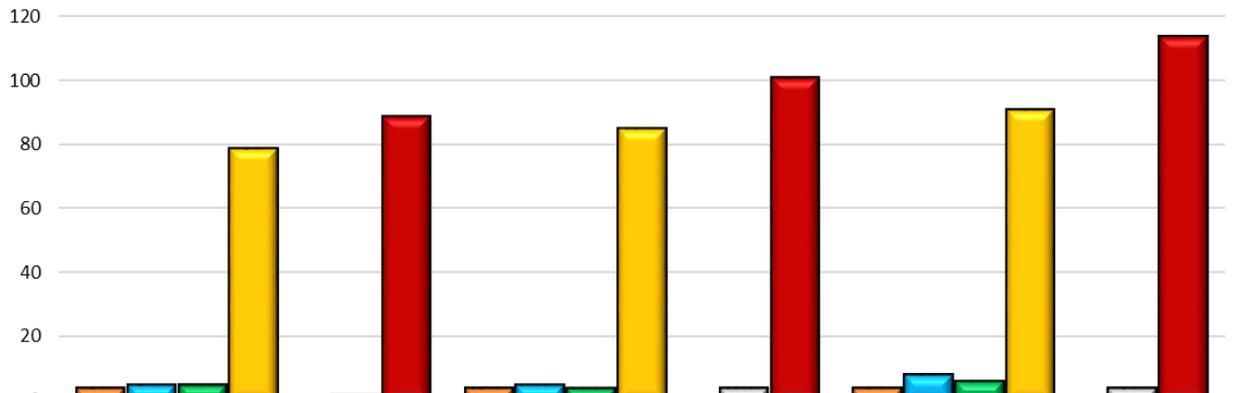
Provided is a 3-year analysis of the Palo Verde Community College workforce from 2017-2018, 2018-2019, and 2019-2020.

Workforce Analysis Chart 2017-2020

| Term | Classification | American Indian / Alaska Native | | Asian / Pacific Islander | | Black or African American | | Hispanic | | Two or More Races | | Unknown/Non-Respondent | | White | | Disabled | | Veterans | | Sex | | | Total Staff | | | |
|------------------------|-------------------------|---------------------------------|-------|--------------------------|--------|---------------------------|-------|----------|--------|-------------------|-------|------------------------|--------|-------|--------|----------|-------|----------|-------|------|--------|---------|-------------|---|-------|-----|
| | | | | | | | | | | | | | | | | | | | | Male | Female | Unknown | | | | |
| 2017-2018 | Administrators | | 0.00% | | 0.00% | | 0.00% | 2 | 25.00% | | 0.00% | | 0.00% | 6 | 75.00% | | 0.00% | | 0.00% | 3 | 37.50% | 5 | 62.50% | | 0.00% | 8 |
| | Faculty | 1 | 2.56% | 3 | 7.69% | 1 | 2.56% | 14 | 35.90% | | 0.00% | | 0.00% | 20 | 51.28% | | 0.00% | | 0.00% | 23 | 58.97% | 16 | 41.03% | | 0.00% | 39 |
| | Adjunct | 2 | 4.35% | 1 | 2.17% | 1 | 2.17% | 8 | 17.39% | | 0.00% | | 0.00% | 34 | 73.91% | | 0.00% | | 0.00% | 22 | 47.83% | 24 | 52.17% | | 0.00% | 46 |
| | Full-Time Classified | | 0.00% | 1 | 3.23% | | 0.00% | 16 | 51.61% | | 0.00% | 1 | 3.23% | 13 | 41.94% | | 0.00% | | 0.00% | 9 | 29.03% | 22 | 70.97% | | 0.00% | 31 |
| | Part-Time Classified | | 0.00% | | 0.00% | | 0.00% | 14 | 82.35% | | 0.00% | 1 | 5.88% | 2 | 11.76% | | 0.00% | | 0.00% | 2 | 11.76% | 15 | 88.24% | | 0.00% | 17 |
| | Management/Confidential | | 0.00% | | 0.00% | 1 | 6.67% | 5 | 33.33% | | 0.00% | | 0.00% | 9 | 60.00% | | 0.00% | | 0.00% | 5 | 33.33% | 10 | 66.67% | | 0.00% | 15 |
| | Student Worker | 1 | 3.57% | | 0.00% | 2 | 7.14% | 20 | 71.43% | | 0.00% | | 0.00% | 5 | 17.86% | | 0.00% | | 0.00% | 11 | 39.29% | 17 | 60.71% | | 0.00% | 28 |
| 2017-2018 Total | | 4 | 2.17% | 5 | 2.72% | 5 | 2.72% | 79 | 42.93% | 0 | 0.00% | 2 | 1.09% | 89 | 48.37% | 0 | 0.00% | 0 | 0.00% | 75 | 40.76% | 109 | 59.24% | 0 | 0.00% | 184 |
| 2018-2019 | Administrators | | 0.00% | 1 | 11.11% | | 0.00% | 2 | 22.22% | | 0.00% | | 0.00% | 6 | 66.67% | | 0.00% | | 0.00% | 3 | 33.33% | 6 | 66.67% | | 0.00% | 9 |
| | Faculty | 1 | 2.56% | 2 | 5.13% | 1 | 2.56% | 16 | 41.03% | | 0.00% | | 0.00% | 19 | 48.72% | | 0.00% | | 0.00% | 22 | 56.41% | 17 | 43.59% | | 0.00% | 39 |
| | Adjunct | 2 | 3.85% | 1 | 1.92% | 1 | 1.92% | 8 | 15.38% | | 0.00% | | 0.00% | 40 | 76.92% | | 0.00% | | 0.00% | 24 | 46.15% | 28 | 53.85% | | 0.00% | 52 |
| | Full-Time Classified | | 0.00% | 1 | 3.03% | | 0.00% | 17 | 51.52% | | 0.00% | 1 | 3.03% | 14 | 42.42% | | 0.00% | | 0.00% | 11 | 33.33% | 22 | 66.67% | | 0.00% | 33 |
| | Part-Time Classified | | 0.00% | | 0.00% | | 0.00% | 15 | 83.33% | | 0.00% | 2 | 11.11% | 1 | 5.56% | | 0.00% | | 0.00% | | 0.00% | 18 | 100.00% | | 0.00% | 18 |
| | Management/Confidential | | 0.00% | | 0.00% | 1 | 6.25% | 5 | 31.25% | | 0.00% | | 0.00% | 10 | 62.50% | | 0.00% | | 0.00% | 6 | 37.50% | 10 | 62.50% | | 0.00% | 16 |
| | Student Worker | 1 | 2.78% | | 0.00% | 1 | 2.78% | 22 | 61.11% | | 0.00% | 1 | 2.78% | 11 | 30.56% | | 0.00% | | 0.00% | 10 | 27.78% | 26 | 72.22% | | 0.00% | 36 |
| 2018-2019 Total | | 4 | 1.97% | 5 | 2.46% | 4 | 1.97% | 85 | 41.87% | 0 | 0.00% | 4 | 1.97% | 101 | 49.75% | 0 | 0.00% | 0 | 0.00% | 76 | 37.44% | 127 | 62.56% | 0 | 0.00% | 203 |
| 2019-2020 | Administrators | | 0.00% | 1 | 10.00% | | 0.00% | 3 | 30.00% | | 0.00% | | 0.00% | 6 | 60.00% | | 0.00% | | 0.00% | 4 | 40.00% | 6 | 60.00% | | 0.00% | 10 |
| | Faculty | 1 | 2.50% | 3 | 7.50% | | 0.00% | 16 | 40.00% | | 0.00% | | 0.00% | 20 | 50.00% | | 0.00% | | 0.00% | 21 | 52.50% | 19 | 47.50% | | 0.00% | 40 |
| | Adjunct | 2 | 2.60% | 2 | 2.60% | 2 | 2.60% | 17 | 22.08% | | 0.00% | 1 | 1.30% | 53 | 68.83% | | 0.00% | | 0.00% | 41 | 53.25% | 36 | 46.75% | | 0.00% | 77 |
| | Full-Time Classified | | 0.00% | 1 | 2.70% | | 0.00% | 21 | 56.76% | | 0.00% | 1 | 2.70% | 14 | 37.84% | | 0.00% | | 0.00% | 12 | 32.43% | 25 | 67.57% | | 0.00% | 37 |
| | Part-Time Classified | | 0.00% | | 0.00% | | 0.00% | 13 | 76.47% | | 0.00% | 1 | 5.88% | 3 | 17.65% | | 0.00% | | 0.00% | | 0.00% | 17 | 100.00% | | 0.00% | 17 |
| | Management/Confidential | | 0.00% | | 0.00% | 1 | 6.67% | 4 | 26.67% | | 0.00% | | 0.00% | 10 | 66.67% | | 0.00% | | 0.00% | 6 | 40.00% | 9 | 60.00% | | 0.00% | 15 |
| | Student Worker | 1 | 3.13% | 1 | 3.13% | 3 | 9.38% | 17 | 53.13% | 1 | 3.13% | 1 | 3.13% | 8 | 25.00% | | 0.00% | | 0.00% | 13 | 40.63% | 19 | 59.38% | | 0.00% | 32 |
| 2019-2020 Total | | 4 | 1.75% | 8 | 3.51% | 6 | 2.63% | 91 | 39.91% | 1 | 0.44% | 4 | 1.75% | 114 | 50.00% | 0 | 0.00% | 0 | 0.00% | 97 | 42.54% | 131 | 57.46% | 0 | 0.00% | 228 |
| Grand Total | | 12 | 1.95% | 18 | 2.93% | 15 | 2.44% | 255 | 41.46% | 1 | 0.16% | 10 | 1.63% | 304 | 49.43% | 0 | 0.00% | 0 | 0.00% | 248 | 40.33% | 367 | 59.67% | 0 | 0.00% | 615 |

Workforce Analysis Graphs: 2017-2020

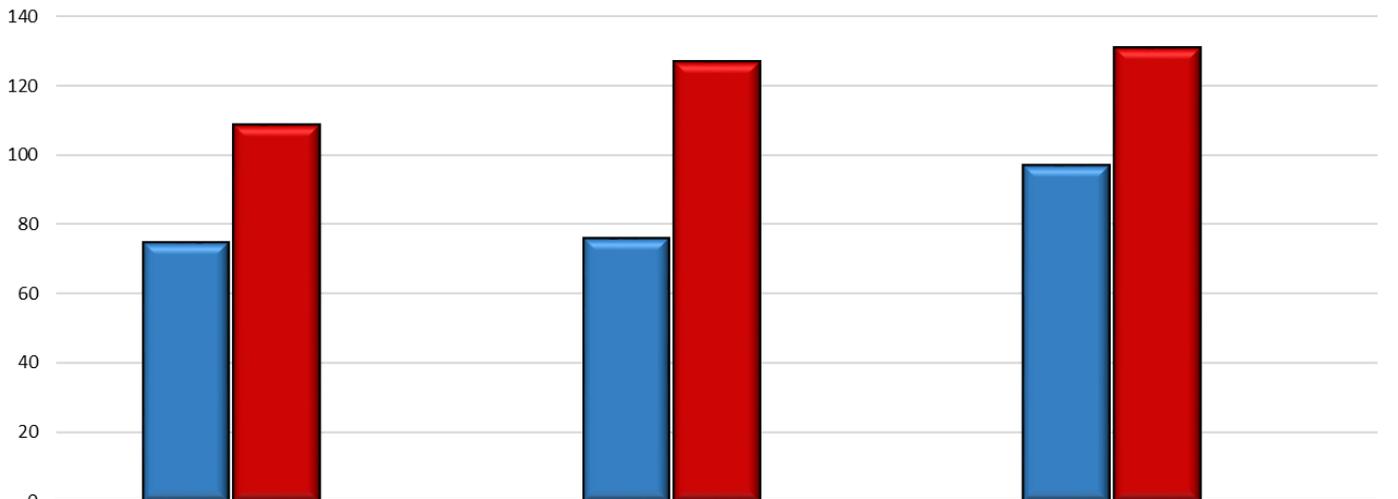
Workforce Diversity



| | 2017-2018 Total | 2018-2019 Total | 2019-2020 Total |
|---------------------------------|-----------------|-----------------|-----------------|
| American Indian / Alaska Native | 4 | 4 | 4 |
| Asian / Pacific Islander | 5 | 5 | 8 |
| Black or African American | 5 | 4 | 6 |
| Hispanic | 79 | 85 | 91 |
| Two or More Races | 0 | 0 | 1 |
| Unknown/Non- Respondent | 2 | 4 | 4 |
| White | 89 | 101 | 114 |

American Indian / Alaska Native Asian / Pacific Islander Black or African American Hispanic Two or More Races Unknown/Non- Respondent White

Workforce Gender



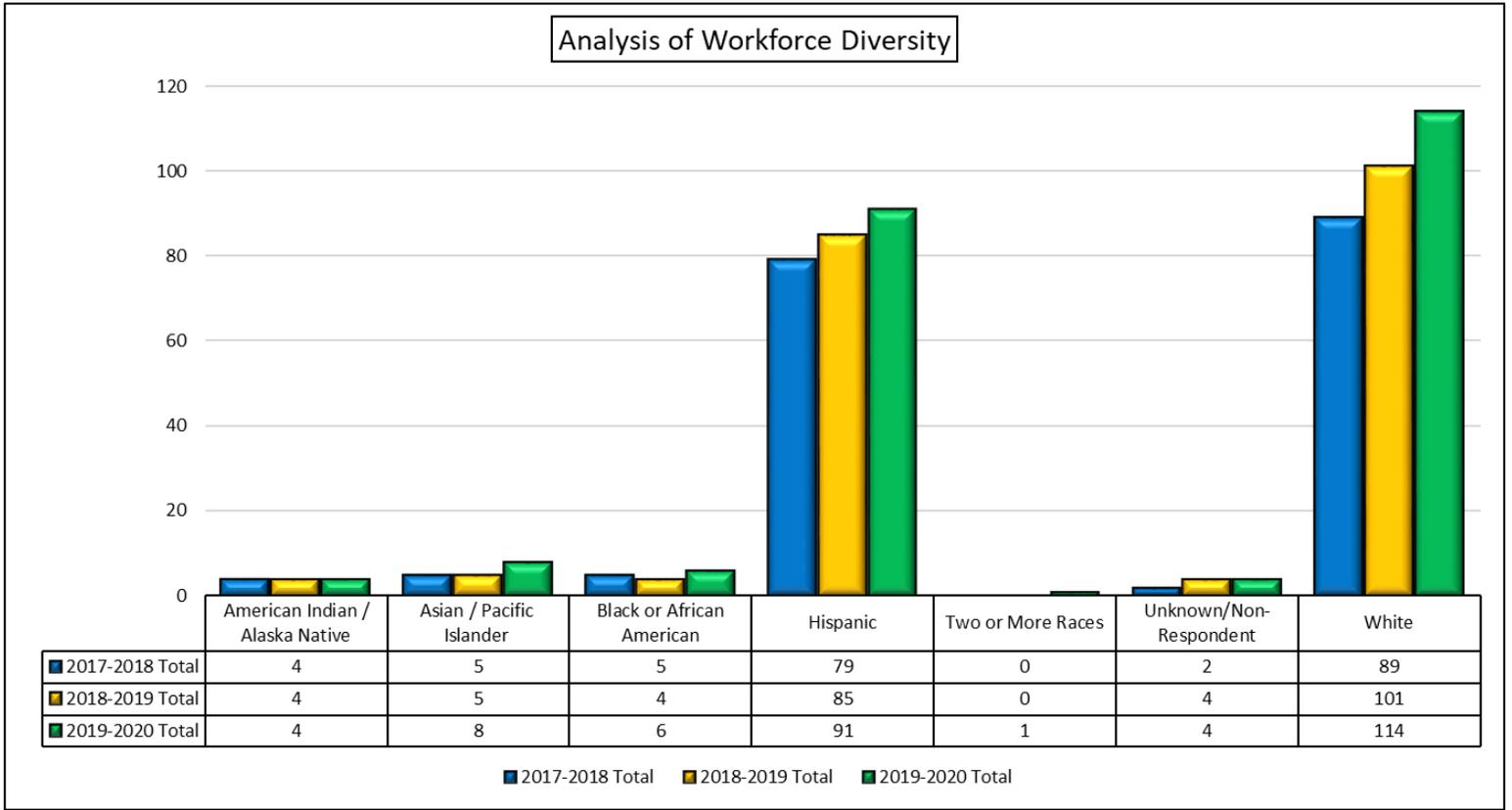
| | 2017-2018 Total | 2018-2019 Total | 2019-2020 Total |
|---------|-----------------|-----------------|-----------------|
| Male | 75 | 76 | 97 |
| Female | 109 | 127 | 131 |
| Unknown | 0 | 0 | 0 |

Male Female Unknown

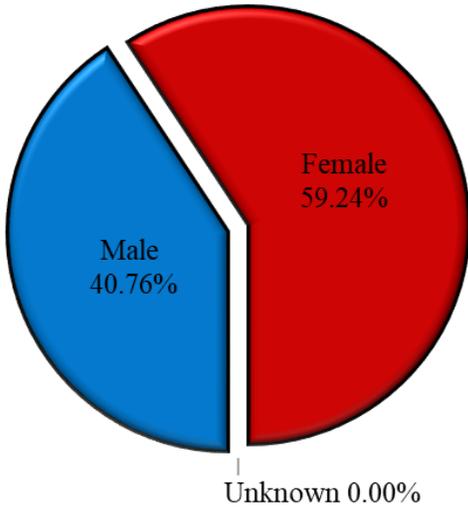
WORKFORCE ANALYSIS

The three year (2017-2020) workforce analysis demonstrates that the workforce at Palo Verde Community college is consistent. Another analysis was conducted comparing five colleges similar in size and currently the overall employee count of employees and diversity of Palo Verde College closely resembles four other community colleges. Barstow Community College, Copper Mountain Community College, Feather River Community College and Lake Tahoe Community College. A further breakdown shows that Palo Verde College and Barstow Community College workforce diversity is significantly higher than the other two colleges' demographic averages for Hispanic/Latino due to the high population of Hispanic/Latino in those cities. The data further shows that Palo Verde College is comparable to the other four colleges' demographic averages with African Americans, Asians, Unknown and American Indian. All data will be reviewed by the district EEO Advisory Committee in order to attract and maintain a diverse workforce.

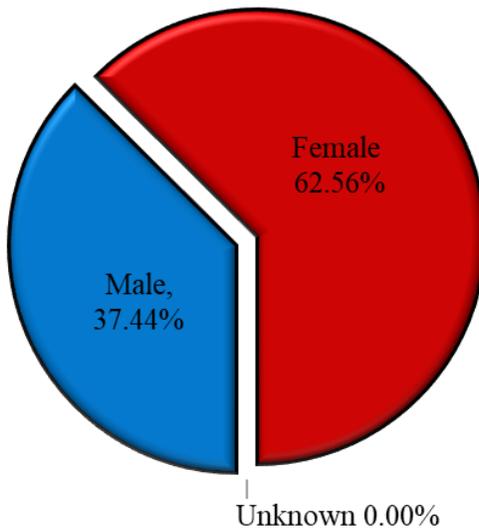
Differences in overall Workforce Diversity from 2017-2020:



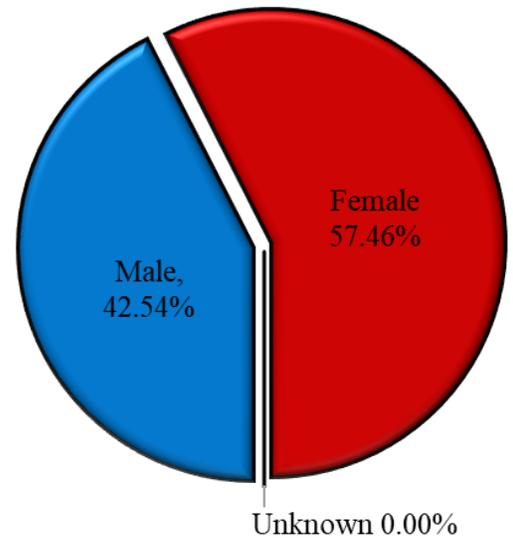
Gender Workforce '17-'18



Gender Workforce '18-'19



Gender Workforce '19-'20



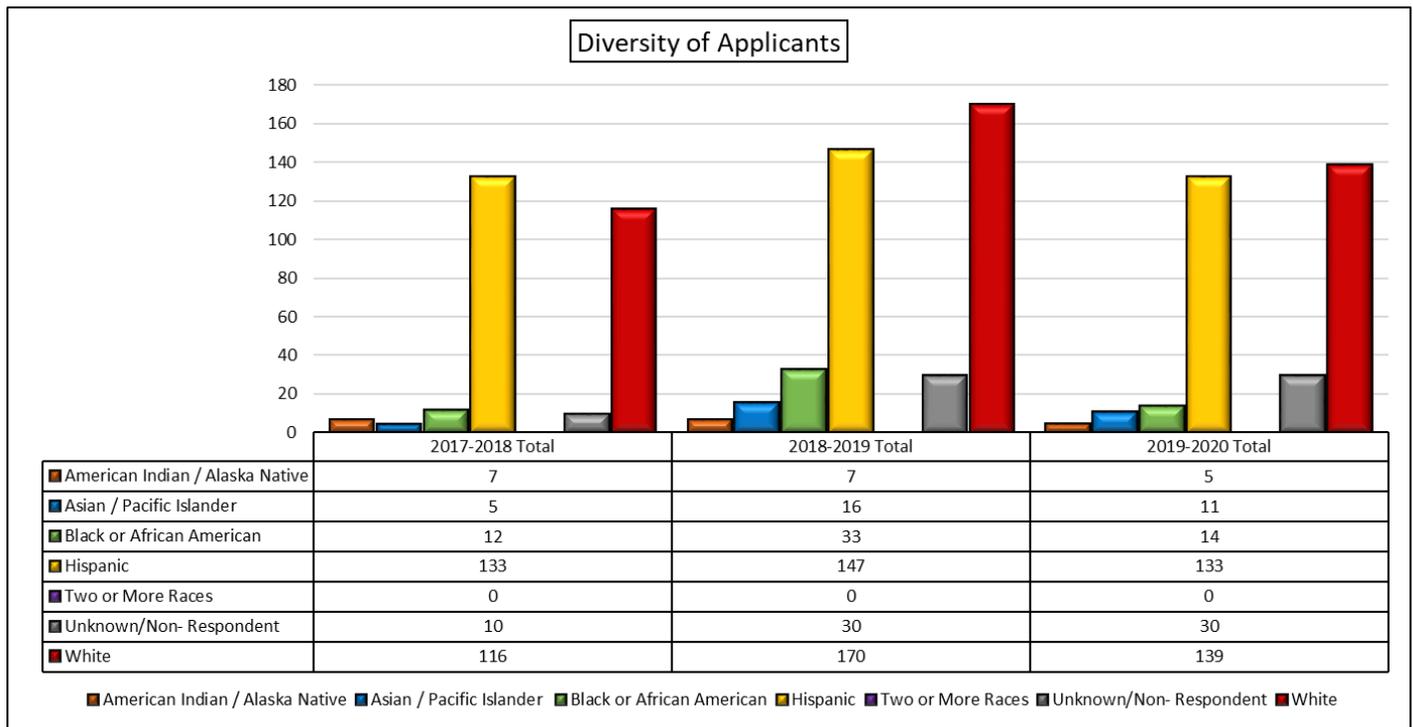
**Analysis of Applicant Pool
2017-2020**

| Term | Classification | American Indian / Alaska Native | | Asian / Pacific Islander | | Black or African American | | Hispanic | | Two or More Races | | Unknown/Non-Respondent | | White | | Disabled | | Veterans | | Sex | | | Total Applications | | | |
|------------------------|----------------------|---------------------------------|--------|--------------------------|--------|---------------------------|--------|----------|--------|-------------------|-------|------------------------|--------|-------|--------|----------|--------|----------|--------|--------|---------|-----|--------------------|---|-------|------|
| | | | | | | | | | | | | | | | | | | | Male | Female | Unknown | | | | | |
| 2017-2018 | Administrator | | 0.00% | 2 | 7.69% | 2 | 7.69% | 5 | 19.23% | | 0.00% | 2 | 7.69% | 15 | 57.69% | 1 | 3.85% | 2 | 7.69% | 14 | 53.85% | 12 | 46.15% | | 0.00% | 26 |
| | Faculty | | 0.00% | 1 | 7.69% | 1 | 7.69% | 4 | 30.77% | | 0.00% | 1 | 7.69% | 6 | 46.15% | 3 | 23.08% | | 0.00% | 1 | 7.69% | 12 | 92.31% | | 0.00% | 13 |
| | Adjunct | 1 | 10.00% | | 0.00% | | 0.00% | 4 | 40.00% | | 0.00% | | 0.00% | 5 | 50.00% | 1 | 10.00% | 2 | 20.00% | 6 | 60.00% | 4 | 40.00% | | 0.00% | 10 |
| | Full-Time Classified | 3 | 2.68% | 2 | 1.79% | 3 | 2.68% | 47 | 41.96% | | 0.00% | 1 | 0.89% | 56 | 50.00% | 3 | 2.68% | 2 | 1.79% | 25 | 22.32% | 87 | 77.68% | | 0.00% | 112 |
| | Part-Time Classified | | 0.00% | | 0.00% | | 0.00% | 8 | 47.06% | | 0.00% | 2 | 11.76% | 7 | 41.18% | 1 | 5.88% | | 0.00% | 1 | 5.88% | 16 | 94.12% | | 0.00% | 17 |
| | Management | | 0.00% | | 0.00% | 2 | 8.33% | 12 | 50.00% | | 0.00% | | 0.00% | 10 | 41.67% | | 0.00% | | 0.00% | 11 | 45.83% | 13 | 54.17% | | 0.00% | 24 |
| | Student Worker | 3 | 3.70% | | 0.00% | 4 | 4.94% | 53 | 65.43% | | 0.00% | 4 | 4.94% | 17 | 20.99% | 5 | 6.17% | | 0.00% | 32 | 39.51% | 49 | 60.49% | | 0.00% | 81 |
| 2017-2018 Total | | 7 | 2.47% | 5 | 1.77% | 12 | 4.24% | 133 | 47.00% | 0 | 0.00% | 10 | 3.53% | 116 | 40.99% | 14 | 4.95% | 6 | 2.12% | 90 | 31.80% | 193 | 68.20% | 0 | 0.00% | 283 |
| 2018-2019 | Administrator | 1 | 3.57% | 2 | 7.14% | 7 | 25.00% | 2 | 7.14% | | 0.00% | 2 | 7.14% | 14 | 50.00% | 1 | 3.57% | 3 | 10.71% | 22 | 78.57% | 6 | 21.43% | | 0.00% | 28 |
| | Faculty | | 0.00% | 5 | 5.05% | 11 | 11.11% | 19 | 19.19% | | 0.00% | 15 | 15.15% | 49 | 49.49% | 9 | 9.09% | 2 | 2.02% | 57 | 57.58% | 39 | 39.39% | 3 | 3.03% | 99 |
| | Adjunct | | 0.00% | 4 | 5.80% | 4 | 5.80% | 20 | 28.99% | | 0.00% | 3 | 4.35% | 38 | 55.07% | 3 | 4.35% | 5 | 7.25% | 43 | 62.32% | 26 | 37.68% | | 0.00% | 69 |
| | Full-Time Classified | 4 | 4.00% | 4 | 4.00% | 4 | 4.00% | 50 | 50.00% | | 0.00% | 6 | 6.00% | 32 | 32.00% | 3 | 3.00% | 6 | 6.00% | 35 | 35.00% | 65 | 65.00% | | 0.00% | 100 |
| | Part-Time Classified | | 0.00% | | 0.00% | | 0.00% | 23 | 69.70% | | 0.00% | | 0.00% | 10 | 30.30% | 2 | 6.06% | | 0.00% | 4 | 12.12% | 29 | 87.88% | | 0.00% | 33 |
| | Management | | 0.00% | | 0.00% | 1 | 6.25% | 4 | 25.00% | | 0.00% | 2 | 12.50% | 9 | 56.25% | 3 | 18.75% | 2 | 12.50% | 6 | 37.50% | 10 | 62.50% | | 0.00% | 16 |
| | Student Worker | 2 | 3.45% | 1 | 1.72% | 6 | 10.34% | 29 | 50.00% | | 0.00% | 2 | 3.45% | 18 | 31.03% | 8 | 13.79% | | 0.00% | 18 | 31.03% | 40 | 68.97% | | 0.00% | 58 |
| 2018-2019 Total | | 7 | 1.74% | 16 | 3.97% | 33 | 8.19% | 147 | 36.48% | 0 | 0.00% | 30 | 7.44% | 170 | 42.18% | 29 | 7.20% | 18 | 4.47% | 185 | 45.91% | 215 | 53.35% | 3 | 0.74% | 403 |
| 2019-2020 | Administrator | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | 0 |
| | Faculty | 1 | 0.91% | 5 | 4.55% | 3 | 2.73% | 17 | 15.45% | | 0.00% | 20 | 18.18% | 64 | 58.18% | 8 | 7.27% | 6 | 5.45% | 71 | 64.55% | 37 | 33.64% | 2 | 1.82% | 110 |
| | Adjunct | | 0.00% | 1 | 4.17% | 1 | 4.17% | 11 | 45.83% | | 0.00% | 1 | 4.17% | 10 | 41.67% | 1 | 4.17% | 1 | 4.17% | 15 | 62.50% | 9 | 37.50% | | 0.00% | 24 |
| | Full-Time Classified | | 0.00% | 2 | 1.71% | 5 | 4.27% | 65 | 55.56% | | 0.00% | 4 | 3.42% | 41 | 35.04% | 4 | 3.42% | 7 | 5.98% | 23 | 19.66% | 94 | 80.34% | | 0.00% | 117 |
| | Part-Time Classified | 2 | 10.53% | 2 | 10.53% | | 0.00% | 10 | 52.63% | | 0.00% | 1 | 5.26% | 4 | 21.05% | 2 | 10.53% | | 0.00% | 2 | 10.53% | 17 | 89.47% | | 0.00% | 19 |
| | Management | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | | 0.00% | 0 |
| | Student Worker | 2 | 3.23% | 1 | 1.61% | 5 | 8.06% | 30 | 48.39% | | 0.00% | 4 | 6.45% | 20 | 32.26% | 9 | 14.52% | | 0.00% | 26 | 41.94% | 36 | 58.06% | | 0.00% | 62 |
| 2019-2020 Total | | 5 | 1.51% | 11 | 3.31% | 14 | 4.22% | 133 | 40.06% | 0 | 0.00% | 30 | 9.04% | 139 | 41.87% | 24 | 7.23% | 14 | 4.22% | 137 | 41.27% | 193 | 58.13% | 2 | 0.60% | 332 |
| Grand Total | | 19 | 1.87% | 32 | 3.14% | 59 | 5.80% | 413 | 40.57% | 0 | 0.00% | 70 | 6.88% | 425 | 41.75% | 67 | 6.58% | 38 | 3.73% | 412 | 40.47% | 601 | 59.04% | 5 | 0.49% | 1018 |

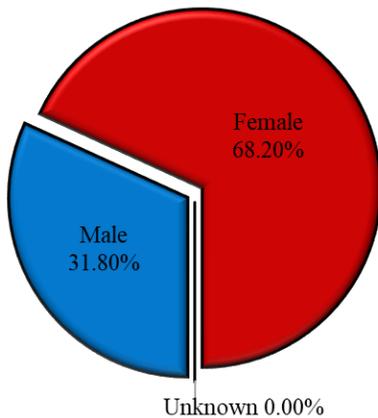
Analysis of Applicant Pools

The data graph that Palo Verde College applicant diversity for Hispanic/Latino and Whites is higher than all the other races. According to the United States Census, the city of Blythe population comprises 51.3% Whites and 57.8% Hispanic/Latino. The African American population rate is 11%, Unknown is 6.3% Asian is 2.2%, and American Indian is 0.8%. The gender shows a slightly difference with more female applicants than males. Since the form is voluntary, it may be hard to determine precise demographics of the total candidate pool. However, all data will be reviewed by the District EEO Advisory Committee and appropriate strategies will be recommended in order to attract and maintain a diverse workforce.

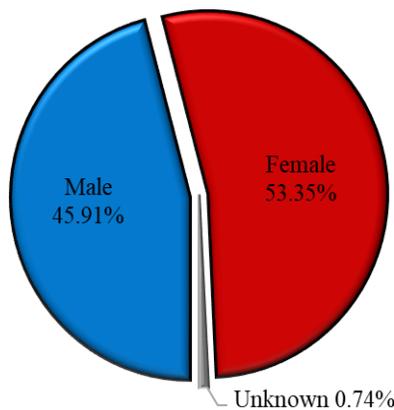
Differences in overall Applicant Diversity from 2017-2020:



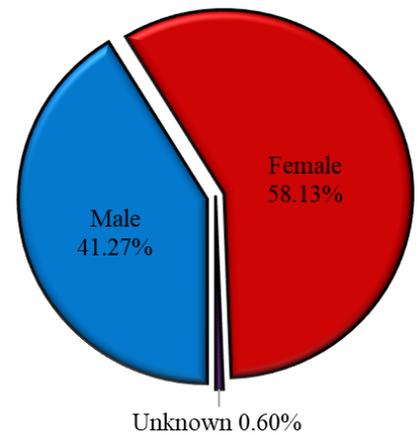
Gender of Applicants: '17-'18



Gender of Applicants: '18-'19



Gender of Applicants: '19-'20



XI. Recruitment and Hiring Procedures to Ensure Equal Employment Opportunity

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/interview process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community.

Regardless of whether or not underrepresentation exists, the following provisions are in place, because they are valuable in ensuring equal employment opportunity. The District's recruitment and hiring procedures will include the following provisions:

1. Recruitment

It is the policy of the District to aggressively pursue a program of 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 Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants.

- 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 unless the superintendent/president or his/her designee first notifies the governing board and the Equal Employment Opportunity Advisory Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where underrepresentation persists.
- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
 - (1) General circulation publications, including electronic media.
 - (2) Local and regional community newspapers.
 - (3) Publications, including electronic media that are distributed to the general market and to newspapers, publications whose primary audience is comprised of groups found to be underrepresented in the District's workforce.
 - (4) Recruitment booths at job fairs or conferences oriented to both the public and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.

2. Job Postings

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

- a) Job postings will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. All job announcements shall state that the District is an "Equal Opportunity Employer." For all teaching positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications, including any "minimum," and "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.⁴
- b) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability.

3. Review of Initial and Qualified Applicant Pools

Initial applicant pools will be reviewed for minimum qualifications, resulting in a qualified applicant pool. Once the qualified applicant pool is approved, the pool will be forwarded to the screening/interview committee. The District's recruitment and hiring procedures will include the following provisions:

- a) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The composition of the initial applicant pool shall be recorded and reviewed by the Associate Vice President of Human Resources or designee.
- b) *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 and have a complete application packet. The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Associate Vice President of Human Resources 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.

⁴ See generally Title 5, Section 53022

4. Screening/Interview Committee Procedures

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

- a) All screening 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 a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
 - (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, and training in cultural proficiency;
 - (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) Within the limits allowed by federal and state law, screening/interview committees will include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications.
- c) The equal employment opportunity officer shall approve the makeup of screening/interview committees. If the equal employment opportunity officer does not approve a screening/interview committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity.
- d) Before a person can serve on a screening/interview committee, he or she must receive equal employment opportunity/diversity training.
- e) Interviews must include at least one question which assesses the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency.
- f) All screening materials must be approved by the equal employment opportunity officer for compliance with equal employment opportunity principles.

- g) Monitoring for adverse impact will occur at each of the following stages of the screening/interview committee process:
- (1) After the screening/interview 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 administrators. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) If monitoring for adverse impact reveals that any selection technique or procedure (other than a bona fide occupational qualification that has been approved by Human Resources) has adversely impacted any monitored group, the superintendent/president or his/her designee will do the following:
- (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
 - (2) When appropriate, assist the screening/interview committee by discussing the overall composition of the applicant pool and the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
 - (3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- i) The District will not designate or set aside particular positions to be filled by members of any group defined in terms of age, ancestry, color, gender, gender identity, gender expression, genetic information marital status, medical condition, military or veteran status, national origin, parental status, physical or mental disability, pregnancy, race or ethnicity, religion, sexual orientation 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.
- j) The Board of Trustees or designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/interview committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.
- k) The District will review the pattern of its hiring decisions over time, and if it determines that those patterns do not meet the objectives of the *Plan*, the District will request the Equal Employment Opportunity Advisory Committee to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

Persistent underrepresentation

If the longitudinal analysis of the District workforce and applicant pools in Section X of this plan indicates persistent underrepresentation of monitored group(s), the Equal Employment Opportunity Advisory Committee will provide recommendations to the superintendent/president regarding consideration of the following actions or activities:

1. In conjunction with appropriate Human Resources staff, review the District's recruitment procedures and make recommendations on modifications that would address the underrepresentation.
2. The District will increase the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
3. The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:
 - a) additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
 - b) promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
 - c) additional training for current faculty and staff on the value of a diverse workforce;
 - d) recommended changes to the job posting and screening criteria which may reasonably be expected to attract candidates from the significantly underrepresented group.
4. The District will focus particular attention on its intern programs where graduate students will be provided the opportunity to co-teach a class offered by the District in the significantly underrepresented discipline.
5. The District will actively monitor the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the District will:
 - a) Significantly increase the recruitment budget for another three years.

- b) Develop a recruitment committee composed of the Superintendent/President, the Equal Employment Opportunity Officer, the Dean or responsible Administrator for the division or department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring plan described in *section 3* above. The committee will provide recommendations to modify the recruitment and hiring plan to better address the significant underrepresentation. The Superintendent/president will be evaluated on his/her ability to successfully implement the recruitment and hiring plan.

XII. Additional Steps to Remedy Significant Underrepresentation

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. Having a campus that has accepted principles of diversity and multiculturalism makes implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well-planned, well-funded, and supported by the leadership of the District is necessary.

The Equal Employment Opportunity Advisory Committee will annually review indicators of the District's institutional commitment to diversity such as, but not limited to, the following:

1. Surveys of campus climate to identify barriers to inclusion. Recommendations will be made to implement concrete measures that utilize the information drawn from the surveys.
2. Cultural events, diversity dialogues, forums and cross-cultural workshops conducted on campus, or in the community. Speakers on issues dealing with diversity should include those from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
3. Exit interviews conducted by Human Resources with employees who voluntarily leave the District, if the results of those interviews indicate patterns impacted particular monitored group(s).
4. Training conducted by Human Resources for members of screening/interview committees on elimination of bias in hiring and employment.
5. Programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.
6. Records related to the timeliness of harassment and discrimination complaint investigations and corrective action taken.
7. Records related to the District's compliance with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB1825]), - harassment and discrimination training.
8. The District's publications, marketing tools and website to ensure they reflect diversity in pictures, graphics and text to project an inclusive image.

9. Records which indicate whether District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other Districts in the areas of EEO and diversity enhancement.
10. Recognition of employees and students who have promoted diversity and equal employment opportunity principles in performance assessments and District awards.
11. The District's curricula, texts, and/or course descriptions which expand the global perspective of the particular course, readings or discipline.
12. The manner in which the District addresses issues of inclusion/exclusion to ensure they are conducted in a transparent and collaborative fashion.
13. The Student Equity Plan.
14. Longitudinal analysis of various employment events by monitored group status such as hiring, promotion, retention, voluntary resignation, termination, and discipline.

XIII. Annual Certification to Chancellor's Office

Annually the District shall certify to the State Chancellor's Office that it has timely complied with each of the following requirements of Title 5:

1. Recorded, reviewed and reported the data required regarding qualified applicants pools;
2. Reviewed and updated, as needed, the strategies component of the District's EEO plan (Section X11);
3. Investigated and appropriately responded to formal harassment and discrimination complaints filed pursuant to Title 5 (commencing with section 59300).

XIV. Persons with Disabilities: Accommodations and Goals for Hiring

1. Reasonable Accommodations

Applicants and employees with disabilities⁵ 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 ADA Coordinator is responsible for handling requests for accommodations from current employees as well as from applicants seeking such accommodations during the application process. Requests can be made on the “Request for Reasonable Accommodation” form.

2. Analysis of workforce and applicant data

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

XV. Program of Loans for Education

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in locations accessible to students. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

As seen in Board Policy 7240 and Administrative Procedure 7240, the District has implemented a process to offer students the opportunity to gain employment experiences. These experiences includes resume building, application submittals, interviewing, orientations, learning effective communication and improving job skills. It also provides students with the experience in working in a higher education establishment, which promotes the ability to compete in future competitive career positions.

Appendix A – Community Organizations & Contact Information**Job Placement Specialist of Palo Verde College**

German De La Pena
One College Drive
Blythe, CA 92225
760-921-5448
german.delapena@paloverde.edu

Employment Development Department (EDD)

One College Drive
Blythe, CA 92225
760-922-0103

Blythe Area Chamber of Commerce

207 E. Hobsonway
Blythe, CA 92225
760-922-8166
www.blytheareachamberofcommerce.com, blythecoc@yahoo.com

Department of Veterans Affairs

1273 West Hobsonway
Blythe, CA 92225
760-921-1224

Riverside County Work Force Development Centers

44-199 Monroe Street, Suite B
Indio, CA 92201
760-863-2508
www.rivcoworkforce.com

Riverside County Department of Public Social Services

1225 W. Hobsonway
Blythe, CA 92225
760-921-5737
jobeltra@rivco.org

KJMB 100.3 FM Radio Station

681 N. 4th Street
Blythe, CA 92225
760-922-7143

KERU 88.5 FM Radio Station (Bilingual)

137 N. Broadway
Blythe, CA 92225
760-899-4565

