Peralta Community College District
Staffing Plan
2019-2022
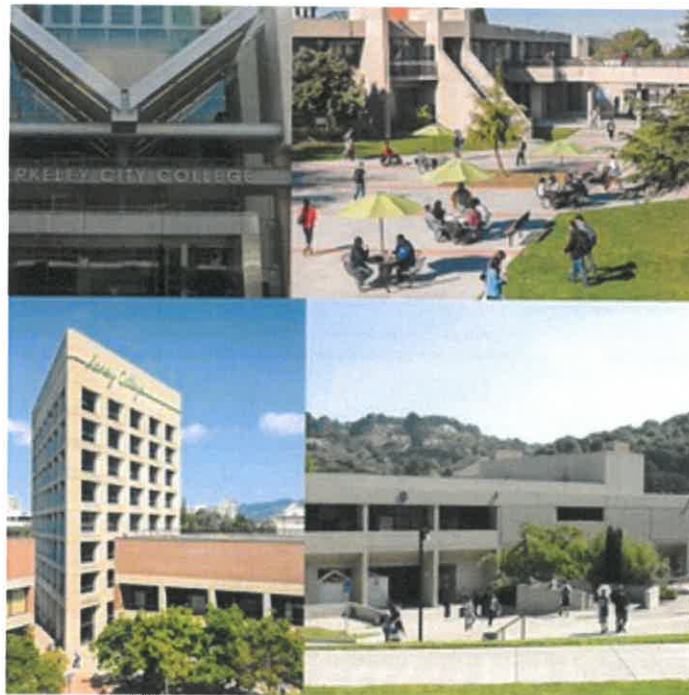
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INTRODUCTION

Workforce planning is essential to understanding the resources that the District needs to operate successfully and meet its institutional goals. Effective planning is a District-wide effort that requires analysis, collaboration, and action by District leaders, departments, and staff. A streamlined Staffing Plan serves as a document to help the District and the Colleges collectively and effectively evaluate current needs and to proactively plan for the future of our educational institution.

PCCD'S MISSION

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future.

PCCD'S VISION

We are a collaborative community of colleges. Together, we provide educational leadership within a network of allied organizations and institutions committed to enhancing the quality of life, sustainability, and workforce and economic development of the central East Bay. Together with our partners, we provide our students and communities with the educational resources, experiences, and ongoing capacities to meet and exceed their goals.

PLANNING AND DECISION-MAKING PRINCIPLES

The planning and decision-making principles provide guidance to institutional processes:

Educational Primacy—Educational needs and activities drive the enterprise.

Planning Drives Resources—Resources will be allocated on the basis of information based, strategic planning processes.

Shared Governance—The Strategic Plan will be implemented according to the spirit of collaboration and the roles and responsibilities embodied in shared governance.

Diversity and Shared Strengths—College autonomy and district-wide collaboration are mutually supportive and create the highest levels of student and community success.

Organizational Development—The colleges and service centers provide ongoing attention to building the capacity and effectiveness of all organizational processes.

Collaboration—The colleges and service centers are committed to collaborating as a team and coordinating programs and services to maximize the benefits to students and the community.

A Future Orientation—We strive to anticipate change and provide leadership for the human and social development of our communities.

GOALS AND STRATEGIES

he guiding framework for district planning will be implemented through five strategic goals. The goals provide broad guidance and direction for planning at all levels and across the colleges and service centers. In addition, all Peralta employees can contribute to the achievement of these goals through discretionary and decentralized action. For each goal, specific objectives and performance measures can be developed to ensure accountability.

The following table summarizes the goals and the associated strategies.

Goals	Strategies	
A: Advance Student Access, Equity, and Success	**A.1**	**Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20,609 RES FTES.
	A.2	**Student Success:** Using the total 2015-2016 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
	A.3	**Student Success:** Fully implement an Early Alert process for all students.

	A.4	**Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus.
	A.5	**Student Success:** Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.
B: Engage and Leverage Partners	**B.1**	**Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015.
	B.2	**Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1**	**Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars).
	C.2	**Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
D: Strengthen Accountability, Innovation and Collaboration	**D.1**	**Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.
	D.2	**Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.
	D.3	**Institutional Effectiveness:** Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).

	D.4	**Global Planning:** Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.
E: Develop and Manage Resources to Advance Our Mission	E.1	**FTES/FTEF Target:** Achieve the District target FTES/FTEF within budget.
	E.2	**Budget to Improve Student Success:** Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.
	E.3	**Fiscal Oversight:** Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.
	E.4	**Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

DISTRICT STAFFING PLAN: OVERVIEW

The Staffing Plan provides guidance to the Colleges and District Office when analyzing and prioritizing staffing needs. Optimum staffing levels and priorities are based on multiple and often complex factors, many of which are difficult to control or predict. This uncertainty requires planning flexibility. The Plan's flexible approach is a function of ongoing, systematic evaluation to review and revise processes and assumptions, and relies on the District's Planning Council and the Chancellor's Cabinet to make recommendations based on each council's and group's unique requirements and priorities. The following table provides the data required in the planning process.

District Staffing Plan: Overview

Current/Baseline Measures	Influences, Impacts and Constraints	Priorities, Optimum Levels, and Future Needs	Process and Evaluation
- Overview of workforce (number of employees, demographics, job categories) - Analysis of workforce (comparison to other Districts; past staffing levels; service areas) - Identify gaps between current and future resource needs	- Enrollment - Budget - District Planning, Mission, vision, values, goals - Facilities - Regulatory Influences/mandates - Workforce changes - Technology - Additional factors`	- Long- and short-range projections determined by data, resources - Flexibility for immediate needs - Role of programs, committees - Consider training, succession planning	- Identify staffing timeframes based on data; link to planning cycles and resource - Monitor and evaluate progress cyclically - Update plan accordingly
Data Collection/Assessment		Analysis	Implementation Outcomes

Integration with Accreditation and Strategic Planning

The creation and integration of the Plan with other District's planning processes complies with ACCJC's Accreditation Standard III and Recommendation #5. The District has implemented an integrated model of planning, evaluation, and resource allocation; of which the Staffing Plan is a component.

The District Staffing Plan assists the Colleges and District Office to identify and prioritize their staffing needs over a period that is aligned with the District's five-year strategic planning cycle. The Plan was implemented in 2016-2017 and updated for 2019-2022. Updating the Staffing Plan assures alignment with the District's Strategic Plan and integration with the Resource Allocation Model Planning.

The Office of Human Resources will provide data, which together with the metrics of gap analysis, will assist the College and District Office in formulating their yearly hiring proposals. These hiring proposals will be based on their resource allocations and communicated to the Chancellor's Cabinet as part of their annual budgets. The staffing proposal will reflect the need to meet the Chancellor's and District's Strategic Planning goals and/or objectives and will be in alignment with the District's Equal Employment Opportunity Plan (Appendix A).

The Staffing Plan also contains a section which describes the process for evaluating the overall hiring process and staffing needs District-wide, as well as the timeline which facilitates

integration of the Staffing Plan with the other District-wide plans, such as Strategic, Technology, and Facilities Plans and the Resource Allocation Model.

The gap analysis portion of the Staffing Plan is intended to assist in the planning process of each College and District, as a whole. The use of staffing metrics for staffing requests serves as an operational guideline to enforce the process of staffing areas of critical needs. The 2019-2022 Staffing Plan follows the methodology established for the 2016-2019 Staffing Plan.

SECTION 1: Purpose of the District Staffing Plan

- Provides a process that ensures sufficient staffing for the effective operation of the Colleges and District Office, and the efficient use of staffing resources.
- Provides a process that aligns Human Resources' planning and decision-making at each College and the District Office.
- Provides minimum, common staffing metrics to facilitate District-wide consistency in staffing levels.
- Provides a process that ensures that the Human Resources staffing metrics are considered by the Colleges and the District Office when developing their individual staffing plans.
- Ensures the Staffing Plan is integrated with other District planning processes: For example, Strategic Plan, Facilities Plan, Technology Plan, the Resources Allocation Model (BAM), the Resources Allocation Task Force for Classified Staffing, Planning and Budget Committee, Chancellor's Cabinet, Staffing Advisory Committee, and the District's Equal Employment Opportunity Plan.

It should be noted that staff will not be hired based merely on their ethnicity; however, a diverse staff offers a richness and greater understanding and appreciation of other cultures, of diverse thought, and the role modeling that can be a benefit to their educational experience.

SECTION 2: Human Resources' Long-Range Strategic Planning Integration with the District's Planning Process

The long-range Staffing Plan provides a strategy for meeting Institutional Goals and maintaining institutional effectiveness by outlining a plan to ensure that the appropriate staffing levels are maintained, the current staff are properly evaluated and developed, and that future staffing needs are properly assessed. The Staffing Plan provides integrated decision-making, planning, resource allocation, and processes that are collaborative, transparent, evidence-based, effective, and efficient.

SECTION 3: Ensuring Sufficient Staffing Resources and Their Efficient Utilization

Section 3a: Process Overview

The staffing metrics will be considered when determining staffing needs and developing annual budgets to meet the Strategic Planning and programmatic needs that drive the budgeting process at each work location. Section 4 provides details on the staffing metrics and their usage.

Additionally, the College and the District Office will use a gap analysis to determine if they have sufficient staffing levels. Section 5 explains the gap analysis process.

Section 3b: Timeline and Process for Staffing Recommendations

Please reference the chart below for a timeline indicating key dates related to Human Resources staffing decisions. This is the ideal timeline; however; it is subject to change based on other factors.

August-October	Office of Academic Affairs completes the Full-Time Faculty Obligation Report using full-time and part-time faculty FTES counts for the current Fall semester, and submits it to the State Chancellor's Office Revision and evaluation of the HR Staffing Plan
November-December	Determination of staffing needs by each College
January	District receives the Governor's proposed budget The District's Finance Office generates a preliminary projected cost of salaries and benefits for the following budget year, and sends this information to the Colleges for use in the District-wide budgeting process Human Resources recruitment begins for faculty (for fall start date)
February - May	Human Resources recruitment continues for faculty
August- October	District receives the (FON) information from the State Chancellor's Office.

Note:
- Classified and management recruitments are ongoing throughout the academic year
- Detailed information regarding hiring procedures will be available on the Human Resources website

Section 4: Staffing Metrics

Section 4a: Process for establishing metric

Metrics by employee subgroup will be used to evaluate new position requests and to assist in gap analysis. For example:

Metric	Employee Subgroup
FTES/FTEF, PT/FT	Instructional Faculty by Discipline by College
FTES/administrator by area	Dean of Instruction by College
FTEF/administrator by area	Dean of Instruction by College
Head count/custodian, building sq. ft./custodian	Custodian by College

Since many of these metrics have been established and the necessary data compiled, the Human Resources Office will develop a process to periodically review the effectiveness of each metric with the respect to corresponding employee subgroup for position requests and gap analysis. The Human Resources Office will oversee the collection of relevant data for computing these metrics. Furthermore, Human Resources will work in collaboration with the Office of Institutional Research to develop a process for all College staff, faculty and administrators to access the data by metrics via the Business Intelligence Tool or on the Institutional Research website.

The Resources Allocation Task force for Classified Staffing, the College' faculty prioritization process, and the Chancellor's Cabinet may consider the staffing assumptions below when creating staffing metrics. Examples are:

Administrator
- Based on the number of anticipated students at each location
- Based on the number of anticipated full-time equivalent students at the location
- Based on the number of anticipated full-time faculty at the location
- Based on the number of anticipated part-time faculty at the location
- Based on the number of anticipated classified staff at the location

Classified support needed per Administrator:
- Based on the number of anticipated students at the location
- Based on the number of anticipated full-time faculty at the location

- Based on the number of part-time faculty at the location
- Based on the number of anticipated classified staff at the location

Custodial Support
- Based on the square footage and types of usage
- Based on the number of anticipated students at the location
- Based on the number of anticipated full-time faculty at the location
- Based on the number of part-time faculty at the location
- Based on the number of anticipated classified staff at the location

Grounds Support
- Based on the square footage and possibly complexity of the grounds at the location

Maintenance Support
- Based on the square footage, age, and condition of the location
- Based on the number of anticipated students at the location
- Based on the number of anticipated students at the location
- Based on the number of anticipated full-time faculty at the location
- Based on the number of anticipated classified staff at the location

Faculty
- Compare by discipline using the metrics in Section 4.a
- Assess unmet demand for the course
- Availability of qualified part-time faculty

Section 4.b: Use of metrics for new position requests

New positions are based on programmatic need (e.g., Program Review) and funding dictated by the Resource Allocation Model. Recommendations for new positions must go to the Chancellor's Cabinet for approval. However, replacement positions are requested using the standard Human Resources recruitment procedures.

The Human Resources Office has developed a form to be included with each new position request by a work location that includes the metrics for the particular position requested as determined in Section 4a. The appropriate metrics shall be listed for each like position within the department, College, and throughout the District. It will be the responsibility of the College/District/Department requesting the position to fill out the form with the data obtained from the Business Intelligence Tool. The College may list any other metrics or external data it believes necessary in justifying the position (Appendix B)

The following examples are meant to help explain and illustrate the process:

If a College is requesting a new faculty position in Philosophy, the form would list each metric (such as FTES/FTEF) for Philosophy faculty at Berkeley City College, College of Alameda, Laney College, and Merritt College.

- Berkeley City College _____ students/ _____ full-time equivalent faculty
- College of Alameda _____ students/ _____ full-time equivalent faculty
- Laney College _____ students/ _____ full-time equivalent faculty
- Merritt College _____ students/ _____ full-time equivalent faculty

If a College is requesting a new Instructional Assistant position, the following information MUST be provided on the form:

- What is the number of faculty this position supports?
- What is the number of classes this position supports?
- What is the number of students this position supports?
- Compare the support required by this position against Instructional Assistant in the same department.
- Compare the support required by this position against Instructional Assistant in the same College.
- Compare the support required by other Instructional Assistants within the District.

If a College is requesting a new Instructional Assistant position, the following information may be provided on the form:
- Compare the support required by other Instructional Assistants within the same discipline at other California Community Colleges.

The Office of Human Resources recommends that the following metrics be considered as part of (but not necessarily all) the metrics used in gap analysis and staffing requests:

- Number of FTES/FTEF by discipline for instructional faculty
- Number of FTES/FTEF by area for non-instructional faculty
- FT/PT ratio by discipline
- Headcount/FTEF for non-instructional setting (counseling, etc.)
- Number of FTES/employees by area for classified
- Headcount/employee for classified
- Number of FTES/employee by area for maintenance, grounds, custodial broken up by square footage, and acreage where appropriate
- Number of FTES/employee by area for technical/professional/skilled craft for College staff and faculty/employee by area
- Number of FTES/administrator by area for administrative executive, managerial, director/coordinator
- Full-time faculty overload per discipline

The Human Resources Office will produce data on staffing levels by employee category to allow for staffing level comparisons across the District (see Appendix D):

- The number of full-time faculty by location
- The number of classified staff by location
- The number of classified and academic administrator positions by location

Staffing metrics are intended to provide a quantitative overview of staffing levels, inform the hiring process at each College and the District as a whole, and present comparative data to the Chancellor's Cabinet to inform them of the degree of need for each position.

SECTION 5: Gap Analysis

Section 5a: Process to ensure established staffing metrics are considered

The District Staffing Plan requires the Colleges and the District Office to use a gap analysis in their planning efforts to ensure sufficient staffing resources. A gap analysis compares current staffing levels to optimal staffing levels for each employee subgroup to help determine future needs as informed by data, assumptions, and known constraints. Once the gaps are identified, recommendations are made to reduce/eliminate the gaps. This gap analysis is repeated and appropriately adjusted over the three-year planning cycle.

Typically, the sub-unit requesting a position will complete the gap analysis. Each location is responsible for contributing and communicating the components of the gap analysis relevant to their department. Employee data required for the gap analysis will be provided by the Office of Human Resources upon request. The Institutional Research Department at each College and/or the District Office will provide PCCD data related to instruction.

Section 5b: Assess current staffing levels

The Office of Human Resources, the Resource Allocation Task Force for Classified Staffing, and the Chancellor's Cabinet Staffing Advisory Committee (see Appendix B) will ensure that the staffing metrics detailed in section 5a are used for the gap analysis to determine current staffing levels.

The Office of Human Resources, the Allocation Task Force, and the Chancellor's Cabinet Staffing Advisory Committee may review the external data by sub-unit for the gap analysis.

A master rubric (see Appendix C) has been created to rank the classified staffing requests that are provided from the colleges and the District. The master rubric is used to create a central prioritized list. When additional funding becomes available, this list will be used to allocate funds to the Colleges and the District offices.

The following is the process used to determine how available resources will be allocated to the Colleges:

1) Each College submits up to 10 classified staffing requests that are ranked based on priority, using the Classified Hiring Prioritization Request.
2) The Resource Allocation Task Force for Classified Staffing (RATF-CS) reviews the position that has been identified, along with the amount of funds that have been provided to PCCD.
3) Available funds will be divided equally across the four Colleges and District offices (using a similar process as the BAM Model), with the caveat that the funds should be: a) used for classified staffing and b) is a position included on the priority list.
4) Colleges and District offices which receive funds must report back during the academic year on how the position has been beneficial to the College/department using identified metrics.

Section 5c: Determine optimum staffing levels

To some, the definition of optimum staffing levels is the luxury of having as many employees a department might request. That would be the best of all worlds if one did not need to be concerned with budget limitations, but we do. The optimum staffing levels may mean a small but efficient staffing configuration that is only within budget, but reflects progress towards decreasing the annual salary and benefits expenditures.

Optimum staffing levels may be determined two ways. One is to use the established staffing metric for the District, which has been approved using the process described in Section 5, or for the sub-unit (department/division) of a work location to base its justification for establishing an optimum staffing level on factors relevant to their sub-unit, such as those noted below. These may be used for either classified, faculty, or management analysis:

- Budgeted and current staffing;
- Statutory and regulatory obligations (e.g., Faculty Obligation Number and 75/25 ratio per Education Code 87482.6 and CCR Title 5 51025, licensing contract hours requirements, etc.);
- 50% law, California Education Code Section 84362, Title 5 59200, et seq.;
- Equal Employment Opportunity Regulations, Title 5, Section 53000, et seq.;
- Industry/staffing standards;
- Attrition, retirement, and retention data;
- Full-time faculty hiring assumptions (e.g., 75/25, student demand beyond formal enrollment, student educational plans, anticipated enrollment based on high school data, how quickly a class closed because its reached maximum capacity);
- Board Policies and Administrative Regulations;
- Other District plans and priorities;
- Program review and planning;
- District/College prioritization process;
- Availability of qualified applicants for every employee category;
- Number of FTES/FTEF by discipline for instructional faculty;

- Number of FTES/FTEF by area for non-instructional faculty;
- FT/PT ratio by discipline;
- Headcount/FTEF for non-instructional setting (counseling, etc.);
- Number of FTES/employees by area for classified;
- Consideration of designated programs;
- Headcount/employee for classified;
- Number of FTES/employee by area for maintenance, grounds and custodial broken up by square footage, and acreage where appropriate;
- Number of FTES/employee by area for technical/professional/skilled craft for College staff & faculty/employee by area;
- Number of FTES/administrator by area for administrative executive, managerial, director;
- Full-time faculty overload per discipline;
- Number of students who do not get into a class off of the wait list;
- Number of students who are on wait list (would be good data to help determine the demand);
- The degree of change that the Governor's budget has undergone from the original budget to the revised budget;
- Systems and software support;
- Statutory requirements relative to staffing such as the Child Development Center student to employee ratios and Board of Registered Nursing compliance; and
- Assess unmet demand for a course.

To determine **optimum classified staffing levels,** a department may choose additional factors other than those listed above, such as industry standard for staffing levels. Information such as this can be found on the United States Department of Labor website, the Society for Human Resources Management website, etc. This includes standards, such as how many custodians, groundskeepers, or electricians per building square foot. The age of a facility can also impact these estimates.

Classified positions may be compared to other Districts. An industry standard metric for classified staff is (Time per Task) X (Number of Tasks Annually) = PY (Personnel Years) Required. This formula calculates how many personnel years are "needed" to perform the work of an organization, as it is presently structured.

To determine **optimum faculty staffing levels,** a department may choose additional factors other than those listed above, such as comparing staffing levels to three to five other California Community College Districts within Southern California, and Northern California. Additionally, they may choose to add a metric to assess the unmet demands for each semester for each course.

To determine **optimum administrative staffing levels,** a department may choose factors listed above, as well as other factors. They may compare staffing levels at other multi-College California Community College Districts similar in size and budget funding.

SECTION 6: Evaluation of the Staffing Plan Process

After completion of the initial Staffing Plan, the Staffing Plan and its elements will be reviewed, evaluated, and updated as needed. To be informed of this process, the Colleges and District Office, as well as the Resource Allocation Task Force for Classification Staffing, Policy and Budget Council, and the Chancellor's Cabinet Staffing Advisory Committee will be provided annually with updated data (employee totals, attrition data, vacancies, etc.), as well as any updates to the District-wide assumptions and constraints.

Qualitative input received by these constituency groups, as well as information obtained by an annual survey, will be used to assess the efficiency of staffing practices to ensure sufficient staffing. This qualitative data will also be used to show how the Staffing Plan is functioning as far as processes and alignment with other District-wide plans are concerned.

The evaluative discussion will focus on staffing levels, measures, and processes. Areas of focus for evaluation may include:

1. Staffing Levels
    a. Were the recommended metrics followed?
    b. Do the work locations think the recommended metrics are appropriate?
        i. If not, why not?
    c. Was the gap analysis process implemented at each work location?
        i. If not, why not?
        ii. If yes, do you think it is, or will be an effective tool to reach optimum staffing levels?
        iii. If not, why not?
    d. Is staff development necessary to address skills gaps?
        i. If so, which skills gaps?
        ii. What staff development would help address these skills gaps?
    e. Do we need a process for addressing future skill gaps?

2. Staffing Levels
    - How accurate were the forecasts of anticipated minimum levels, growth and attrition rates?
3. Staffing Plan Process
    - What procedural adjustments need to be made in terms of the Staffing Plan itself?

The answers to these questions will inform the recommendations made by the Resources Allocation Taskforce for Classified Staffing, the Policy and Budget Council, and the Chancellor's Cabinet Staffing Advisory Committee to the Chancellor's Cabinet and determine annual Plan updates.

STAFFING PLAN'S ASSUMPTIONS:

Productivity
- Full-time faculty members have a load of 15 LHE per semester.
- Part-time credit faculty members teach an average of 6.1 LHE per semester

RESOURCES REQUIRED:

- Facilities
  - Average space and cost assumptions
- Technology & Equipment
  - Average technology and cost assumptions
- Financial
  - Average staffing assumptions

ANALYSIS CHARTS

Institutional Change	Common Staffing Implications
• Change in focus, objective or activities	• Change in required skills • Changes in staffing "mix" (both skills and staffing levels simultaneously)
• Enrollment or programs and services expansion or contraction	• Changes in required staffing levels
• Changes in programs and services mix	• Changes in required skills and staffing levels (e.g., in course offerings, program innovations, etc.)
• Changes in markets or student base	• Changes in required sills and staffing levels (e.g., in enrollment or workforce needs
• Major capital expenditures/projects	• Changes in staffing levels to support new projects • New skills to support new technology • • Reductions in staffing levels where old systems are phased out
• Changes in production technology	• Changes in staffing levels to support new projects • New skills to support new technology • Reductions in staffing levels where old systems are phased out
• Change in competitive positions	• Reduced staffing levels (e.g., to reduce staff cost) • New skills and additional staffing required to support new programs and approaches

Institutional Change	Common Staffing Implications
• Change in competitive positions	• Reduced staffing levels (e.g., to reduce staff cost) • New skills and additional staffing required to support new programs and approaches
• Productivity/quality improvements	• Changes in staffing "mix" (e.g., fewer but more highly skilled staff)
• Changes in organization structure	• Redeployments • "Harmonization" issues (e.g., same position titles but different levels)
• Merger and acquisition activity	• Integration of two workforces • Potential surplus staff (e.g., new laws requiring the acquisition of adult education, redundant staff positions)

RETIREMENT:

Retirement assumptions originate from taking the average between:

- The average retirement age over the past five (5) years and forecasting the number of current employees approaching the average age.
- The average number of actual retirements over the past five (5) years.
- Average age of full-time faculty.
- Average age of full-time classified employees.

STAFFING PLAN'S GOALS – STRATEGIC IMPORTANCE:

- Invest to assist the implementation of the following goals:
    - ❏ Master Plan
    - ❏ Strategic Plan
    - ❏ Student Success Plan
    - ❏ Facilities Construction Plan
    - ❏ Technology Plan
    - ❏ Staffing needs

□ Program review
□ Resource Allocation Model

STAFFING PLAN'S GOALS – COMPLIANCE:

- Maintain compliance with:
    □ 50% Law
    □ Full-Time Faculty Obligation (FON)

- Meet Accreditation Standard III.A.2: "hire a sufficient number of qualified faculty, staff and administrators to provide the services necessary to support the institution's mission and purposes."

PURPOSE AND ROLE OF THE 3-YEAR STAFFING PLAN:

- District's Mission
- District's Comprehensive Master Plan Goals
    □ Educational Master Plan
    □ Facilities Master Plan
- District's Strategic Plan
- Technology Master Plan
- Long-Range Financial Plan
- Other District planning documents

08/26/16
Revised 09/28/17
Updated 05/06/19

APPENDIX A: 2016 – 2019 District's Equal Employment Opportunity Plan

Peralta Community College District

Equal Employment Opportunity Plan

Adopted: June 14, 2016

Plan Components

I.   Introduction

The Peralta Community College District's (PCCD) Equal Employment Opportunity Plan (EEO Plan) addresses the requirements of Education Code section 87106(b) for compliance with the Board of Governors' regulations on equal employment opportunity hiring, applicable state and federal nondiscrimination statutes (Title VII Civil Rights Acts of 1964, Rehabilitation Act of 1973, etc…), and for guidance in improving the equality of opportunity at PCCD. The principle of equal employment opportunity applies to all aspects of the employment relationship and includes, but is not limited to, initial consideration for employment, evaluation of performance, promotion and advancement, compensation, access to training and other professional-development opportunities.

PCCD's EEO Plan was adopted by the Board of Trustees on June 1, 2013. The current plan has been updated as required by the State Chancellor's Office for the years 2016-2019. The EEO Plan reflects the District's commitment to equal employment opportunity where 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. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all, will foster diversity, promote excellence and provide a positive student learning experience.

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. This EEO Plan is a written document in which workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The EEO Plan's immediate focus is equal employment opportunity in 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 EEO 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 all1; and procedures for dissemination of the EEO Plan. To properly serve a growing diverse population, the District will endeavor to hire and retain diverse faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves.

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[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. Plan Component 2: Definitions

A. Guidelines

The District uses the following definitions to provide clarification and understanding of specific terms used to help define EEO vocabulary. The definitions are taken from title 5, section 53001. The definition of "diversity" is not in Title 5, but it encompasses important considerations of inclusion that appear throughout the District's Plan.

B. Definitions

a) **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.

b) **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.

c) **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.

d) **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.

e) **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.

f) **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.

g) *(1) Ethnic Minorities:* American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

(2) Ethnic Group Identification: means an individual's identification in one or more of the

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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.

h) *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.

i) *In-house or Promotional Only Hiring:* means that only existing district employees are allowed to apply for a position.

j) *Monitored Group:* means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). (Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.)

k) *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.

l) *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.

m) *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.

n) *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.

o) *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.

p) *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.

q) *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. Plan Component 3: Policy Statement

The 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, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, 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. This EEO Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

The District's Board Policy 3420 (Equal Employment Opportunity) states that, "The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation."

IV.   Plan Component 4: Delegation of Responsibility, Authority and Compliance

It is the goal of the Peralta 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. **Board of Trustees**
    The Board of Trustees is ultimately responsible for proper implementation of the district's Plan at all levels of district and college operation, and for sustaining equal employment opportunity as described by methods in the Plan.

2. **Chancellor**
    The Board of Trustees delegates to the Chancellor the responsibility for the ongoing implementation, review and recommending approval of the Plan and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The Chancellor shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report to the Board on Plan implementation. The Chancellor 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 Vice Chancellor for Human Resources and Employee Relations has been designated the Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The EEO Officer is also responsible for receiving and investigating complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

Examples of Other Activities the EEO Officer might engage:
    - Develop a Service Award Program for outstanding equal opportunity efforts;
    - Conduct open forums to create opportunities for campus citizens to voice concerns, opinions, and achievements;
    - Conduct regular "brown bag" information sessions on equal opportunity issues

4. **Equal Employment Opportunity Advisory Committee**
    The District will continue to actively encourage positive change and updates to enhance the diversity programs through the Equal Employment Opportunity Advisory Committee. The EEO Advisory Committee will act as an advisory body to the Equal Employment Opportunity Officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. **Agents of the District**

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

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

V.   Plan Component 5: Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in monitoring and updating 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 or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The EEO 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 are members of monitored groups.

The Advisory Committee composition shall include the following representatives when possible:

> One (1) Student – Appointed by Peralta Student Council
> Two (2) DAS Faculty Appointments
> One (1) PFT Faculty Appointment
> Two (2) Administrators appointed by the Chancellor or designee
> Two (2) Classified Senate/Confidential Appointments
> One (1) Joint Union Appointment (SEIU/Local 39)
> One (1) DSPS Coordinator

The Equal Employment Opportunity Advisory Committee shall hold a minimum of three (3) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, and policies. The committee will issue an annual report to forward recommendations and report on the status of any projects. The committee is charged with:

1. Reviewing the programs of the District as they relate to equal opportunity areas;
2. Recommending administrative measures to improve the District's performance; and
3. Fostering awareness of equal opportunity issues.

Chanelle Whittaker, Director for Employee Relations & Diversity Programs served as the 2015-2016 Chair of the Equal Employment Opportunity Advisory Committee. The names and diversity data of the full committee are as follows:

a. Chanelle Whittaker-African American
b. Cody Pelletier-Caucasian
c. Catherine Dubois-Caucasian, Native American
d. Doris Hankins-African American
e. Mario Rivas-Hispanic
f. Chriss Foster-African American
g. Arturo Davila-Sanchez-Hispanic
h. Sharon Clegg-African American

The Equal Employment Opportunity Advisory Committee meeting dates for the 2015-2016 academic year were as follows:

a. December 16, 2015
b. April 6, 2016
c. April 20, 2016
d. May 2, 2016

During the above scheduled meetings, the committee reviewed the 2013 EEO Plan and discussed proposed changes. The committee's focus was on creating new ways to heighten Human Resources' recruitment measures to help ensure a more diverse workforce.

Additionally, the committee discussed the idea of creating an EEO Task Force. Members of the Task Force would serve as EEO representatives on all hiring committees District-wide, to ensure EEO compliance.

The members of the Task Force would be trained on EEO procedures, discrimination and harassment, as well as inclusion. Membership on the Task Force would be voluntary, however, members would be removed if they did not attended annual training.

In reviewing the District's EEO data, the committee discussed the progression and regression over the last three years, with respect to the District's EEO data.

VI.   Plan Component 6: Complaints

1. Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

2. 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 e unless the violation is ongoing. A complainant may not appeal the district's determination pursuant to section 53026 to the California Community Colleges 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 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://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf

3. Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.) The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor for Human Resources and Employee Relations is responsible for receiving such complaints and for coordinating their investigation. The district's discrimination and sexual harassment complaint procedures are posted and maintained on the Human Resources website: http://web.peralta.edu/hr/files/2010/09/Complaint-and-Investigation-Procedures-for-Employees-and-Students-Unlawful-Discrimination-and-Sexual-Harassment2.pdf

4. Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.) The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice Chancellor for Human Resources and Employee Relations is responsible for receiving such complaints and for coordinating their investigation. The district's discrimination and sexual harassment complaint procedures are posted and maintained on the Human Resources website.

VII. 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 Board of Trustees, the Chancellor, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committees. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail.

The Office of Human Resources will provide all new employees with a copy of the written notice described above when they commence their employment with the District.

An annual notice may 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 each campus library, in the District's public folders, on the campus and District websites, the Chancellor's Office, the Office of Human Resources, and Employee Relations.

VIII.   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 (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, sexual harassment, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory and individuals who have not received this training will not be allowed to serve on screening/selection committees. The training will include an assessment/certification to ensure employees understand the material they were provided with. The District may select to use online training as a method for this mandatory training as well. The Equal Employment Opportunity Office is responsible for providing the required training. Any individual, acting on behalf of the District with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of title 5 and the District's Equal Employment Opportunity Plan. This provision includes any individuals who are not employees of the District but are acting on behalf of the District.

IX. 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 contact information of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The District's Equal Employment Opportunity Officer will maintain a list of organizations which will receive this notice. This list shall be revised from time to time as necessary.

The District's Equal Employment Opportunity Officer, or designee, will identify the appropriate organizations and notify them that they may obtain a copy of the Plan.

X.   Plan Component 10: Analysis of District Workforce and Applicant Pool

Annually, the Office of Human Resources will analyze 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. HR will also provide available data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented when data is provided by the State Chancellor's Office for comparison. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For analysis and reporting purposes, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, 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 analysis will be done for each location in the District. The District will annually report to the Chancellor the results of its annual analysis of employees.

At least every three years the Plan will be reviewed and, if necessary, revised and submitted to the Chancellor's office for approval based on an analysis of the ethnic group identification (a person may designate multiple ethic groups which he or she identifies, but shall be counted in only one ethnic group for reporting purposes), gender, 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;
3. Professional non-faculty
4. Secretarial/clerical;
5. Technical and paraprofessional;
6. Skilled crafts; and
7. Service and maintenance

Analysis will be performed as needed and when data and reporting guidelines are provided by the state Chancellor's Office.

Title 5, § 53003(c)(6)

District Workforce Analysis

The Peralta Community College District's workforce encompasses approximately1,500 employees in a wide range of faculty, fulltime and part-time classified and managerial positions. Table 10.1 illustrates the District's EEO data for permanent employees during a nine (9) year period, from 2008 to present.

Office of Human Resources and Employee Relations
Change in District-wide Demographics Since Peralta EEO Plan Adoption.

Peralta District-wide Employee Demographics 2008 - 2013

PCCD Total Employees						
Classification	2008	2009	2010	2011	2012	2013
Admin	53	64	61	55	56	56
Faculty	336	326	307	284	272	288
Classified	438	432	409	357	356	375
Total	827	822	777	696	684	719

PCCD Administrative Demographics

PCCD Administrators by Ethnicity						
Ethnicity	2008	2009	2010	2011	2012	2013
African-Am	20	26	22	18	22	22
Asian/Pacifi	6	9	7	6	7	7
Native-Am	1	1	1	1	0	0
Latino/Hispa	5	3	5	5	6	6
White	19	22	27	16	19	19
Unknown	2	3	1	1	1	2
Total	53	64	63	47	55	56

PCCD Administrators by Gender						
Gender	2008	2009	2010	2011	2012	2013
Female	28	29	31	27	29	31
Male	25	35	30	28	27	25
Unknown	0	0	0	0	0	0
Total	53	64	61	55	56	56

PCCD Faculty Demographics

Total PCCD Faculty Employees by Ethnicity						
Ethnicity	2008	2009	2010	2011	2012	2013
African-Am	79	75	68	64	60	69
Asian/Pacifi	42	41	40	37	36	40
Native-Am	1	1	2	1	1	1
Latino/Hispa	39	36	35	34	36	40
White	169	167	156	143	132	134
Unknown	6	6	6	5	7	4
Total	336	326	307	284	272	288

Total PCCD Faculty Employees by Gender						
Gender	2008	2009	2010	2011	2012	2013
Female	184	178	168	152	147	145
Male	152	148	139	132	125	143
Unknown	0	0	0	0	0	0
Total	336	326	307	284	272	288

PCCD Classified Demographics

Total PCCD Classified Employees by Ethnicity						
Ethnicity	2008	2009	2010	2011	2012	2013
African-Am	164	155	137	111	112	124
Asian/Pacifi	102	108	104	88	105	112
Native-Am	1	1	1	1	1	1
Latino/Hispa	45	48	47	40	44	47
White	83	81	78	66	66	75
Unknown	43	39	42	51	28	16
Total	438	432	409	357	356	375

Total PCCD Classified Employees by Gender						
Gender	2008	2009	2010	2011	2012	2013
Female	265	261	245	204	203	212
Male	173	171	164	153	153	163
Unknown	0	0	0	0	0	0
Total	438	432	409	357	356	375

Current Peralta District-wide Employee Demographics

PCCD Total Employees				
Classification	2016			
Admin	69			
Faculty	382			
Classified	397			
Total	848			

PCCD Administrative Demographics

PCCD Administrators by Ethnicity				
Ethnicity	2016			
African-Am	27			
Asian/Pacific Islander	12			
Native-Am	0			
Latino/Hispanic	10			
White	16			
Unknown	4			
Total	69			

PCCD Administrators by Gender				
Gender	2016			
Female	38			
Male	31			
Unknown	0			
Total	69			

PCCD Faculty Demographics

Total PCCD Faculty Employees by Ethnicity				
Ethnicity	2016			
African-Am	83			
Asian/Pacific Islander	64			
Native-Am	2			
Latino/Hispanic	51			
White	167			
Unknown	15			
Total	382			

Total PCCD Faculty Employees by Gender				
Gender	2016			
Female	203			
Male	179			
Unknown	0			
Total	382			

PCCD Classified Demographics

Total PCCD Classified Employees by Ethnicity				
Ethnicity	2016			
African-Am	118			
Asian/Pacific Islander	115			
Native-Am	4			
Latino/Hispanic	63			
White	60			
Unknown	37			
Total	397			

Total PCCD Classified Employees by Gender				
Gender	2016			
Female	239			
Male	158			
Unknown	0			
Total	397			

Table 10.1

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As demonstrated in Table 10.1, in 2013 when the first EEO Plan was adopted, the District's overall workforce included 719 permanent employees. By comparison, the District's permanent workforce totaled 848 in 2016. Table 10.2 illustrates a side by side comparison of the growth in EEO demographics from 2013 to 2016.

Office of Human Resources and Employee RelatiA1:E55ons Change in District-wide Demographics			
Peralta District-wide Employee Demographics 2013 & 2016			

PCCD Total Employees			
Classification		2013	2016
Admin		56	69
Faculty		288	382
Classified		375	397
Total		719	848

PCCD Administrative Demographics			

PCCD Administrators by Ethnicity			
Ethnicity		2013	2016
African-Am		22	27
Asian/Pacific Islander		7	12
Native-Am		0	0
Latino/Hispanic		6	10
White		19	16
Unknown		2	4
Total		56	69

PCCD Administrators by Gender			
Gender		2013	2016
Female		31	38
Male		25	31
Unknown		0	0
Total		56	69

PCCD Faculty Demographics			

Total PCCD Faculty Employees by Ethnicity			
Ethnicity		2013	2016
African-Am		69	83
Asian/Pacific Islander		40	64
Native-Am		1	2

			2013	2016
Latino/Hispanic			40	51
White			134	167
Unknown			4	15
Total			288	382

Total PCCD Faculty Employees by Gender				
Gender			**2013**	**2016**
Female			145	203
Male			143	179
Unknown			0	0
Total			288	382

PCCD Classified Demographics

Total PCCD Classified Employees by Ethnicity				
Ethnicity			**2013**	**2016**
African-Am			124	118
Asian/Pacific Islander			112	115
Native-Am			1	4
Latino/Hispanic			47	63
White			75	60
Unknown			16	37
Total			375	397

Total PCCD Classified Employees by Gender				
Gender			**2013**	**2016**
Female			212	239
Male			163	158
Unknown			0	0
Total			375	397

Table 10.2

In summary, from 2013 to 2016, the District increased its total permanent workforce by 129 employees. In each of the following EEO demographic areas, the District also increased its numbers:

   a. African American administrators;
   b. Asian/Pacific Islander administrators;
   c. Latino/Hispanic administrators;
   d. Administrators self-identifying as unknown;
   e. Female administrators;
   f. Male administrators;
   g. African American faculty;
   h. Asian/Pacifica Islander faculty;
   i. Native American faculty;

j. Latino/Hispanic faculty;
k. Caucasian faculty;
l. Female faculty;
m. Male faculty;
n. Asian/Pacific Islander classified ;
o. Native American classified;
p. Latino/Hispanic classified ;
q. Classified self-identifying as unknown; and
r. Female classified

The District's EEO demographics declined from 2013 to 2016 in the follow areas:

a. Caucasian administrators;
b. African American classified;
c. Caucasian classified; and
d. Male classified

The District's EEO demographics remained constant from 2013 to 2016 in the following areas:

a. Native American administrators

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

Although the California Community College State Chancellor's Office is no longer providing availability data for comparison purposes in job categories, the District will focus on specific efforts in the hiring process and continue to promote equity and diversity in the workplace.

The District will continue to monitor and analyze its hiring process to promote a diverse workforce. A periodic review of new hire demographics will be conducted to evaluate program success and changes in the diversity of the PCCD workforce.

Analysis will be performed as and when data and reporting guidelines are provided by the state Chancellor's Office.

Title 5, § 53003(c)(7)

XII. Plan Component 12: Methods to Address Underrepresentation

Completion of this Plan requirement is contingent upon receiving legal valid availability data from the State Chancellor's office. Although the Chancellor's Office is no longer providing availability data, for comparison purposes the District will focus on specific efforts in the hiring process and continue to promote equity and diversity in the workplace

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.

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. All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer." The following provisions are included in The Recruitment and Hiring Procedures section:

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

☐ CCC Registry,

☐ District website,

☐ Office of Human Resources Job Board,

☐ Chronicle of Higher Education (faculty and administrators),

☐ Other targeted websites depending on the position,

☐ Local and regional community newspapers (special recruitments),

☐ Publications, including electronic media that are distributed to the general market and to newspapers, publications, and radio and television stations, whose primary audience is comprised of groups found to be underrepresented in the District's workforce.

☐ Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District's workforce.

* In January 2016, the Office of Human Resources attended a job fair organized by the CCC Registry, in which a PCCD recruitment booth was made available to all attendees. A total of 177 individuals attended the job fair, with a total of 70 attendees visiting the PCCD booth. Of the 70 attendees to visit the PCCD booth, four applied for positions within PCCD.

Job Announcements

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

- ☐ 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, and ethnic backgrounds of community college students.

- ☐ All faculty and administrative positions will state as preferred or desired qualification, "knowledge of multiculturalism and training in cultural proficiency."

- ☐ Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the equal employment opportunity officer before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.

- ☐ All job announcements shall state that the District is an "Equal Employment Opportunity Employer."

Review of Initial and Qualified Applicant Pools

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 will include the following provisions:

- 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. This information will be kept confidential and used only in research, validation, monitoring, and evaluation of the effectiveness of the District's equal employment opportunity program, or any other purpose specifically authorized by any applicable statute or regulation.

- After the application deadline has passed, the composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If necessary, the application deadline will be extended and additional recruitment will be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for a wide diversity of potential applicants. When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy job specifications set forth in the job announcement.

- Before the selection process continues, the composition of the qualified applicant pool will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, the Human Resources Manager or designee shall take effective steps to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

1. Extend the deadline and undertake inclusive outreach efforts to ensure a diverse applicant pool that provides equal opportunity to all qualified applicants seeking employment with the District.

2. Include all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.

3. If adverse impact persists after taking steps required as outlined in this component of the Plan, the selection process may proceed only if:

   a. The job announcement does not require qualifications beyond the statewide minimum qualifications, or

   b. Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable or

   c. The particular qualification beyond statewide minimum qualifications which are used in the job announcement are among those which the Board of Governor has found to be job-related and consistent with business necessity throughout the community college system.

5. The District will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the District was unable to verify under Step 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.

Underrepresented Groups

When a group of individuals are recognized as underrepresented, pursuant to the District's EEO data analysis, the Office of Human Resources focuses it recruitment efforts by advertising in diversity focused publications targeted at reaching underrepresented groups.

Based on District-wide employee demographics illustrated below, the following groups have been identified as underrepresented based on the demographics of Alameda County:

a. Caucasian administrators; and
b. Caucasian classified

District-wide Employee Demographics per Category*

[green] =	% is 10 or more above Alameda County Population
[pink] =	% is 10 or more below Alameda County Population

Executive/Administrative/Managerial

Alameda County General Population			Peralta Administrators	
Ethnicity	%		Ethnicity	%
Asian/Pacific Islander	26.70%		Asian/Pacific Islander	17.30%
Black/African American	12.20%		Black/African American	39.00%
White	34.10%		White	23.10%
Hispanic	22.50%		Hispanic	14.40%
Native American	0.80%		Native American	0.00%
Other/Unknown/Decline To State	3.70%		Other/Unknown/Decline To State	5.80%

Alameda County General Population			Peralta Administrators	
Male	49%		Male	45%

Alameda County General Population			Peralta Administrators	
Female	51%		Female	55%

Faculty/Instructional Staff

Alameda County General Population			Peralta Faculty Employees	
Ethnicity	%		Ethnicity	%
Asian/Pacific Islander	26.70%		Asian/Pacific Islander	16.70%
Black/African American	12.20%		Black/African American	21.70%
White	34.10%		White	43.70%
Hispanic	22.50%		Hispanic	13.30%
Native American	0.80%		Native American	>1%
Other/Unknown/Decline To State	3.70%		Other/Unknown/Decline To State	3.00%

Alameda County General Population			Peralta Faculty Employees	
Male	49%		Male	46.80%

Alameda County General Population			Peralta Faculty Employees	
Female	51%		Female	53.10%

Professional non-faculty, Secretarial/Clerical, Technical and Paraprofessional, Skilled Craft & Service and Maintenance

Alameda County General Population			Peralta Classified Employees	
Ethnicity	%		Ethnicity	%
Asian/Pacific Islander	26.70%		Asian/Pacific Islander	28.9%
Black/African American	12.20%		Black/African American	29.7%
White	34.10%		White	15.1%
Hispanic	22.50%		Hispanic	15.8%
Native American	0.80%		Native American	>1%
Other/Unknown/Decline To State	3.70%		Other/Unknown/Decline To State	9.3%

Alameda County General Population			Peralta Classified Employees	
Male	49%		Male	39.7%

Alameda County General Population			Peralta Classified Employees	
Female	51%		Female	60%

Screening/Selection Committee Procedures

All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:

☐ 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;

☐ Based solely on job-related criteria;

☐ 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;

☐ 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;

☐ The equal employment opportunity officer or designee should approve the makeup of selection/screening committees. If the equal employment opportunity officer or designee does not approve a selection/screening committee for lack of diversity, he or she should take necessary steps to remedy the lack of diversity;

☐ Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training;

☐ Interviews must include at least one question which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues;

☐ All screening materials must be approved for compliance with equal employment opportunity principles.

Monitoring for adverse impact

☐ 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.

☐ 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.

☐ If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the Equal Employment Opportunity Officer or his/her designee may do the following:

    1. Extend the deadline and undertake inclusive outreach efforts to ensure a diverse applicant pool that provides equal opportunity to all qualified applicants seeking employment with the District.

2. Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.

3. When appropriate, assist the screening 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.

☐ If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.

☐ Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

☐ 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, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the Plan in a rigid manner that has the purpose or effect of so discriminating.

☐ The 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 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.

☐ Selection testing for employees will follow procedures as outlined in the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures.

☐ The hiring manager shall make all hiring recommendations 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.

☐ 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.

XIII.   Plan Component 13: Additional Steps to Remedy Significant Underrepresentation

If the District determines that a particular monitored group is significantly underrepresented with respect to one or more job categories, the District will take additional steps consistent with Section 53006. At a minimum, the District will:

1. Review the District's recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

2. Consider various other means of reducing the underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;

3. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and;

4. If significant underrepresentation persists, the staffing rate for the significantly underrepresented group in the specified job category or categories will be monitored on an ongoing basis until the projected representation has been achieved for that group in the category or categories in question.

5. If a reasonable period of time passes and significant under representation persists for a particular group in the job category in question, the District will:

   a) Review 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 business necessity through a process meeting the requirements of federal law or among those qualifications which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.

   b) Discontinue the use of District established qualification that is not found to satisfy the requirements set forth in paragraph (1) above; and

   c) Continue using qualification standards meeting the requirements of paragraph (1) only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (1) and be expected to have a less exclusionary effect.

6. For the purpose of this section, "a reasonable period of time" means three years, or such longer period as the CCC Chancellor may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the Chancellor, where the District has not filled enough positions to appreciably affect its workforce in the job category in question.

7. Nothing in this section will be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law.

Faculty Diversity Internship Program

Peralta Community College District is committed to being a leader in equal employment opportunity.

The Faculty Diversity Internship Program promotes understanding of, sensitivity to, and respect of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students, including students with disabilities.

Participants gain hands-on experience teaching in an ethnically diverse community college; share knowledge and skills in a professional setting under the supervision of an experienced faculty member; learn strategies and approaches to facilitate student learning, promote retention of students; and acquire an understanding of college governance process, including policies and procedures.

The most recent analysis of the Equal Employment Opportunity data from the Faculty Diversity Internship Program provided the following:

Total number of participants since Fall 2014: 38

Fall 2014: 3 participants
1 unknown Male
1 Asian Female
1 Native Hawaiian Female

Spring 2015: 9 participants
1 Black Male
1 White Male
3 Asian Females
1 Black Female
2 Hispanic Females
1 unknown unknown

Fall 2015: 13 participants
1 White Male
1 Asian Male
1 Black Male
1 White Female
2 Asian Females
3 Black Females
2 unknown Females
1 unknown Male

Spring 2016:13 participants
1 Asian Male
2 Hispanic Males
4 Black Females
2 Asian Females
1 Hispanic Female
1 White Female

2 Asian Unknown

Full-time Faculty hired out of the Faculty Diversity Internship Program: 2

1 Asian - Female
1 Asian - Female

Faculty Demographics by College: Fulltime & Part-time

As illustrated below in Tables 13.1-13.8, the District has made significant efforts to diversify both its part-time and fulltime faculty population.

Table 13.1

Merritt College Part-time Faculty EEO by Discipline Summary 2013 - 2015				
Office of Human Resources and Employee Relations				
Part-time Faculty EEO by Discipline				
Ethnicity	**Ethnicity Groups**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African-American		33	44	51
Asian	Asian, Filipino, Vietnamese, Chinese, Japanese, Korean, Pacific Islander	16	18	14
Native-Am		1	0	1
Latino/Hispanic	Mexican, Mexican American, Chicano	9	8	9
White		68	85	76
Unknown		15	18	21
Total		142	173	172

Part-time Faculty Gender by Discipline				
Gender		**Fall 2013**	**Fall 2014**	**Fall 2015**
Female		74	82	87
Male		68	91	85
Unknown		0	0	0
Total		142	173	172

Table 13.2

Berkeley City College EEO by Discipline Summary 2013 - 2015 Part-time Faculty Office of Human Resources and Employee Relations				
Part-time Faculty EEO by Discipline				
Ethnicity	**Ethnicity Groups**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African-American		10	17	15
Asian	Asian, Filipino, Vietnamese, Chinese, Japanese, Korean, Pacific Islander	20	22	26
Native-Am		2	1	2
Latino/Hispanic	Mexican, Mexican American, Chicano	14	13	7
White		113	115	123
Unknown		23	29	23
Total		182	197	196

Part-time Faculty Gender by Discipline				
Gender		**Fall 2013**	**Fall 2014**	**Fall 2015**
Female		99	110	111
Male		82	85	85
Unknown		1	2	0
Total		182	197	196

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Table 13.3

Laney EEO by Discipline Summary 2013 - 2015 - Part-time Faculty Office of Human Resources and Employee Relations				
Part-time Faculty EEO by Discipline				
Ethnicity	**Ethnicity Groups**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African-American		60	64	61
Asian	Asian, Filipino, Vietnamese, Chinese, Japanese, Korean, Pacific Islander	43	39	43
Native-Am		1	1	1
Latino/Hispanic	Mexican, Mexican American, Chicano	18	17	16
White		183	165	145
Unknown		35	38	36
Total		340	324	302

Part-time Faculty Gender by Discipline				
Gender		**Fall 2013**	**Fall 2014**	**Fall 2015**
Female		173	173	156
Male		167	151	146
Unknown				
Total		340	324	302

Table 13.4

College of Alameda EEO by Discipline Summary 2013 - 2015 Part-time Faculty Office of Human Resources and Employee Relations				
Part-time Faculty EEO by Discipline				
Ethnicity	**Ethnicity Groups**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African-American		22	26	29
Asian	Asian, Filipino, Vietnamese, Chinese, Japanese, Korean, Pacific Islander	18	25	16
Native-Am		0	0	0
Latino/Hispanic	Mexican, Mexican American, Chicano	11	6	5
White		62	59	60
Unknown		8	13	13
Total		**121**	**129**	**123**

Part-time Faculty Gender by Discipline				
Gender		**Fall 2013**	**Fall 2014**	**Fall 2015**
Female		65	66	61
Male		57	63	62
Unknown		1		
Total		**123**	**129**	**123**

Table 13.5

Merritt EEO Discipline Summary 2013 - 2015 Fulltime Faculty Office of Human Resources and Employee Relations				
Merritt Faculty EEO by Discipline				
Ethnicity	**Ethnicity Groups**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African-American		29	30	28
Asian	Asian, Filipino, Vietnamese, Chinese, Japanese, Korean, Pacific Islander	3	3	3
Native-Am		0	0	0
Latino/Hispanic	Mexican, Mexican American, Chicano	9	8	9
White		34	35	32
Unknown		0	2	4
Total		75	78	76

Merritt Faculty Gender by Discipline				
Gender		**Fall 2013**	**Fall 2014**	**Fall 2015**
Female		43	48	50
Male		32	30	26
Unknown		0	0	0
Total		75	78	76

Table 13.6

Berkeley City College EEO by Discipline Summary 2013 - 2015 Full-time Faculty Office of Human Resources and Employee Relations				
Faculty EEO by Discipline				
Ethnicity	**Ethnicity Groups**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African-American		2	4	5
Asian	Asian, Filipino, Vietnamese, Chinese, Japanese, Korean, Pacific Islander	7	7	8
Native-Am		0	0	0
Latino/Hispanic	Mexican, Mexican American, Chicano	8	10	12
White		26	27	33
Unknown		4	6	7
Total		47	54	65

Faculty Gender by Discipline				
Gender		**Fall 2013**	**Fall 2014**	**Fall 2015**
Female		22	23	31
Male		25	31	34
Unknown		0	0	0
Total		47	54	65

Table 13.8

College of Alameda EEO Discipline Summary 2013 - 2015 Full-time Faculty Office of Human Resources and Employee Relations				
Faculty EEO by Discipline				
Ethnicity	**Ethnicity Groups**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African-American		11	13	14
Asian	Asian, Filipino, Vietnamese, Chinese, Japanese, Korean, Pacific Islander	12	14	13
Native-Am		0	0	0
Latino/Hispanic	Mexican, Mexican American, Chicano	11	11	8
White		26	25	27
Unknown		2	4	3
Total		62	67	65

Faculty Gender by Discipline				
Gender		**Fall 2013**	**Fall 2014**	**Fall 2015**
Female		29	28	27
Male		33	39	38
Unknown		0	0	0
Total		62	67	65

XIV. 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 offer District-wide multicultural diversity training to compliment complement the multicultural diversity programs in existence at each campus. Offering District-wide multicultural diversity training promotes the principles of diversity and multiculturalism, thereby contributing to an effective equal opportunity program. District-wide online training is currently in the implementation phase and is scheduled to begin by than Spring 2017.

The District will sponsor cultural events and secure speakers to highlight diversity related issues as well as the importance and value of developing curriculum that is academically progressive and appropriately reflective of our increasingly culturally diverse society. The District will also promote learning and training opportunities to increase cultural awareness and sensitivity in relationships among colleagues and in the approach to educating and serving students. The District will also periodically evaluate the physical environment and work to maintain a District community that is responsive in meeting the needs of its diverse employee and student populations. Options to consider when implementing a campus and District Office diversity/multicultural program may include:

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.

2. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

3. 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.

4. Conduct diversity dialogues, forums, and cross-cultural workshops.

5. Work with the Campus Curriculum Committee 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.

6. Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

7. Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.

8. Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).

9. 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.

10. Promote various cultural celebrations on campus.

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

12. Have a formal multicultural program on campus that is visible, valued and adequately funded.

13. Promote sabbaticals that will assist the District in achieving its equal employment opportunity and diversity objectives.

14. Have formal diversity programs on campus and at the District office that are visible, valued and adequately funded.

XV. Plan Component 15: Persons with Disabilities

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.

1. *Reasonable Accommodations:* Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. 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 Office of Risk Management 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.

2. *Procedures When Underrepresentation is Found:* When persons with disabilities are found to be significantly underrepresented, measures required under Plan Component 13 and 14 will be implemented concurrently with the goals set forth below. The District will make every effort to achieve the hiring goals by the target dates identified below and will discontinue them when projected representation has been achieved for persons with disabilities in the category or categories in question.

   Analysis will be performed as and when data and reporting guidelines are provided by the State Chancellor's Office.

XVI. Plan Component 16: Graduate Assumption Program of Loans for Education

[Plan Requirement - Education Code §§ 87106, 69618 et seq.]

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.

[Plan Requirement - Education Code §§ 87106, 69618 et seq.]
The district will encourage community college students to gain the qualifications necessary for employment as community college employees. The district shall conduct research and inform students about related undergraduate and graduate programs that may assist them in this effort. 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 at local colleges and universities about the benefits of and opportunities for employment at a community college.

APPENDIX B: District's Staffing Request Process

DISTRICT'S STAFFING REQUEST PROCESS

Purpose: This process allows for the provision of a written justification for a NEW position. The dedication (or re-dedication) of EXISTING positions is left to the discretion of the work location. The quantitative data (staffing metrics, gap analysis, and program review process) are used to inform the degree of **_need_** for each position by examining current staffing levels and comparing them to desired/optimum staffing levels at each college/ District office and the District as a whole.

Approval of NEW positions is a four-stage process:

STAGE 1: The Work Location Request Process:

This process does not supersede the current college position prioritization process.

Requirements for Requesting New Positions:
When requesting new positions, work locations must:

    Step 1: Complete and submit a **gap analysis** as illustrated below

- Faculty Requests:
    - Comparison across the District within the same **discipline** by full-time equivalent faculty (FTEF) to full time equivalent students (FTES)
    - Comparison across the District by discipline by Weekly Student Contact Hours (WSCH) to Full Time Equivalent Faculty (FTEF)
    - Comparison across the District within the same discipline by the full-time faculty to part-time faculty ratio-(75/25)
    - Any other metrics or external data to justify the need for this NEW position (*see Examples Section 5a and 5b of the District's Staffing Plan*)
- Classified Requests:
    - Compare the current number of employees in the SAME **classification** within the SAME work location (Ex: compare number of Staff Assistants in each division/department office)
    - Compare the current number of employees in the SAME classification within the SAME type of departments across the District. (Ex: Compare the number of Staff Assistants in each division/department office across the District)
    - Compare the ratio of students served to number of employees, for example one (1) staff member per every "x" number of students served within the same type of division/department across the District.
    - Any other metrics or external data to justify the need for this NEW position (*see Examples Section 5a and 5b of the District's Staffing Plan*)

- Administrative Requests:
    - Compare the number of employees within the SAME classification and work location doing similar work and reporting to another administrator with the same or similar title (Ex: Deans have how many Office Assistants/Department Clerical Assistant reporting to them using also the number of full time faculty and part time faculty as part of the comparison?)
    - Compare the number of employees within the SAME classification across the District doing similar work reporting to another administrator with the same or similar title (Ex: Deans have how many Staff Assistant /Department Clerical Assistants reporting to them using also the number of full time faculty and part time faculty as part of the comparison?)
    - Any other metrics or external data to justify the need for this NEW position (*see Examples Section 5a and 5b of the District's Staffing Plan*)

Step 2: Work locations send the completed District Staffing Request Form along with proof of funding for each position requested Chancellor's Cabinet for review, via District Human Resources Office. If the request for a NEW position does not have funding, and thus request is also for additional funding from the District, a separate justification for budget augmentation is required (see Examples Section 5a and 5b of District's Staffing Plan)

STAGE 2: Chancellor's Cabinet Process:

Step 1: Chancellor's Cabinet Staffing Request Committee will review the District Staffing Request Form to determine if the metrics and gap analysis in the request/rationale are:

- Correct and complete
- Sufficient, appropriate, and accurate
- Supported by the Data

Step 2: Chancellor's Cabinet Staffing Request Committee's **Action Options**:

- Forward to the Resources Allocation Task Force for Classified Staffing
- Forward to the PBC for review, input and recommendation
- Return to the work location with a request for additional information

Step 3: Chancellor's Cabinet Staffing Committee:

- Meets to assess input and recommendations of the PBC's requests for new positions and prioritize

STAGE 3: Action/Decision of the Chancellor's Cabinet

- Chancellor's Cabinet makes a decision regarding the request.

STAGE 4: Communication of the Chancellor's Cabinet's Decision

- Decision of Chancellor's Cabinet is communicated to the Resource Allocation Task Force for Classified Staffing, PBC and requesting college/district department.

APPENDIX C: Planning and Budget Committee Resource Allocation Task Force – Classified Hiring Prioritization Request Template

Planning and Budget Committee
Resource Allocation Task Force for Classified Staffing
Classified Hiring Prioritization Request

The purpose of the Resource Allocation Task Force for Classified Staffing (RATF-CS) is to review requests and program improvement objectives that request additional classified staffing that are not under the purview of review by the District Technology Committee, the District Facilities Committee, or the District Education Committee.

A master rubric has been created to rank the classified staffing requests that are provided from the colleges and the District. The master rubric will be used to create a central prioritized list. When additional funding becomes available, this list will be used to allocate funds to the colleges and district offices.

The following is the process used to determine how available resources will be allocated to Colleges:

1. Each college submits up to 10 classified staffing requests that are ranked ordered based on priority, using the attached template.
2. RATF-CS reviews the position that has been identified, along with the amount of funds that have been provided to PCCD.
3. Available funds will be divided equally across the four colleges and district offices (using a similar process as the BAM Model), with the caveat that the funds should be used 1) for classified staffing and 2) is a position included on the priority list.
4. Colleges and district offices who receives funds must report back during the academic year on how the position has been beneficial to the College/department using identified metrics.

Use the following template to complete your request for prioritization should funds become available in the District.   Template should be submitted along with Program Review to the PBC for consideration

Name of College/District Department: _____

Contact Person: _____

Name of Position Requested: _____

Department Location:
_____

Salary: _____ **Benefits:** _____ **FTE:** _____

Priority Number 1 (highest) to 10 (lowest): _____

1. **How does this position help to address PCCD Strategic Goals?**

2. **What is the relationship of this position to college plans and priorities (i.e. Education Master Plan, Equity Plan, SSSP Plan, College Plans)?**

3. **How does this position address potential growth, student demand, and supports students access, equity, and success?**

4. **How does this position address security, safety and health?**

5. **How does this position help to increase functionality to your campus/department?**

6. **How does this position support innovation and collaboration?**

7. **How does this position support legal compliance?**

APPENDIX D: District's Staffing Level Comparison

District's Staffing Level Comparison

Classification - All	2017	2018	2019
Academic Administrator	46	45	40
Classified Administrator	60	58	37
Contract Faculty	382	373	353
Regular Classified Staff	484	476	436
Total	972	952	866

2017 CY - Classification	Berkeley City College	College of Alameda	Laney College	Merritt College	District
Academic Administrator	7	10	14	9	6
Classified Administrator	4	5	5	3	43
Contract Faculty	72	78	152	80	0
Regular Classified Staff	68	65	130	81	140

2018 CY - Classification	Berkeley City College	College of Alameda	Laney College	Merritt College	District
Academic Administrator	8	11	14	9	3
Classified Administrator	3	5	7	4	39
Contract Faculty	69	75	149	80	0
Regular Classified Staff	63	62	128	79	144

2019 CY - Classification	Berkeley City College	College of Alameda	Laney College	Merritt College	District
Academic Administrator	8	8	13	7	4
Classified Administrator	2	4	5	2	24
Contract Faculty	68	74	137	74	0
Regular Classified Staff	60	58	117	71	130