



College Coordinating Council Meeting

February 28, 2024
9:30 a.m. – 10:30 a.m.
L201

Type of Meeting: Regular
Note Taker: Patty McClure
Please Review/Bring: Agenda, Minutes

Committee Members:
Hal Huntsman, Academic Senate
Steve Benitez, ASO
Pamela Ford, Classified Union
Ashley Hawkins Confidential/Management/Supervisory/Administrators
LaDonna Trimble, Deans
Dr. Jason Bowen, Faculty Union

Dr. Jennifer Zellet, CHAIR
Shami Brar, Vice President of Administrative Services
Bridget Cook, General Counsel
Dr. Kathy Bakhit, Vice President of Academic Affairs
Dr. Lauren Elan Helsper, Vice President of Human Resources
Idania Padron, Vice President of Student Services

MEETING

Items	Person(s) Responsible	Time	Action
STANDING ITEMS:			
I. Approval of Previous Minutes of February 14, 2024.	All	2 minutes	
II. Constituent Reports	All	3 minutes	
DISCUSSION/ACTION ITEMS:			
I. Administrative Reorganization	Jennifer	30 minutes	
II. AP 7130 – Compensation & Ed Code 88166	Pamela	10 minutes	
III. EEO Plan	Lauren	10 minutes	Returned from January 24, 2024 meeting.
IV. BP 2715 Code of Ethics	Bridget	5 minutes	Continued Discussion.
POLICIES OUT FOR CONSTITUENT REVIEW			
BP/AP 3515 – Reporting Crimes – Since February 14, 2024			
BP/AP 3550 – Drug-Free Environment and Drug Prevention Program – Since February 14, 2024			
BP/AP 3560 – Alcoholic Beverages – Since February 14, 2024			
POLICIES IN PROCESS			
BP/AP 2510 – Participation in Local Decision Making	Hal/Meeta		Working with the task force.

Decision-Making Principle Document	Jennifer	Meeting with various groups on campus for input.
BP/AP 4010 – Academic Calendar	Kathy	Waiting for Negotiations.
BP/AP 4100 – Graduation Requirements	Idania	Working on revisions with counseling.
BP/AP 4400 – Community Services	Kathy	Working on revisions.
BP/AP 7130 - Compensation	Shami & Legal	
BP/AP 7800 – Emeritus Status (NEW)	Jennifer/Hal	Working on revisions.
NEXT MEETING DATE: March 13, 2024		



College Coordinating Council Minutes

February 14, 2024
9:30 a.m. – 11:30 a.m.
L201

Type of Meeting: Regular
Note Taker: Patty McClure
Please Review/Bring: Agenda, Minutes

Committee Members:

- Hal Huntsman, Academic Senate
- Steve Benitez, ASO
- Pamela Ford, Classified Union
- Ashley Hawkins Confidential/Management/Supervisory/Administrators
- LaDonna Trimble, Deans
- Dr. Jason Bowen, Faculty Union
- Dr. Jennifer Zellet, CHAIR - **via Zoom**
- Shami Brar, Vice President of Administrative Services
- Bridget Cook, General Counsel
- Dr. Kathy Bakhit, Vice President of Academic Affairs
- Dr. Lauren Elan Helsper, Vice President of Human Resources
- Idania Padron, Vice President of Student Services

MINUTES

Items	Person(s) Responsible	Time	Action
STANDING ITEMS:			
I. Approval of Previous Minutes of January 24, 2024.	All	2 minutes	Pamela pointed out that part of the minutes was missing and it was agreed, with revisions, that they are approved.
II. Constituent Reports	All	3 minutes	<p>Pamela stated that she had some concerns regarding the recording of Zooms and the Otter software.</p> <p>Bridget confirmed that in meetings it sometimes pops up.</p> <p>Shami stated that IT is working on it, that it appears to attach to an account, and that the host can remove people who have it.</p> <p>Ashley stated that the host could try not letting people into Zoom that have it.</p> <p>Shami stated that he would have IT check into it and get back to the group.</p>
DISCUSSION/ACTION ITEMS:			
I. Administrative Reorganization Review of Input	Jennifer	30 minutes	The President Zoomed into the meeting and stated that she would like the group to look over the feedback and that she

		<p>would like to get together work groups and think tanks to analyze the feedback. She asked the group how everyone would like to see the revisions, like track changes, and highlights, and if everyone was okay with the timeline.</p> <p>Hal stated that he does not like track changes and that it is ineffective but could not say which way would be best. He stated that with Spring Break coming up, people are away at conferences, which does not allow for getting feedback, and asked for extended time.</p> <p>Jennifer stated that we need to find balance in getting the work done, we need to utilize the time we have, and we are all busy, and need to work together.</p> <p>Pamela stated that she agreed with Hal, she does not like track changes and asked for highlighted changes.</p> <p>Bridget stated that it is a little different than what was used before and that it is a little clearer and that less people will be editing the document.</p> <p>Pamela stated that she wants to make sure to send out the feedback and then the revised document.</p> <p>Jennifer reassured the group that the survey feedback would be sent out.</p> <p>Pamela asked if the group could see all the feedback emails.</p> <p>Jennifer stated that she would compile it into one document, that she has received feedback in meetings, in emails, and that she would do her best.</p> <p>Ledonna stated that in the final draft of the reorg maybe provide the origin of the change and connect it with the feedback.</p> <p>Ashley suggested that some people like track changes to provide maybe both that and a summary.</p> <p>Jennifer stated that she would do an Executive Summary of Changes. She stated that there has been a modification, adding a Dean of Student Health & Wellness, that there is a need for counseling, and that the Dean will develop the center. She stated that the Dean of Student Life will be changed to the Dean of Student Health & Wellness and that the Dean of Student Support will be open for recruitment. She stated that the Reorg has</p>
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			<p>been authored by her and her team, working collaboratively, to restructure AVC as we look forward. She asked everyone to digest this, there is a lot, to look at the timeline and that she would do her best to accommodate.</p> <p>Shami stated that the cost differential for the Budget Compliance is a 2-grade income increase and that created parity within the Director positions.</p> <p>Jennifer stated that this is the first conversation regarding the development of the Dean of Student Health & Wellness position.</p> <p>Lauren stated that the proposal is a lateral move and not a promotion.</p> <p>Jennifer stated that Merced combines positions, like the EOPS, and CalWORKs, and that the positions can be meshed together.</p> <p>Pamela asked about the workgroups, the makeup, and whether it would be CCC or outside.</p> <p>Jennifer stated that she would like to hold it at various times, open it up to everyone who wants to come to have an opportunity to take part and that it does not need to be formal.</p> <p>Hal asked if the Dean of Student Wellness would replace the Executive Director.</p> <p>Jennifer stated that yes, that it is a 1 to 1 exchange.</p> <p>Lauren clarified that the Executive Director of Student Health would now be morphed into the Dean position and that it is a lateral move.</p> <p>Jennifer stated that she would send out the metrics, that the Director of Student Development and Judicial Affairs, that the word “Judicial” is being struck as it sounds punitive, and that she wants to set a positive atmosphere.</p>
II. BP 2715 Code of Ethics	Bridget	5 minutes	<p>Bridget stated that this item has been at CCC several times and stated that she was aware that the faculty had some concerns and asked if there were suggestions for revisions.</p> <p>Hal stated that the earlier version did go out for constituent review and that the overall voice is that they are not interested in this policy.</p> <p>Jason asked for clarification of the process,</p>

		<p>that a consensus is required to move this item to the Board and how would it go to the Board without consensus.</p> <p>Bridget stated that the policies are the Board's, that the Board wants this, and that it would be inappropriate to obstruct the process.</p> <p>Jason clarified that he was not obstructing but that consensus is needed to move to the Board and asked why a process is there if it's just the Board's policy.</p> <p>Bridget clarified that the process is to have people participate, that the responsibility falls on the President's shoulders, and that this policy was introduced 9 months ago, and understands that there are challenges. She stated that she wanted more than just "we don't want it," for reasons as to why not to move the policy forward. She stated that the Board wants the policy.</p> <p>Pamela stated that the atmosphere in CCC has changed and the group is trying to get things done. She stated that the feedback comes back and that this is not out of line. She stated that the original document came out, and the group requested examples of what other colleges were doing. She stated that she has never seen such a level of disrespect for 1 board member, with their tone, and with whispering to each other. She stated that she has noticed a more positive tone with Legal Counsel. She stated that the Board members represent constituents in their District areas, so it is important to share questions and concerns.</p> <p>Bridget stated that the board relies on the staff.</p> <p>Pamela stated that stated that CCC's input does matter.</p> <p>Bridget stated that we cannot personalize this and that all the members have a responsibility.</p> <p>Shami read a portion of AP 2510 under Membership and Functions of Governance Councils, Section A, 7, (f) and that everyone has input, that it genuinely is sought and encouraged input from the constituent groups.</p> <p>Hal stated that he was fine with this going out.</p> <p>Bridget asked the group to come prepared to bring feedback.</p>
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			<p>Jason stated that he had had several discussions with his constituents and that at the current moment, there is no place for this policy, and he asked to pull it entirely.</p> <p>Shami reminded the group that if 6 out of 7 members were in favor, it would move forward.</p> <p>Bridget asked the group if there were any new revisions to bring them forward.</p> <p>Jason stated that he had provided a compatible revision with links, but that the broader problem is, that this is flat-out wrong.</p> <p>Ran out of time, but it was tabled until the next meeting for further discussion.</p>
<p>III. BP/AP 7250 – Educational Administrators</p>	<p>Lauren</p>	<p>5 minutes</p>	<p>Pamela asked what the competencies are and how they would be measured.</p> <p>Lauren stated it is from the Chancellor’s Office, that she needs to talk to the faculty and look at how other schools are doing this.</p> <p>Pamela stated that there needs to be training in DEIA to understand how it impacts evaluations and how it is measured.</p> <p>Lauren stated that it is a journey for everyone and is determined as a community.</p> <p>Ashley stated that training is needed before evaluating takes place, to determine what it looks like as it sounds punitive.</p> <p>Lauren stated that Educational Administrators sit on evaluations for faculty, and everyone needs the DEIA training and understand the metrics.</p> <p>Bridget stated that the policy could be developed and then get the procedures in place after that.</p> <p>Pamela asked that this not go out until the competencies are worked out.</p> <p>LaDonna stated that she wants to make sure that the timeline for when people are held responsible is communicated.</p> <p>Bridget stated that language could be added with the implementation date.</p> <p>Pamela suggested that this be brought back with suggested language.</p> <p>Shami stated that the evaluation has to include this, the District decides what it is and that there is work to do.</p> <p>Pamela stated that it needs to be worked on, to bring back language, and then have it</p>

			<p>go out for review. She stated that evaluations are a serious matter.</p> <p>Hal stated that the Educational Administrator’s duties should not be included.</p> <p>Lauren stated that it was a good idea.</p> <p>LaDonna suggested adding the language like the Superintendent/President or designee will establish the process.</p> <p>Jason stated that he would like to keep the language regarding the Educational Administrator’s duties, that it protects administrators, that it’s not a clear statement regarding evaluations, and that having job descriptions protects everyone.</p> <p>Ashley questioned the vacancy and retreating rights in section “c” of the AP.</p> <p>Lauren stated that she would provide clarification on vacancy and retreat rights.</p> <p>Kathy stated that there is case law that rights are protected</p> <p>Idania stated that there needed to be more understanding of this.</p> <p>Shami stated that this would be revised and that it would be brought back to another meeting.</p>
IV. BP/AP 3515 – Reporting Crimes	Jennifer	5 minutes	<p>Lauren stated that this is related to the Clery report and that it is required to report the misconduct but not the individual’s name.</p> <p>LaDonna stated that it used to be kept private.</p> <p>Lauren stated that she understands that people want to keep things private and that the college can take an anonymous report.</p> <p>Jason stated that crimes are committed and with certain circumstances, anonymous reporting provides protection.</p> <p>Lauren stated that the sheriffs take anonymous information all the time.</p> <p>Jason stated that the sheriffs could report it to the district and that the Administrative Procedures would always apply.</p> <p>Pamela questioned if past practice was always anonymous.</p> <p>Bridget stated that the sheriff cannot ignore anonymous tips.</p> <p>Lauren stated that it is for the annual Clery report, that the incidents in and around the campus are reported, and that this is how the District reports the data.</p> <p>Bridget stated that on page 25 the pronoun</p>

			“themselves” should replace “themselves.” It was agreed to go out for constituent review.
V. BP/AP 3550 – Drug-Free Environment and Drug Prevention Program	Jennifer	5 minutes	It was agreed to go out for constituent review.
VI. BP/AP 3560 – Alcoholic Beverages	Jennifer	5 minutes	There was some discussion about who the “designated person” is, that Patty would get clarification from the President, and that it would go out for constituent review.
POLICIES OUT FOR CONSTITUENT REVIEW			
POLICIES IN PROCESS			
BP/AP 2510 – Participation in Local Decision Making	Hal/Meeta		Working with the task force.
Decision-Making Principle Document	Jennifer		Meeting with various groups on campus for input.
BP/AP 4010 – Academic Calendar	Kathy		Waiting for Negotiations.
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BP/AP 4400 – Community Services	Kathy		Working on revisions.
BP/AP 7130 - Compensation	Shami & Legal		
BP/AP 7800 – Emeritus Status (NEW)	Jennifer/Hal		Working on revisions.
NEXT MEETING DATE: February 28, 2024			

AP 7130 Compensation

Reference:

Education Code Sections 87801; 88160; Government Code Section 53200; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.

Classified Compensation

Full Time Employees

The District shall maintain a single salary schedule for all regularly employed classified employees. The salary schedule for classified personnel on a full-time basis is based on a standard eight hour per day, forty hour workweek.

Part Time

Employees assigned to work less than the number of hours prescribed for full-time employees will be paid at the rate their employment bears to full-time service. This provision does not apply to short-term hourly or student employees.

Pay for Holidays (EC 88029)

If a person serving in an exempt position is required to work on a holiday, he/she shall be compensated, in addition to his/her regular pay for the holiday, at a rate not less than his/her normal rate of pay.

Pay Periods

Regular Employees

Time of payment for classified employees shall be established by the Board providing that such payment is made at least once during each calendar month.

Regular classified employees of the District shall be paid on the 10th and 25th of each calendar month. Nothing contained in the foregoing provisions shall be construed as prohibiting the Board from making payment of earned salary prior to the aforementioned pay period.

Substitute Employees

Substitute employees of the District shall be paid on or about the tenth working day of the month following the month in which the services were performed.

Overtime

Overtime pay will be included in the salary warrant that is issued on the 10th of the month following that in which such overtime pay was earned.

Error in Compensation (EC 88166)

Whenever it is determined that an error has been made in the calculation of a classified employee's salary, the Board shall, within five workdays following the discovery of the error, provide the employee with a statement of the correction and supplemental payment drawn against any available funds of the District.

Salary Deductions

Deductions Required by Law

Deductions from the employee's wage, mandated by law, shall be made for the following reasons:

- State and Federal Income Tax
- Public Employees Retirement (PERS)
- Old Age, Survivors and Disability Insurance (OASDI)
- Medicare

Dues (GC 3543.1) (E.C. 87833, 88167)

Refer to Section 7.12 of the Antelope Valley College Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement for information regarding dues and other payroll deductions.

Salary Advances

This District does not allow salary advances.

Authorization

The Board shall, not later than the date prescribed by law for approval of the budget, fix salaries for the ensuing school year for all persons employed by the District in classified positions. The Board may, at that time, include an increase in annual salaries, all or part of which is conditioned upon actual receipt by the District of anticipated revenue from all sources. If the revenue actually received is less than anticipated, the Board may, at any time during the school year, reduce the annual salaries by an amount not to exceed the amount which was granted due to the anticipated revenue from all sources. The Board may, at any time during the school year, increase the salaries of persons employed by the District in non-academic positions for the remainder of the year.

Differential Compensation (EC 88180)

Refer to Sections 12.7, 12.7.1, and 12.7.2 of the Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement for information regarding differential compensation.

Paid Holidays (EC 88203)

General Provisions Refer to Article VIII of the current *Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement*.

Restrictions Refer to Article VIII of the current *Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement*.

Substitute Holiday

Any classified employee required to work a workweek other than Monday through Friday, and as a result thereof loses a holiday, shall be compensated in the amount to which the employee would have been entitled had the holiday fallen within his/her normal work schedule, or provided a substitute holiday.

Paid Vacations

Refer to Article VIII of the current *Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement*.

Salary Schedules

Provisions of Salary Schedule

The basic or minimum salary for those who meet the minimum requirements for training and experience is indicated on the schedule for each position listed, together with other salaries.

A full year of classified service is required to progress from one step to another.

All salaries on the schedule are full-time salaries intended for full-time service except as noted in the schedule (Refer to Antelope Valley College Federation of Classified Employees Collective Bargaining Agreement/Exhibit A). Salaries for part-time service shall be pro-rated in relation to full-time service.

No classified employee in the service of the District shall be reduced in salary as the result of the adoption of a new schedule.

Placement

All new probationary employees shall be placed on Step 1 and shall remain at this initial step until the anniversary date is attained.

Additional salary increments shall occur on the annual anniversary of the first increment until the maximum is reached.

Anniversary Date

The anniversary date for classified employees shall be established at the time of appointment as a regular member of the classified service. If that date upon which an employee first performs any and all duties required falls between the first and the fifteenth of a month, the anniversary date shall be designated as the first of the month in which service is so rendered; if the date of first service is between the sixteenth day and the last day of a month, the anniversary date shall be designated as the first day of the following or subsequent month in which service is so rendered.

Adopted Schedule

The salary schedule will be adopted by the Board of Trustees annually and shall be published, with a copy provided to the bargaining unit and any employee who requests one.

Unemployment Compensation

Eligibility

Every regularly employed classified employee of the district, except those listed below, shall be protected by unemployment insurance pursuant to Sections 605 and 802 of the Unemployment Insurance Code.

Exempt Employees

Students employed part-time and enrolled in college classes offered by the District, apprentices, temporary professional experts, emergency, limited term, or provisional employees or volunteers are excluded from unemployment insurance.

It shall be the responsibility of the Human Resources Office thereof to inform classified employees of their rights in the event of unemployment.

Academic Personnel Compensation and Related Benefits

Salary Schedule

See current *Antelope Valley College Federation of Teachers Collective Bargaining Agreement*.

General Provisions S

Salaries of individual academic personnel will be established in accordance with the schedules and the provisions under which they are administered.

For academic personnel new to the district, credit for appropriate previous teaching experience will normally be allowed up to a maximum of five years. For disciplines in which a master's degree is not generally expected or available, partial credit toward the five-year maximum may be allowed for appropriate work experience in related professions and industries upon the recommendation of the President.

Refer to Article IX in the current *Antelope Valley College Federation of Teachers Collective Bargaining Agreement*.

Request for Approval of Units for Advancement

Refer to Article IX in the current *Antelope Valley College Federation of Teachers Collective Bargaining Agreement*.

Pay Periods

Refer to Article X in the current *Antelope Valley College Federation of Teachers Collective Bargaining Agreement*.

Related Benefits

Related benefits shall be those established by the collective bargaining process and as approved by the governing board on an annual basis.

Salary Advances

This District does not allow salary advances.

Prohibit of Incentive Compensation

Senior managers and executive level employees who are only involved in the development of policy and do not engage in individual student contact or the other covered activities will not generally be subject to the incentive compensation ban.

Although athletic coaches may be covered employees, subject to certain limitations, and, based upon the District's determination on a case-by-case basis [after consulting with exclusive representatives, if any], coaching staff and other athletic personnel may be exempt from the prohibition of incentive compensation.

The Superintendent/President or designee shall identify any covered employees of the District and determine whether the District's compensation arrangements comport with the prohibition on incentive compensation, and to the extent that they do not, make necessary modifications to comply. Similarly, the Superintendent/President or designee shall identify any covered service providers, evaluate whether the contract pricing structure is consistent with the prohibition on incentive compensation, and if not, determine what modifications the District can make to any applicable contract.

Antelope Valley College
Tablet Stipend

Your position with the College, or Board of Trustees, has been identified by the Office of the President as requiring access to a personal tablet device in order to fulfill your day-to-day responsibilities to the Board of Trustees, and/or the College. To facilitate fulfillment of this requirement, and alleviate institutional responsibility due to loss or damage, a one-time stipend of \$1,275 will be awarded to cover the expense of acquisition. Upon request, this stipend will be provided every 4 (four) years in order to ensure that the technology is updated in a timely manner. The following standard components are recommended and will officially be supported by Information Technology Services:

- One (1) Apple iPad with 16 GB Memory, a Retina Display, and wireless capacity, and AppleCare extended warranty protection.
- One (1) Protective Cover (Targus Versavu Carrying Case is recommended)
- One (1) Protective Screen Film (Zagg InvisibleSHEILD is recommended)
- GoodReader for iPad – for document management/viewing from cloud storage (available through the Apple App Store)

Your acceptance of this stipend, and signature below, signals acceptance of the following terms:

- Stipend is a one-time funding for purchase.
- Stipend is taxable income and will be reflected within your annual tax documentation.
- Equipment purchased is recognized as is your personal property and the college has no responsibility for maintenance or repair in the event of damage.
- Equipment is required for fulfillment of duties of your office and it is your responsibility to insure its availability and good condition to execute those duties.
- Information Technology Services will provide basic training and support for the device's use, as an established standard for Tablet Computing for the college. That support will be limited to basic support of: Apple's IOS on the device; AVC/Gmail electronic mail configuration; access to AVC Wireless; web access to BoardDocs; Skype & FaceTime for video conferencing; access to GoogleDrive; and use of GoodReader. *(All other support needs should be directed to the manufacture and their support services.)*

IDENTIFIED POSITIONS
FOR ACCESS TO A
PERSONAL TABLET DEVICE

Five (5) Board Members
Superintendent/President
Executive Assistant to the Superintendent/President
Administrative Assistant – President’s Office
Vice President Human Resources
Vice President Student Services
Vice President Academic Affairs
Executive Director of Facilities, Planning & Campus Development
Executive Director of Information Technology Services
Executive Director of Public & Governmental Relations
Antelope Valley College Confidential/Management/Supervisory Employee
President Antelope Valley College Federation of Teachers
Antelope Valley Federation of Classified Employees
Executive Director of Business Services
Academic Senate President
Executive Director of Advancement & Foundation

4/14/08
Revised: 9/10/12
Revised: 4/15/13
Revised: 4/11/16



Code:

Section:



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EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101149.5] (Title 3 enacted by Stats. 1976, Ch. 1010.)

DIVISION 7. COMMUNITY COLLEGES [70900 - 88933] (Division 7 enacted by Stats. 1976, Ch. 1010.)

PART 51. EMPLOYEES [87000 - 88280] (Part 51 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 4. Classified Employees [88000 - 88280] (Chapter 4 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 4. Salaries [88160 - 88168] (Article 4 enacted by Stats. 1976, Ch. 1010.)

88160. The governing board of any community college district, including city boards of education, shall fix and order paid the compensation of persons a part of the classified service and other nonacademic employees employed by the board unless otherwise prescribed by law.

(Amended by Stats. 1990, Ch. 1302, Sec. 195. Effective September 25, 1990.)

88162. (a) The governing board of any community college district shall, not later than the date prescribed by law for approval of the publication budget of every year, fix the annual salaries for the ensuing school year for all persons employed by the district in nonacademic positions. The governing board may, at the time, include an increase in those annual salaries, all or part of which increase is conditional upon the actual receipt by the district of anticipated revenue from all sources. If the revenue actually received is less than that anticipated, the governing board may, at any time during the school year, reduce those annual salaries by an amount not to exceed the amount which was granted subject to the receipt of such revenues.

(b) The governing board of a community college district may, at any time during the school year, increase the salaries of persons employed by the district in nonacademic positions. The increase shall be effective on any date ordered by the governing board.

(c) A governing board may, at any time, increase the wages or salaries of classified employees if the board or, in a merit system district, the personnel commission approves a classification change in a position, a class of positions, or any or all of the positions or classes of positions a part of the classified service.

(d) The provisions of this section shall not be construed to permit a governing board to demote or dismiss an employee as a result of reclassification of a position or class of positions except as may otherwise be permitted by law.

(e) This section shall apply to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 3 (commencing with Section 88060) of this chapter.

(Amended by Stats. 1990, Ch. 1302, Sec. 196. Effective September 25, 1990.)

88163. If the governing board of a community college district cannot comply with the provisions of subdivision (a) of Section 88162 because it is engaged in a study, which was commenced prior to the commencement of the school year, to increase the salaries and wages of persons employed by the district in nonacademic positions, the board may, by appropriate action taken prior to the final adoption of its budget, do either of the following:

(a) Adopt an interim salary schedule which shall be the same schedule as for the preceding year, except that increases may be granted at that time based upon increased cost-of-living indexes, and provide that the salaries and wages fixed as a result of the study shall be payable for the entire school year to include the period thereof in which the study was conducted and final board action taken.

(b) Provide that the salaries and wages fixed as a result of the study shall be effective only for that portion of the school year, as determined by the board at the time it takes action after the study has been completed. "Portion of the school year," as used in this subdivision shall not be for any period of time less than the period of time

remaining in the school year from the date the governing board adopts the salary schedule based on the study commenced prior to that school year.

(Amended by Stats. 1990, Ch. 1302, Sec. 197. Effective September 25, 1990.)

88164. The governing board of any community college district not paying the annual or monthly salaries of persons employed by the district in 12 equal monthly payments may withhold, upon election by the individual employee, from each payment made to that employee an amount as follows:

(a) For an employee employed 11 months of a year, an amount equal to $8\frac{1}{3}$ percent thereof and the total amount deducted to be paid not later than the 10th day of September next succeeding.

(b) For an employee employed 10 months of a year, an amount equal to $16\frac{2}{3}$ percent thereof and the total amount deducted to be paid in two equal monthly installments not later than the 10th day of August and the 10th day of September next succeeding.

(c) For an employee employed nine months a year, an amount equal to 25 percent thereof and the total amount deducted to be paid in three equal monthly installments not later than the 10th day of July, the 10th day of August and the 10th day of September next succeeding.

If Section 85244 is made applicable to any district, this section shall apply except that the amount deducted from each regular pay period and ultimate dates for payment of the amount deducted shall be computed and set in accordance with the system adopted under Section 85244.

Once an employee has elected to be brought under the provisions of this section, the election shall not be revocable until the commencement of the next ensuing fiscal year. However, if any employee leaves the service of the district by death or otherwise before receiving moneys that may be due him or her, the amount due the employee shall be paid within 30 days of the last working day to the employee or any other person entitled thereto by law.

This section shall apply to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 3 (commencing with Section 88060).

(Amended by Stats. 1995, Ch. 758, Sec. 225. Effective January 1, 1996.)

88165. Orders for the payment of wages and payroll orders and warrants for the payment of wages of employees a part of the classified service in any community college district shall be drawn at least once during each calendar month, for those districts not using Section 85244 or 85260. Payment shall be made on the last working day of the month in which the employee was in paid status.

This section shall not prohibit a community college district from making a payment of earned salary prior to the last working day of the pay period or of the month.

This section shall apply to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 3 (commencing with Section 88060).

(Amended by Stats. 1995, Ch. 758, Sec. 226. Effective January 1, 1996.)

88166. Whenever it is determined that an error has been made in the calculation or reporting in any classified employee payroll or in the payment of any classified employee's salary, the appointing authority shall, within five workdays following such determination, provide the employee with a statement of the correction and a supplemental payment drawn against any available funds.

(Enacted by Stats. 1976, Ch. 1010.)

88167. (a) (1) Except as provided in subdivision (b), the governing board of each community college district, when drawing an order for the salary or wage payment due to a classified employee of the community college district, may, without charge, reduce the order by the amount that it has been requested in a revocable written authorization by an employee who is a member of the bargaining unit to deduct for the payment of dues in, or for any other service provided by, any employee organization or bona fide association, whose membership consists, in whole or in part, of employees of that community college district, and that has, as one of its objectives, improvements in the terms or conditions of employment for the advancement of the welfare of those employees. Any revocation of a written authorization shall be in writing and shall be effective provided the revocation complies with the terms of the written authorization.

(2) The revocable written authorization shall remain in effect until expressly revoked in writing by the employee in accordance with the terms of the authorization. Whenever there is an increase in the amount required for the payment to the employee organization, the employee organization shall provide the employee with adequate and

necessary data on the increase at a time sufficiently before the effective date of the increase to allow the employee an opportunity to revoke the written authorization, if desired and if permitted by the authorization. The employee organization shall provide the community college district with notification of the increase at a time sufficiently before the effective date of the increase to allow the employer an opportunity to make the necessary changes and with a copy of the notification of the increase that has been sent to all concerned employees.

(3) Upon receipt of a properly signed authorization for payroll deductions by a classified employee pursuant to this section, the governing board shall reduce the employee's pay warrant by the designated amount in the next pay period following the closing date for receipt of changes in pay warrants.

(4) The governing board, on the same designated date of each month, shall draw its order upon the funds of the community college district in favor of the employee organization designated by the employee for an amount equal to the total of the respective deductions made with respect to the employee organization during the pay period.

(5) The governing board shall not require the completion of a new deduction authorization when a dues increase has been effected or at any other time without the express approval of the concerned employee organization.

(6) The governing board shall honor the terms of the employee's written authorization for payroll deductions. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than to the governing board. The employee organization shall be responsible for processing such requests. The governing board shall rely on the information provided by the employee organization to cancel or change authorizations, and the employee organization shall indemnify the governing board for any claims made by the employee for deductions made in reliance on that information.

(7) A classified or recognized employee organization that certifies that it has and will maintain individual employee authorizations shall not be required to submit to the governing board a copy of the employee's written authorization in order for the payroll deductions described in this section to be effective, unless a dispute arises about the existence or terms of the written authorization. The employee organization shall indemnify the governing board for any claims made by the employee for deductions made in reliance on its notification.

(b) The governing board of each community college district, when drawing an order for the salary or wage payment due to a classified employee of the community college district may, without charge, reduce the order for the payment of dues to, or for any other service provided by, the certified or recognized organization of which the classified employee is a member, or for the payment of service fees to the certified or recognized employee organization as required in an organizational security arrangement between the exclusive representative and a community college district employer as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. However, the organizational security arrangement shall provide that any employee may pay service fees directly to the certified or recognized employee organization in lieu of having the service fees deducted from the salary or wage order.

(c) This section shall apply to community college districts that have adopted the merit system in the same manner and effect as if it were a part of Article 3 (commencing with Section 88060).

(Amended by Stats. 2018, Ch. 53, Sec. 4. (SB 866) Effective June 27, 2018.)

88167.5. (a) Notwithstanding any other provision of law, the governing board of a community college district that collects or deducts dues, agency fees, fair share fees, or any other fee or amount of money from the salary of a classified employee for the purpose of transmitting the money to an employee organization shall transmit the money to the employee organization within 15 days of issuing the paycheck containing the deduction to the employee.

(b) (1) This section does not limit the right of an employee organization or affected employee to sue for a failure of the employer to transmit dues or fees pursuant to this section.

(2) In an action brought for a violation of subdivision (a), the court may award reasonable attorney's fees and costs to the prevailing party if any party to the action requests attorney's fees and costs.

(c) This section applies to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 3 (commencing with Section 88060).

(Amended by Stats. 2006, Ch. 538, Sec. 139. Effective January 1, 2007.)

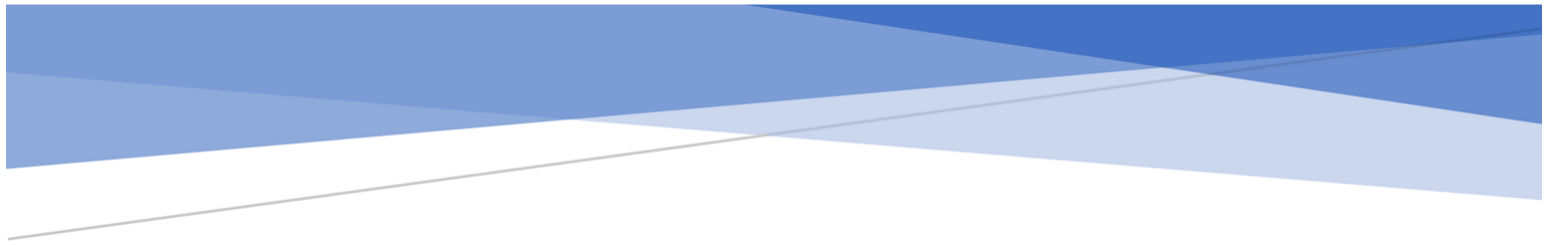
88168. Upon initial employment and upon each change in classification thereafter, each classified employee shall be furnished two copies of his or her class specification, salary data, assignment or work location, together with duty

hours and the prescribed workweek. The salary data shall include the annual, monthly or pay period, daily, hourly, overtime and differential rate of compensation, whichever are applicable. One copy shall be retained by the employee and the other copy shall be signed and dated by the employee and returned to his or her supervisor.

This section shall not apply to short-term, limited-term, or provisional employees, as those terms are defined in this chapter.

This section shall apply to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 3 (commencing with Section 88060).

(Amended by Stats. 1995, Ch. 758, Sec. 228. Effective January 1, 1996.)



DRAFT
EQUAL EMPLOYMENT
OPPORTUNITY PLAN

ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT

2023 - 2026

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PLAN COMPONENT 1: INTRODUCTION

The Antelope Valley Community College District (District) Equal Employment Opportunity (EEO) Plan (Plan) reflects the District’s commitment to fair and equitable treatment in employment and practices. The District believes in equity and realizes the full benefits of a culturally diverse, inclusive and accessible teaching and learning environment. Recognizing that all students are at the center of the District’s mission, the District is intentional in building an equity-minded and culturally diverse environment. The Plan provides an approach to assist in the evaluation and process of making informed decisions and necessary changes for continuous improvement within hiring practices. The primary goal of the Plan is to provide best practices and decision-making that support a culturally inclusive environment and positively support a diverse academic setting and add value to the workforce within the Antelope Valley. The Plan details EEO practices that the District uses to further its commitment to diversity in accordance with Title 5, the California Code of Regulations, § 53000 et seq. and other applicable laws, regulations, and District policies and procedures. Further, the Plan details the connection between various methods employed by the District to achieve its goals along with measurable outcomes. It also further aligns practices with the Commission for Community and Junior College’s Accreditation Standards (ACCJC), Standard III.A. Human Resources. The Office of Human Resources and Employee Relations and Equal Employment Opportunity Advisory Committee (EEOAC) has the primary responsibility for the development, review, and systematic evaluation of the Plan. The Plan and any subsequent updates will undergo review through the applicable governance processes. Final review and approval of the Plan resides with the District’s Governing Board. The Plan is reviewed and as required, and updated every three (3) years by the California Community Colleges Chancellor’s Office.

Adopted by the Governing Board of the Antelope Valley Community College District on

_____.

Signed

Dr. Jennifer Zellet

Superintendent/President

PLAN COMPONENT 2: DEFINITIONS

The following definitions have been defined under the California Code of Regulations, Title 5, § 53001, best practices and District policies and procedures.

- A. Adverse Impact.** "Adverse impact" means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures").
- B. Business Necessity.** "Business Necessity" are circumstances which justify an exception to the requirements of Title 5, 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. It requires greater financial cost than mere business convenience and does not exist where there is an alternative that will serve business needs equally well.
- C. Culture.** "Culture" means a shared characteristic within a group or society such as share knowledge and beliefs, values, behavioral expectations, and widely used or recognized principles/beliefs.
- D. Disability.** "Disability" means a physical or mental impairment that substantially limits one or more life activities. People who have a record of an impairment, even if they do not currently have a disability are included. Individuals who do not have a disability but are regarded as having a disability are also included. The law prohibits discrimination against a person based on one's association with a person with a disability.
- E. Diversity.** "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.
- F. Equal Employment Opportunity (EEO).** "Equal employment opportunity (EEO)" 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. EEO should exist at all levels, in all job categories. EEO also involves: (1) identifying and eliminating barriers to employment that are not job related; such as reliance on preferred job qualifications that do not reasonably predict job performance; (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all persons from discrimination related to the categories protected from discrimination pursuant to Government Code section 12940.

- G. Equal Employment Opportunity Advisory Committee (EEOAC):** acts as an advisory body to the EEO Officer and the District to promote understanding and support of EEO policies and procedures. Representation consists of a diverse multi-stakeholder membership.
- H. Equal Employment Opportunity (EEO) Officer:** individual responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, § 53000 et seq.
- I. Equal Employment Opportunity (EEO) Plan.** A written document that describes a district's EEO program. A district's EEO plan shall include: (1) analysis of the district's work force; and (2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.
- J. Equal Employment Opportunity (EEO) Policy Statement:** the statement by the Board of Trustees confirming its commitment to EEO.
- K. Equal Employment Opportunity (EEO) Programs.** "Equal employment opportunity (EEO) programs" means all the various methods by which EEO is ensured. Such programs should be informed by a district's longitudinal workforce and applicant analyses. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, § 53006.
- L. Ethnic/Racial Groups.** "Ethnic/Racial Groups" referenced in this EEO Plan are those grouped defined by the EEOC. Group identity is obtained through voluntary self-identification by employees and applicants for employment.
- American Indian or Alaska Native: A person having origins in any of the original people of North or South America (including Central America), and who maintains tribal affiliation or community attachment.
 - Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
 - Black or African-American: A person having origins in any of the black racial groups of Africa.
 - Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
 - Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guan, Samoa, or other Pacific Islands.
 - White: A person having origins in any of the original people of Europe, the Middle East, or North Africa.
 - Biracial or Multiracial: A person who identifies with two or more racial groups.

- M. Ethnic Group Identification.** "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5, § 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- N. In-house or Promotional Only Hiring.** "In-house or promotional only" hiring means that only existing district employees are eligible for a position.
- O. Longitudinal Data.** "Longitudinal Data" is a dataset that tracks the same type of information on the same subject over a period of time.
- P. Monitored Group.** "Monitored group" means those groups identified for which districts must provide demographic data pursuant to Title 5, § 53004.
- Q. Occupational Category.** Used for the purpose of this Plan and reported to the Chancellor pursuant to Title 5, § 53004(a) are (1) executive/administrative/managerial; (2) faculty and other instructional staff; (3) professional non-faculty; (4) secretarial/clerical; (5) technical and paraprofessional; (6) skilled crafts; (7) service and maintenance; (8) instruction/research assistants.
- R. OCR.** An acronym for the Office for Civil Rights of the United States Department of Education.
- S. Person with a Disability.** "Person with a disability" means 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.
- T. Reasonable Accommodation.** "Reasonable accommodation" means the efforts made on the part of the District in compliance with Government Code section 12926.
- U. Screening or Selection Procedure.** "Screening or selection procedure" means any measure, combination of measures, or procedure 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, reviews of application forms, reference checks and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.
- V. Underrepresented Group.** "Underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Title 5, § 53004 is below eighty percent (80%) of the projected representation for that group and job category.

PLAN COMPONENT 3: POLICY STATEMENT

About AVC: AVC Philosophy, Vision, Mission, and Values

Philosophy

Antelope Valley College is a comprehensive community college in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals. Antelope Valley College is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. The College is committed to equal educational opportunity and reinforces that commitment through a program of active affirmation of diversity.

Antelope Valley College is dedicated to meeting the dynamic needs of a changing community. The College addresses the educational needs of a diverse and evolving population. The College recognizes that it is uniquely capable of responding to the requirements of regional business, industry, and public service, as well as the social and cultural needs of the Antelope Valley.

Antelope Valley College affirms the rights of the individual and respects human dignity. The programs and activities of the College foster the individual's ability to think clearly, critically, and independently to meet the demands of an increasingly complex society. The student is the primary concern of the College. The curriculum, activities, and services of the College help students understand their physical, cultural, ethnic, and social environment. The preservation of academic freedom provides a college environment in which students and faculty can examine ideas freely.

This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the College.

Vision

To provide quality education that transforms lives.

Mission

Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.

Values

Community- We create and foster relationships through inclusivity at AVC and among its diverse constituents: students, faculty, staff, administrators, alumni, and the community at large.

Academic Excellence - We embrace the potential of all students, and we strive to uphold a transformative standard of academic excellence in their pursuit of certificates, degrees, transfer, and lifelong learning, as well as ongoing professional development for all employees.

Integrity – We create an environment of trust, candor, empathy, and professionalism and expect ethical behavior from all.

Respect – We cultivate, embrace, nurture, and empower all individuals, regardless of race, ethnicity, ability, gender, age, sexual orientation, class status, or religious belief.

BP 7120 Recruitment and Hiring

The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

An Equal Employment Opportunity plan shall be implemented according to Title 5 and Board Policy 3420 titled Equal Employment Opportunity.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

The criteria and procedures for hiring classified employees shall be established after first affording the Antelope Valley College Federation of Classified Employees an opportunity to participate in the decisions under the Board's policies regarding local decision making.

BP 3420 Equal Employment Opportunity

The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony, and suitable role models for all students. The Board of Trustees therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity Program.

The Superintendent/President shall develop, for review and adoption by the Board of Trustees, 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.

BP 3410 Nondiscrimination

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she/they is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.¹

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she/they is perceived to have one or more of the foregoing characteristics, or because of his/her/their association with a person or group with one or more of these actual or perceived characteristics.

Notice of this policy will be circulated to all units of the District on an annual basis and incorporated into teacher and student handbooks. It will also be distributed to all organizations in the community having cooperative agreements with the college district. Failure to comply with this policy may result in termination of the cooperative agreement.

¹ At the time of the publication of this Plan, BP 3410 does not list citizenship status as a protected class. This omission is not representative of the District's sentiments as the District is supportive of all citizenship statuses.

PLAN COMPONENT 4: IDENTIFICATION OF DISTRICT OFFICER WITH DELEGATED RESPONSIBILITY & AUTHORITY TO IMPLEMENT & ENFORCE THE EEO PLAN

It is the goal of the Antelope Valley Community College District (District) that all employees promote and support the Equal Employment Opportunity (EEO) Plan (Plan) because EEO 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.

- A. Agents of the District:** Any organization or individual, whether or not an employee of the district, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.

- B. Assistant Superintendent/Vice President of Human Resources:** The Assistant Superintendent/ Vice President of Human Resources shall also serve as the EEO 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 shall 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, § 53000 et seq. The EEO Officer is also responsible for receiving complaints and for ensuring that applicant pools and selection procedures are properly monitored.

- C. Board of Trustees:** The Board of Trustees are responsible for establishing and implementing an EEO Policy Statement that is grounded in principles of diversity, equity, and inclusion. Ultimately, the Board of Trustees are responsible for proper implementation of the Plan at all levels of District and college operations and for making measurable progress toward EEO by the methods described in the Plan. In carrying out this responsibility, the Board of Trustees, upon the recommendation of the Superintendent/President, shall ensure that an EEO officer is designated to oversee the day-to-day implementation of the requirements set forth in Title 5, § 53000.

Further, the Board of Trustees will oversee the Superintendent/President's responsibility to ensure the EEO Plan shall: 1. Be developed in collaboration with the District's Equal Employment Advisory Committee; 2. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; and not part of the consent agenda; 3. Cover a period of 3 years, after which a new or revised plan shall be adopted; and 4. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

- D. Equal Employment Opportunity Advisory Committee (EEOAC):** The Equal Employment Opportunity Advisory Committee (EEOAC) acts as a diverse advisory body to the EEO Officer and the District as a whole to promote understanding and support of EEO policies and procedures. The EEOAC assists in the development and implementation of the Plan in conformance with state and federal regulations and guidelines, monitors EEO progress, and provides suggestions for Plan revisions as appropriate.
- E. Superintendent/President or Designee:** The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Superintendent/President or designee shall evaluate the performance of all administrators who report directly to the Superintendent/President and the Vice Presidents on their ability to follow and implement the Plan. The Board of Trustees delegates to the Assistant Superintendent/ Vice President of Human Resources the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the district's EEO policies and procedures.

PLAN COMPONENT 5: EEO ADVISORY COMMITTEE

The District established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist in developing, revising, implementing, and upholding the EEO Plan required under Title 5, § 53003. The diverse multi-stakeholder committee, assists the District in building shared understanding and community buy-in for compliance with the Plan. The committee supports EEO and non-discrimination policies and procedures consistent with the purpose of the Plan, and may sponsor events, training or other activities that promote EEO, nondiscrimination, retention and diversity.

- A.** The responsibilities of the EEOAC include:
 - 1. Assisting in maintaining the Plan in compliance with state and federal regulations, statutes, and guidelines.
 - 2. Assisting the District's EEO Officer in the development and presentation of annual reports to the Board of Trustees and Superintendent/President.
 - 3. Assisting in developing, coordinating, and dissemination of information programs and training opportunities for District employees.
 - 4. Reviewing and recommending revisions in the Plan and District policies and procedures.

- B.** The EEOAC shall include a diverse membership. Members are appointed by multi-stakeholder groups and are provided to the District EEO Officer or designee. Committee composition is monitored by the EEO Officer. Members of the committee will serve a 3-year term, with the exception of the ASO Representatives who will serve a 1-year term. The EEO Officer will request replacements as needed to maintain a diverse membership.

- C.** The EEOAC will be a diverse committee composed of members from the following stakeholder groups:
 - One (1) EEO Officer, Assistant Superintendent/Vice President of Human Resources or designee
 - Two (2) Academic Senate members
 - One (1) Administrative Council member
 - Two (2) ASO Student Representatives
 - One (1) Faculty Union member
 - Two (2) Classified Union members
 - One (1) Confidential/Management/Supervisory member
 - One (1) Disabled Student Services Representative

D. The EEOAC members and the Board of Trustees shall receive training during the term of membership in all of the following:

1. The requirements of Title 5, § 53005 et seq. and of state and federal nondiscrimination laws;
2. Identification and elimination of bias in hiring;
3. The educational benefits of workforce diversity; and
4. The role of the EEOAC in implementing the District's EEO plan.

The training will be facilitated by the District's EEO Officer or designee. A copy of the training as well as an attendance sheet of participants will be maintained by the District EEO Officer.

E. The EEOAC will hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO efforts, programs, policies and progress. When appropriate, the advisory committee shall make recommendations to the Board of Trustees, the Superintendent/President, and EEO Officer.

PLAN COMPONENT 6: THE PROCEDURE FOR FILING COMPLAINTS PURSUANT TO TITLE 5, § 53026

The District has established the procedures permitting any person to file a complaint alleging violations of EEO and/or unlawful harassment/discrimination. Complaints alleging violations of the EEO regulations, pursuant to Title 5 Section 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300.

The process for responding to allegations of EEO and harassment/discrimination is outlined in BP 3430 Prohibition of Harassment and AP 3430 Prohibition of Harassment. All such complaints shall be filed with the District Compliance Officer/EEO Officer, except those against the EEO Officer, which shall be filed with the Superintendent/President.

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 one-hundred eighty (180) days after such occurrence unless the violation is ongoing. Since failure to report Plan violations impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes there is a violation to file a complaint promptly. While all filed complaints are taken seriously and will be investigated, delayed filing impedes the District's ability to investigate and remediate.

Complaints involving discrimination in employment must be filed within one-hundred eighty (180) days of the date of the alleged unlawful discrimination, except that this period should be extended by no more than ninety (90) days following the expiration of the one-hundred eighty (180) days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the one-hundred eighty (180) days.

- a) Complainants may file the complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the Department of Fair Employment and Housing (DFEH) where the complaint is within the jurisdiction of those agencies at any time.

State and federal law prohibit discrimination or retaliation against persons or groups, or those associated with them on the basis of an actual or perceived characteristic related to ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender identification, gender expression, military and veteran status, marital status, medical condition, race, color, ancestry, sexual orientation, physical or mental disability, or any other characteristic protected under applicable federal or state law. These laws provide that protected persons and groups, or those associated with them, shall neither be denied full and equal access to the benefits of, nor be subjected to, discrimination under any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the

Chancellor or Board of Governors of the California Community Colleges, based upon an actual or perceived characteristic listed above.

The District has established policies and procedures for complaints alleging unlawful discrimination or harassment in accordance with Title 5, § 59300 et seq. These policies and procedures can be found on the district website under Board Policies and Procedures at <https://www.avc.edu/administration/board/policyprocedures>. The District's discrimination and sexual harassment complaint procedures are not part of this Plan, but are available in the Office of Human Resources and Employee Relations.

A student or employee of the District who wishes to file a complaint alleging that they were subjected to unlawful discrimination may do so by filing a complaint with the District. The District Compliance/EEO Officer is responsible for receiving such complaints, assessing the complaint, coordinating the investigation, and communicating the determination to both the complainant and the respondent(s). After the District issues the complainant the administrative determination, if the complainant is not satisfied with the result, they may submit a written appeal to the Board of Trustees within thirty (30) days from the date of the administrative determination, which will be reviewed with a final District decision made within forty-five (45) days of receiving the appeal.

In cases not involving employment discrimination, the complainant may appeal the District's determination to the Chancellor's Office. Appeals to the Chancellor's Office must be filed within thirty (30) days from the date of the District Board of Trustees final decision, must be in writing, and submitted via email to legalaffairs@cccco.edu or in hard copy to:

California Community Colleges Chancellor's Office
Attention: Office of General Counsel-Discrimination Appeals
1102 Q Street, Sixth Floor
Sacramento, CA 9581

The appeal must include copies of the original complaint, the administrative determination, and the District Board of Trustees final decision. The Chancellor's review on appeal is limited to the following issues:

1. Whether there was procedural error in violation of the regulations;
2. Whether there was a defect in the investigation;
3. Whether new evidence unavailable during the investigation despite the complainant's due diligence would substantially impact the outcome of the investigation;
4. Whether correct legal standards were applied; and
5. Whether the district's determination was an abuse of discretion.

Please note that any appeal must provide specific facts alleging one or more of these grounds. Failure to do so may result in the summary dismissal of the appeal.

Appeals that are accepted for review shall be reviewed and a determination shall be issued by the Chancellor's Office within ninety (90) days of receipt of the appellate file from the appropriate district.

PLAN COMPONENT 7: THE PROCESS FOR NOTIFYING ALL DISTRICT EMPLOYEES OF THE PROVISIONS OF THE EEO PLAN & DISTRICT POLICY STATEMENT

The commitment of the Board of Trustees and the Superintendent/President to Equal Employment Opportunity (EEO) and diversity are emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The policy statement will be included in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Superintendent/President, Administrators, the President of Academic Senate, Union Presidents, and members of the District Equal Employment Opportunity Advisory Committee (EEOAC). The Plan will be available on the District's website, and when appropriate, may be distributed by email.

Each year, the District will provide all employees with a copy of the Board's EEO Policy (Plan Component 3) and written notice summarizing the provisions of the Plan. The Office of Human Resources and Employee Relations will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation and;
2. The locations where complete copies of the Plan are available, including the campus library, on the District's public internet and intranet sites, the Office of the Superintendent/President, the Office of Human Resources and Employee Relations, Academic Affairs, Student Services, and Administrative Services.

PLAN COMPONENT 8: THE PROCESS FOR ENSURING THAT DISTRICT EMPLOYEES WHO PARTICIPATE ON SCREENING OR SELECTION COMMITTEES RECEIVE TRAINING

The District has established an Equal Employment Opportunity Advisory Committee (EEOAC). (Plan Component 5) to assist in implementing the Plan and strategies and procedures to promote diversity within screening or selection committees. In addition to the EEOAC, the District uses screening or selection committees in recruitment efforts that shall include a diverse membership whenever possible, to ensure a variety of perspectives are provided in the assessment of applicants.

All who participate in recruitment efforts on screening or selection committees will receive training to include but not be limited to the following areas:

1. The requirements of Title 5, § 53000 et seq. and of state and federal nondiscrimination laws.
2. The requirements of the Plan.
3. Identification and elimination of bias in hiring decisions.
4. The educational benefits of workforce diversity.
5. Best practices in serving on a screening or selection committees.

Committee members are required to complete the training in-person facilitated by the District's EEO Officer or designee or via an approved online asynchronous EEO training through Keenan SafeColleges or the Vision Resource Center. In-person trainings will be offered on a monthly basis and/or as needed to ensure ample opportunities for participation. Committee members must complete the training annually in order to remain eligible to serve on a selection committee. An up-to-date roster of EEO training participants will be maintained in the Office of Human Resources and Employee Relations.

Individuals serving in screening or selection committees, whether or not an employee of the District, will be required to receive appropriate training within the twelve (12) months prior to service on a screening or selection committee. This training is mandatory; therefore, individuals who have not received the training will not be allowed to serve on screening or selection committees. Prior to approving an individual to serve on a selection committee, the Human Resources employee assigned to the recruitment will verify that all suggested committee members have completed an EEO training within the past twelve (12) calendar months.

Each screening or selection committee will include a trained EEO representative who will provide a review of the District's EEO Plan to all committee members at the first meeting.

PLAN COMPONENT 9: THE PROCESS FOR PROVIDING ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS

The EEO Officer or designee shall pursue a genuine and deliberate effort to distribute an annual written notice to appropriate private, community-based, and professional organizations concerning this 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 website address where the District advertises job openings and the name(s) and phone number(s) of individuals to call to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of private, community-based and professional organizations, which will receive this notice, is in Appendix A of the Plan. The list of private, community-based, and professional organizations shall be reviewed annually and may be revised as necessary to achieve sustained success in diversifying the District's workforce.

PLAN COMPONENT 10: PROCESS FOR GATHERING INFORMATION & PERIODIC LONGITUDINAL ANALYSIS OF THE DISTRICT'S EMPLOYEES & APPLICANTS

The District has processes for gathering and analyzing data about the District's existing workforce and applicant pools. The District collects longitudinal data, to identify any underrepresented group, and to conduct adverse impact analysis using numerical data. The District recognizes that Title 5, § 53004 (a) requires that the selection process of applicants will not create a disparate impact for monitored groups. For purposes of the District's Equal Employment Opportunity (EEO) Plan (Plan) the definitions of Adverse Impact & Underrepresented Groups are as follows.

- "Adverse Impact": means a disproportionate negative impact to a group protected from discrimination arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the EEO Commission's "Uniform Guidelines on Employee Selection Procedures").
- "Underrepresented group": means any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.

A. Process for Gathering Information

1. The Office of Human Resources and Employee Relations collects employee demographic data and monitors applicants for employment on an ongoing basis in order to evaluate the implementation of the Plan, to provide data needed for the reports required by the Plan, and to determine whether any monitored group is adversely impacted by employment practices.
2. Monitored groups are men, women, American Indians or Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanic/Latinos, Caucasians, and persons with disabilities. Applicants are monitored upon identification of the initial applicant pool and with on-going applicant pools, and recommendations are made to selection and screening committees.
3. At least every three (3) years the Plan will be reviewed and, if necessary, revised based on an analysis of gender identification, race and ethnicity identification, and disability composition of existing employees and of those who have applied for employment.
4. To assist with the analysis about the District's existing workforce and applicant pools for required reporting, the District collects demographic data based on the following defined terms:

- a. **Gender Identification.** The District requested employees to self-identify as female, male, non-binary or non-disclosed.

- b. **Race and Ethnicity Identification.** The District requested that employees self-identify into the following ethnicity categories.
 - 1. American Indian or Alaskan Native (Not Hispanic or Latino) – a person having origins in any of the original peoples of North and South American (including Central America), and who maintain tribal affiliation or community attachment.
 - 2. Asian or Other Pacific Islander (Not Hispanic or Latino) – Persons having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This category includes, for example, persons of Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian descent.
 - 3. Black/African American (Not Hispanic or Latino) – A person having origins in any of the black racial groups of Africa.
 - 4. Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.
 - 5. White/Caucasian (Not Hispanic or Latino) – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
 - 6. Unknown

- c. **Disability Identification.** The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act: “Disabled person” means any person who:
 - 1. has a physical or mental impairment which limits one or more of a person's major life activities (Major life activities means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working),
 - 2. has a record of such impairment, or
 - 3. is regarded as having such impairment.

- 5. For purposes of the data collection and reports, each applicant shall be afforded the opportunity to identify gender (including non-binary options), race and ethnic group and, if applicable, disability. Individuals may designate as many ethnicities as they identify with, but for reporting purposes shall only be counted in one ethnic group. Additionally, race is only reported for non-Hispanic/Latino individuals. This information will be kept confidential and will be stored separated from employee data and the applications that are forwarded to the screening or selection committees and hiring administrator(s).

- 6. For purposes of the data collection and reports, each employee shall be afforded the opportunity to identify gender (including non-binary options), race, and ethnic group and, if applicable, disability. Individuals may designate as many ethnicities as they identify with, but for reporting purposes shall only be counted in one ethnic group. Additionally, race is only reported for non-Hispanic/Latino individuals. This information will be kept confidential and will be stored in the District’s Human Resources Information System.

7. The District reports employee demographic data to the Chancellor, in a manner prescribed by the Chancellor, for all employees of the District. Each employee shall be reported as belonging to one of the following eight (8) occupational categories:
 - a. Executive/Administrative/Managerial
 - b. Faculty and other Instructional Staff
 - c. Professional Non-Faculty
 - d. Clerical/Secretarial
 - e. Technical/Paraprofessional
 - f. Skilled Crafts
 - g. Service/Maintenance
 - h. Instruction/Research Assistants (optional to District)
8. The District reports employee demographic data through the Integrated Postsecondary Education Data System (IPEDS) that includes the race, ethnicity, and gender of individuals. This IPEDS HR survey component uses the Standard Occupational Classification (SOC) system to assist institutions in classifying employees for IPEDS reporting purposes. The SOCs are compared to the eight (8) occupational categories above and used to conduct longitudinal analyses.
9. The District uses the Vision Resource Center Guidelines for extracting available US Census Bureau EEO Tabulations for Faculty, Classified Professionals, and Local Community Population Estimates to estimate the projected representation. These population estimates are used to conduct longitudinal analyses.

B. Analysis of District's Workforce Demographics

Based on employee demographic data through the Integrated Postsecondary Education Data System (IPEDS) that includes the race, ethnicity, and gender of individuals the District used the SOCs and matched them to the Plan's eight (8) occupational categories. The District's demographic data for permanent employees as of Fall of 2021 and 2022 is presented below:

AVC Data (November 2021)

	Count	Men	Women	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Balance of not Hispanic or Latino
Executive/Administrative/Managerial	50	42.0%	58.0%	8.0%	0.0%	6.0%	14.0%	2.0%	58.0%	12.0%
Faculty and other Instructional Staff (Full Time)	181	57.5%	42.5%	11.6%	1.7%	7.7%	9.4%	2.8%	58.6%	8.3%
Faculty and other Instructional Staff (Part Time)	558	52.5%	47.5%	10.6%	0.2%	5.4%	9.3%	1.6%	58.6%	14.3%
Professional Non-Faculty	129	37.2%	62.8%	33.3%	0.8%	0.8%	16.3%	0.0%	41.9%	7.0%
Clerical/Secretarial	57	15.8%	84.2%	26.3%	0.0%	0.0%	21.1%	0.0%	36.8%	15.8%
Technical/Paraprofessional	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Skilled Crafts	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Service/Maintenance	52	82.7%	17.3%	38.5%	0.0%	3.8%	5.8%	0.0%	44.2%	7.7%
Instruction/Research Assistants										

AVC Data (November 2022)

	Count	Men	Women	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Balance of not Hispanic or Latino
Executive/Administrative/Managerial	40	40.0%	60.0%	0.0%	0.0%	5.0%	15.0%	2.5%	70.0%	7.5%
Faculty and other Instructional Staff (Full Time)	185	55.7%	44.3%	16.8%	0.5%	7.0%	8.1%	2.7%	61.1%	3.8%
Faculty and other Instructional Staff (Part Time)	545	53.9%	46.1%	18.0%	0.2%	5.5%	8.6%	1.7%	59.6%	6.4%
Professional Non-Faculty	96	38.5%	61.5%	31.3%	1.0%	0.0%	19.8%	1.0%	43.8%	3.1%
Clerical/Secretarial	88	12.5%	87.5%	40.9%	0.0%	0.0%	19.3%	0.0%	37.5%	2.3%
Technical/Paraprofessional	2	50.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
Skilled Crafts	15	100.0%	0.0%	33.3%	0.0%	0.0%	6.7%	0.0%	60.0%	0.0%
Service/Maintenance	41	82.9%	17.1%	43.9%	0.0%	0.0%	9.8%	9.8%	34.1%	2.4%
Instruction/Research Assistants										

1. Gender Analysis

Based on the most recent report of employee demographic data for gender, the District has varied representation in occupational categories, but has a balanced representation overall with 50.5% for males and 49.5% for females.

In the occupational categories of faculty (full-time and part-time), representation is balanced in 2022 with females ranging from 44.3% to 46.1% and males ranging from 53.9% to roughly 55.7%. Classified employees show a more significant difference within gender in the occupational categories of skilled crafts and service/maintenance with female representation ranging from 0% to 17.1% of the total population and males from 82.9% to 100%. The opposite is true in the clerical/secretarial occupational category where men

make up 12.5% and females are 87.5%. These occupational categories are noted to be a targeted area for recruitment purposes.

2. Race & Ethnicity Analysis

Based on the most recent report of employee demographic data for race and ethnicity, the District has been relatively consistent, but has seen some increase in Hispanic/Latino representation in many occupational categories.

The occupational categories of faculty (full-time and part-time) for 2022 consist of 730 employees. The data demonstrates for this occupational category between 59.6% to 61.1% are White and that the second highest representation is Hispanic/Latino with between 16.8% to 18.0%.

The occupational category of executive/administrative/managerial consists of 40 employees. The data demonstrates that the majority of the group is within the race/ethnicity of white with 70%, and the second highest representation for executive/administrative/managerial is Black or African American at 15%.

As for classified employees a majority of them are in the occupational categories of clerical/secretarial, professional non-faculty, skilled crafts, and service/maintenance. This group has 240 staff. The data demonstrates that the majority of the group is within the race/ethnicity of white with a range of 34.1% to 60% and the second highest representation for is Hispanic/Latino with a range of 31.3% to 43.9%.

3. Disability Status Analysis

Based on the District's most recent report of employee demographic data, disability status is not a readily available data source. The information is not in IPEDs reports. In order to extract this information for reporting purposes the District will make deliberate efforts to update the HRIS to add a field to monitor this area. Once added to the HRIS, reports will be updated for extraction and analysis.

C. Analysis of Applicant Demographics

The demographic data voluntarily provided by applicants who are applying for employment at the District, includes gender, race and ethnicity, and disability status. Upon review of the District's recruitment system the information is viewable at an applicant level, but it is not currently available in a bulk reportable manner. The recruitment system will be reviewed and updated to extract this information in bulk. Future analysis of this information will be used to compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview. This information will be used to conduct adverse impact analyses.

D. Analysis of US Census Bureau EEO Tabulations for Faculty, Classified Professionals, and Local Community Population Estimates of Available Workforce

Based on guidelines from the CCCC Vision Resource Center, the following data was extracted from the US Census Bureau EEO Tabulations for Faculty, Classified Professionals, and Local Community Population Estimates for the Los Angeles-Long Beach-Anaheim Metro Area. Antelope Valley Community College District is located in Northern Los Angeles County and serves a large geographical zone. The Los Angeles-Long Beach-Anaheim Metro area demographics differ significantly from Northern Los Angeles County demographics; however, the Metro data was used as recommended. The Census data is for 2014 through 2018. The Census EEO 1 job categories were matched to the 8 occupational categories used in the Plan to estimate the available projected representation in the workforce. The Census information did not include disability status.

EEO-1 Census Data for Los Angeles-Long Beach-Anaheim, CA Metro Area (2014-2018)

	Men	Women	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Balance of not Hispanic or Latino
Executive/Administrative/Managerial	59.5%	40.5%	23.9%	0.2%	18.2%	5.1%	0.2%	49.8%	2.6%
Faculty and other Instructional Staff (Full Time)	49.9%	50.1%	13.6%	0.1%	20.0%	5.3%	0.1%	57.0%	3.9%
Faculty and other Instructional Staff (Part Time)	49.9%	50.1%	13.6%	0.1%	20.0%	5.3%	0.1%	57.0%	3.9%
Professional Non-Faculty	49.5%	50.5%	20.1%	0.2%	23.2%	5.9%	0.2%	47.3%	3.0%
Clerical/Secretarial	30.6%	69.4%	44.0%	0.2%	15.5%	8.1%	0.4%	29.5%	2.3%
Technical/Paraprofessional	39.9%	60.1%	40.9%	0.2%	22.7%	7.8%	0.2%	25.8%	2.4%
Skilled Crafts	89.3%	10.7%	66.9%	0.2%	7.4%	3.0%	0.2%	21.1%	1.1%
Service/Maintenance	77.5%	22.5%	63.6%	0.2%	12.3%	5.4%	0.3%	16.9%	1.4%
Instruction/Research Assistants									

PLAN COMPONENT 11: A PROCESS FOR UTILIZING DATA TO DETERMINE WHETHER MONITORED GROUPS ARE UNDERREPRESENTED WITHIN DISTRICT OCCUPATIONAL CATEGORIES

Based on the longitudinal data from Plan Component 10, the District can perform a comparison of the percent of a monitored group in an occupational category with the projected representation based on availability in the workforce in the Districts region during pre-hiring, hiring, and post-hiring processes. A monitored group will be underrepresented if its share of the District's workforce in that occupational category is less than 80% of that group's share of the available workforce. For example, if the District's skilled crafts employee representation is 10% Black or African-American, but the available workforce is 15% Black or African-American, then the District's skilled craft employee representation is only 67% of the available Black or African-American workforce in the area. This would mean that Black or African-Americans were underrepresented and within the District's skilled craft occupational category, we would need to act to identify how we can improve and increase Black or African-American representation in the District's skilled craft workforce.

Any projections made from the data assessment will not serve as hiring goals or quotas, but instead the projection is merely the criteria to be used to assess whether the District has underrepresented groups. The existence of an underrepresented group is not proof of discrimination or adverse impact. Rather, by determining that a group is, the District becomes obligated to review and amend policies and practices to determine if the underrepresented group may be the result of non-job-related factors. This information also assists the District in determining what additional measures must be created and implemented to address the underrepresentation of monitored groups.

A. Process for Utilizing Data to Determine Monitored Groups

1. The District will perform an 80% analysis of the outcomes of the hiring process on gender and the (8) occupational categories:
 1. Executive/Administrative/Managerial
 2. Faculty and other Instructional Staff
 3. Professional Non-Faculty
 4. Clerical/Secretarial
 5. Technical/Paraprofessional
 6. Skilled Crafts
 7. Service/Maintenance
 8. Instruction/Research Assistants
2. Data from IPEDS, the Census and the District's recruitment system will be evaluated.

B. Workforce Underrepresentation Analysis

The Census data from the Los Angeles-Long Beach-Anaheim Metro area available was compared to the IPEDS data for November 2022 in Plan Component 10, and an underrepresentation analysis of gender, race or ethnicity and disability status was performed (Note: The Metro area information may not accurately portray data of the District’s location in Northern LA County).

For purposes of the workforce underrepresentation analysis, an underrepresented group is any monitored group for which the percentage of persons from that group employed by the district in an occupational category is below eighty percent (80%) of the projected representation for that group and occupational category.

2022 Underrepresentation Analysis

	Men	Women	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Balance of not Hispanic or Latino
Executive/Administrative/Managerial	67.2%	148.1%	0.0%	0.0%	27.5%	294.1%	1250.0%	140.6%	288.5%
Faculty and other Instructional Staff (Full Time)	111.6%	88.5%	123.2%	540.5%	35.1%	153.0%	2702.7%	107.2%	97.0%
Faculty and other Instructional Staff (Part Time)	108.1%	91.9%	132.2%	183.5%	27.5%	162.7%	1651.4%	104.6%	164.7%
Professional Non-Faculty	77.9%	121.7%	155.5%	520.8%	0.0%	335.5%	520.8%	92.5%	104.2%
Clerical/Secretarial	40.8%	126.1%	93.0%	0.0%	0.0%	238.5%	0.0%	127.1%	98.8%
Technical/Paraprofessional	125.3%	83.2%	122.2%	0.0%	0.0%	0.0%	0.0%	193.8%	0.0%
Skilled Crafts	112.0%	0.0%	49.8%	0.0%	0.0%	222.2%	0.0%	284.4%	0.0%
Service/Maintenance	107.0%	75.9%	69.0%	0.0%	0.0%	180.7%	3252.0%	202.0%	174.2%
Instruction/Research Assistants									

Based on the information from the 2022 Underrepresentation Analysis, the monitored groups are listed below:

1. Males are underrepresented in the occupational categories of clerical/secretarial, professional non-faculty and executive/administrative/managerial.
2. Females are underrepresented in the occupational categories of skilled crafts and services/maintenance.
3. Hispanic/Latino are underrepresented in the occupational categories of executive/administrative/managerial, skilled crafts and services/maintenance.
4. Asians are underrepresented in all occupational categories.
5. Black or African American are underrepresented in the occupational category of technical/paraprofessional.

Based on the information from the 2022 Underrepresentation Analysis, the following groups were found to not need additional monitoring:

1. The District's American Indian or Alaska Native workforce is too small to perform an accurate underrepresentation analysis, with the exception of the Faculty (part-time) occupational category.
2. The District's Native Hawaiian or Other Pacific Islander workforce is too small to perform an underrepresentation analysis.
3. White are not underrepresented in any occupational category.

Since applicant demographic data could not be analyzed the above information will be used as the Plan's underrepresentation analysis for Plan Component 12.

PLAN COMPONENT 12: METHODS FOR ADDRESSING UNDERREPRESENTATION

A. ADDRESSING UNDERREPRESENTATION

Title 5, § 53003 (c) (10) requires the Plan to identify steps to be taken if the analysis pursuant to Title 5, § 53003 (c) (9) and Plan Component 11 reveals underrepresentation of a monitored group. The District has conducted an analysis on the underrepresentation within the District's current workforce, projected representation and/or applicant pool as demonstrated within Plan Component 10 and 11.

The analysis will help the District determine if underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 13, the phases of the employment process include, but are not limited to pre-hiring, hiring, retention, and promotion. The information to be reviewed shall include, but is not limited to the following:

1. Longitudinal analysis of data regarding workforce gathered pursuant to Plan Component 10 and 11, to identify if over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool.
2. Analysis pursuant to Title 5, § 53003(c)(9) to determine whether the group is underrepresented.

Based on the analysis conducted, the District determined that the following are underrepresented:

1. Males are underrepresented in the occupational categories of clerical/secretarial, professional non-faculty and executive/administrative/managerial.
2. Females are underrepresented in the occupational categories of skilled crafts and services/maintenance.
3. Hispanic/Latino are underrepresented in the occupational categories of executive/administrative/managerial, skilled crafts and services/maintenance.
4. Asians are underrepresented in all occupational categories.
5. Black or African American are underrepresented in the occupational category of technical/paraprofessional.

The District shall implement additional measures designed to address the specific areas of concern.

Districtwide Efforts

The District will promote EEO by fostering a cooperative, accepting, democratic, and free-flowing atmosphere that is open to all people. The District maintains a strong emphasis on recruiting potential candidates in order to build a diversified pool of qualified candidates for

hire. In order to hire applicants with a variety of backgrounds, experiences, and talents who can contribute to and successfully communicate in a diverse community, the District uses standard job announcement information that is not limited in nature. The Equal Employment Opportunity Advisory Committee (EEOAC), EEO Officer or designee, and stakeholders will routinely evaluate the job announcements and job screening and selection procedure to find and eliminate obstacles that contribute to this underrepresentation.

The District will make improvements in process monitoring to address underrepresentation and collect applicant demographic data. The EEO Officer or designee will actively monitor the representation rate of the various groups throughout the application process. If underrepresentation for any group(s) is identified, the EEO Officer or designee will:

1. Notify the EEOAC and the Superintendent/President, and recommend annual review of the District's recruitment and hiring process and procedures, and modifications to address underrepresentation.
2. Review the "required," "desired," or "preferred," qualification being used to screen applicants for positions in the job category to determine whether it is job-related and consistent with business necessity through a process meeting the requirement of State and Federal law(s).
3. Discontinue the use of any qualification that is found to not satisfy the requirements of the job.

For any monitored group in any occupational category that is determined to be underrepresented, the District will perform a detailed analysis of the hiring process to determine what specific places in the process that the monitored group's share of the applicant pool is being reduced. This could be, but is not limited to, recruitment, application process, initial screening, first interview, second interview, final selection, onboarding and/or retention.

The District will make improvements in the recruitment process to address underrepresentation. The District will continue with its commitment to foster a community of inclusion and diversity. Underrepresented groups will have the opportunity to follow a pathway that is equitable while still considering the job requirements and responsibilities presented in any specific position. The EEO Officer or designee will:

1. Work with campus stakeholders to develop improved policies and practices for recruiting and selecting new and replacement faculty positions that may result in a larger, more diverse pool of candidates. These efforts may include but not be limited to the following:
 - a. Update policies and procedure on EEO, hiring and discrimination.
 - b. Update job announcements.
2. Applicants are required to address their sensitivity to various facets of diversity found within a community college in their application materials, which in turn, selection

committees will use to assess each qualified applicant's understanding of diversity and cultural competence based on the provided information.

3. The District annually evaluates its advertising and recruitment methods to ensure its efforts are broad and inclusive, including reaching out to sources likely to reach underrepresented populations. The District will review the statistics and outreach opportunities of advertising sources that will be used to reach underrepresented populations to determine the accuracy of their services.
4. The District will support, and if needed, increase its advertising and recruiting budget as needed to ensure that recruitment is broad and inclusive.
5. The EEO Officer or designee engages with department/division heads and committees and administrators to develop and improve recruiting and hiring practices to address underrepresentation in their department/divisions. Examples of practices include, but are not limited to the following:
 - a. Train regarding the value of workforce diversity and EEO for administrators and staff who serve on hiring committees.
 - b. Train administrators and staff in equity and diversity.
 - c. Assist the committee in developing interview questions that do not have a disparate impact on particular groups.
 - d. Assist committees by creating questions that address skills and knowledge actually required to perform the job.
 - e. Educate faculty, staff, administrators, and the Board on the need for and value of a diverse workforce using workshops and learning opportunities.
 - f. Recommend changes to job announcements and screening criteria that may reasonably be expected to attract candidates from underrepresented groups.
 - g. Hold and attend job fairs that are likely to attract qualified persons of underrepresented groups.
 - h. Promote curricular offerings that may attract underrepresented and underrepresented groups.
 - i. Encourage electronic media and social network sites that have an audience composed of the general market and groups found to be underrepresented in the District's workforce.

PLAN COMPONENT 13: SELECTION OF SPECIFIC PRE-HIRING, HIRING, POST-HIRING EEO STRATEGIES AND SCHEDULE IDENTIFYING TIMETABLES FOR IMPLEMENTATION

As described in Plan Component 12, the District has set forth various strategies for furthering its efforts to diversify the workforce. These efforts are also demonstrated within pre-hiring, hiring, and post-hiring as presented within the matrix in the Appendix B.

APPENDIX A

Annual Written Notice to Community Organizations

The following community organizations will receive an annual written notice regarding the District's Equal Employment Opportunity Plan as provided in Plan component 6.

This list may be revised from time to time as necessary.

America's Job Center of CA
Veterans Representative
LA Coastal Region 3/ SF AV Cluster
1420 West Ave I
Lancaster, CA 93534
661-726-4165
ghukas.vardanyan@edd.ca.gov

America's Job Center of CA
Department Representative
LA Coastal Region 3/ SF AV Cluster
1420 West Ave I
Lancaster, CA 93534
661-206-3915
stephaniee.rodriguez@edd.ca.gov

Antelope Valley Chambers of Commerce
554 W Lancaster Blvd
Lancaster, CA 93536
661-948-4518
maria@avchambers.org

Chamber of Commerce of the Greater AV
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661-361-8254
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Palmdale Woman's Club
2141 E. Ave Q
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Penny Lane Centers
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43520 Division St
Lancaster CA 93535
661-266-4783
csolis@pennylane.org

Sage Staffing
27441 Tourney Rd #150
Valencia, CA 91355
Palmdale, CA 93550
661-947-4891

Social Vocational Services
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Lancaster, CA 93534
661-729-5954

University of Antelope Valley
Director of Career Services
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APPENDIX B



BP 2715 Board Code of Ethics/Standards of Practice

Reference:

Accreditation Standard IV.C.11

The Board of Trustees maintains high standards of ethical conduct for its members. Members of the Board of Trustees are responsible for:

- Acting only in the best interests of the entire community.
- Ensuring public input into board deliberations; adhering to the law and spirit of the open meeting laws and regulations.
- Preventing conflicts of interest and the perception of conflicts of interest.
- Exercising authority only as a board.
- Using appropriate channels of communication.
- Respecting others; acting with civility.
- Being informed about the District, educational issues, and responsibilities of trusteeship.
- Devoting adequate time to board work.
- Maintaining confidentiality of closed sessions.

If a trustee violates or thinks he/ or she has violated any provision of the Code of Ethics/Standards of Practice, or if a trustee observes, learns of, or in good faith believes it is possible that another trustee has violated any such provision, that trustee must immediately report the actual or suspected violation to the Board of Trustees as a whole. The Board of Trustees has an obligation to investigate and address within a mutually agreed upon time frame all reported violations of this Code of Ethics/Standards of Practice.

The Board of Trustees will promptly address any violation by a Board member or Board members of the Code of Ethics in the following manner:

Option 1*

The Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of the Governing Board's Policy 2715 (Code of Ethics) may be addressed by the President of the Board, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Governing Board President may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Governing Board officers and may include a recommendation to the Governing Board to censure the Board member. If the President of the Governing Board is perceived to have

violated the code, the Vice President of the Governing Board is authorized to pursue resolution.

Option 2*

Charges by any person that a Governing Board member has violated laws and regulations Governing Board behavior or the Board's Code of Ethics shall be directed to the Governing Board President or the Governing Board itself. The Governing Board President may establish an ad hoc committee to examine the charges and recommend further courses of action to the Board. Possible courses of action include:

- If alleged behavior violates laws Governing Board behavior, legal counsel may be sought and the violations referred to the District Attorney or Attorney General as provided for in law.
- If the alleged behavior violates Board Policy on ethical conduct, the President of the Governing Board shall alert the Board member in question regarding the violation of policy, the Governing Board may discuss the violation at a Board Meeting and affirm its policy expectation, and/or the Board may move to censure the trustee.

Option 3

All Governing Board members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Board's Code of Ethics. The Governing Board will be prepared to investigate the factual basis behind any charge or complaint of Board member misconduct. A Board member may be subject to a resolution of censure by the Governing Board should it be determine that Board member misconduct has occurred. Censure is an official expression of disapproval passed by the Governing Board.

A complaint of Board member misconduct will be referred to an ad hoc committee composed of two Board members not subject to the complaint. In a manner deemed appropriate by the committee, a fact-finding process shall be initiated and completed within a reasonable period of time to determine the validity of the complaint. The committee shall be guided in its inquiry by the standards set forth in the Code of Ethics as defined in Board Policy. The Board member subject to the charge of misconduct shall not be precluded from presenting information to the committee. The committee shall, within a reasonable period of time, make a report of its findings to the Governing Board for action.

Also see BP 2200 Board Duties and Responsibilities, BP 2310 Regular Meetings of the Board, BP 2315 Closed Sessions, BP/AP 2710 Board Conflict of Interest, AP 2712 Conflict of Interest Code, BP 2716 Board Political Activity, BP 2717 Personal Use of Public Resources – Board, BP 2740 Board Education, AP 3050 Institutional Code of Ethics, BP/AP 3410 Nondiscrimination and BP/AP 7700 Whistleblower.

Adopted: 7/5/05
Revised: 11/7/05
Reviewed: 9/12/16
Revised: 9/9/19

X/X/23

*Executive Council recommends Option 1 or 2 for consideration by CCC.(10/02/2023)

2014.

ADMINISTRATIVE REGULATIONS ON THE BOARD
OF TRUSTEES' CODE OF ETHICS/STANDARDS OF PRACTICE

2014.1 The Board of Trustees shall be responsible for administering these regulations and monitoring itself.

2014.2 Commitment

Board Members shall:

- A. Study the mission of Long Beach City College and faithfully conform to it, thereby creatively serving its ever-changing community.
- B. Be an active advocate of Long Beach City College, at all levels of government, by encouraging support for and interest in the college and its employees at all times.
- C. Recognize that the Board acts only as a whole, and that the Board's authority rests only with the Board at legally constituted meetings, not with individual members. Once the Board reaches a decision, Trustees act in support of the decision.
- D. Conduct all District business in open public meetings unless in the judgement of the Board, and only for those purposes permitted by law, it is appropriate to hold a Closed Session.
- E. Welcome and encourage the active involvement of students, employees, and citizens of the District with respect to establishing policy on current operations and future developments, and to consider their views in deliberations and decisions as Board Members.
- F. Implement, enforce and uphold, through enactment of policies and appointment of administrative personnel, all laws, rules, regulations, and standards pertaining to the Long Beach Community College District.
- G. Avoid any situation that may constitute a conflict of interest or the appearance of a conflict of interest, disclosing such conflicts and potential conflicts when appropriate and legally required, and disqualifying himself/herself from participating in decisions which she/he has a conflict of interest. Conflicts of interest may relate not only directly to the individual Trustee, but also to the Trustee's family and business associates, or transactions between District and the

Trustee, including hiring or retaining relatives, friends, and business associates as College employees or contractors.

- H. Act as an agent of the public entrusted with public funds, protect, advance, and promote the interest of all citizens, maintaining independent judgement unbiased by private interests or special interest groups.
- I. Maintain confidentiality of privileged and private information.
- J. Maintain confidentiality of all Board discussions held in Closed Session in accordance with the Brown Act and recognize that deliberations of the Board in Closed Session are not to be released or discussed in public without the prior approval of the Board.
- K. Commit adequate time to Board work.

2014.3 Primary Tasks

As an elected or appointed representative of the citizens of the District, Board Members shall:

- A. Augment their effectiveness as Board Members through participation in conferences, workshops, and training sessions, so long as participation in said sessions has a potential for, or is a direct benefit to, the District.
- B. Respect the accomplishment of student goals by attending student recognition ceremonies, such as commencements and award ceremonies.
- C. Acknowledge that no individual Board Member has any legal authority outside the meetings of the Board and shall conduct their relationships with college staff, students, the local citizenry, and the media on that basis.
- D. Promote community understanding of the importance of support for the Long Beach Community College District, through the provision of adequate financing, optimum facilities, staffing and resources, advocacy, and excellent educational programs for the students.
- E. Ensure that the District is in compliance with all applicable federal and state laws, and does not discriminate unlawfully on the basis of race, color, national origin, ancestry, marital status, age, religion, mental or physical disability, gender identity, gender expression, ethnic group

identification, medical condition, genetic information, pregnancy, sex, or sexual orientation in any of its policies, regulations, or practices.

- F. Attend and participate in all Board meetings to the extent possible, having prepared for discussion and decision by studying all agenda materials.
- G. Confine Board action to policy determination, planning, overall approval or ratification of administrative actions, evaluation, and maintaining the fiscal stability of the Long Beach Community College District, while delegating full responsibility to the Superintendent-President to implement and administer Board policies and to be accountable for the operation of the District without Board interference, in accordance with ACCJC Standards.
- H. Hold the educational welfare of the students as the primary concern, keeping in mind what is best for the entire institution, not for specific or specialized interests.

2014.4 Intra-Board Relationships

Board Members shall:

- A. Promote and maintain good relations with fellow Board Members.
- B. Maintain an atmosphere of harmony and cooperation in which controversial issues may be presented fairly and the dignity of each individual is respected.
- C. Acknowledge and actively communicate that authority rests only with the entire Board assembled in a legally-constituted meeting and make no personal promises or take any private action inconsistent with that authority.
- D. Serve only in an advisory capacity, when appointed to a committee, and report, in a timely fashion, all findings to the entire Board.
- E. Inform the entire Board or the Board President when a matter under consideration might involve or appear to involve a conflict of interest.

2014.5 Superintendent-President/Board Relationship

The Board shall:

- A. Appoint the best-qualified professional leader when a Superintendent-President is to be appointed and support the appointment of the best-

trained professional and support staff available upon recommendation of the Superintendent-President.

- B. Promote a healthy working relationship with the Superintendent-President and his/her staff.
- C. Recognize that the Superintendent-President or designee is the primary spokesperson for the District; the President of the Board of Trustees is the primary spokesperson for the Board.
- D. Provide the Superintendent-President with the responsibility, necessary authority, and support to effectively perform her/his duties in the operation of the College without Board interference, in accordance with ACCJC Standards.
- E. Refer all questions, complaints, and pertaining to the District criticisms to the Superintendent-President, who shall report them to the entire Board.
- F. Delegate authority to the Superintendent-President as the Board executive and set clear direction for the Superintendent-President.
- G. Present to the Superintendent-President recommendations for Board action with sufficient information, in a timely manner, that allows Trustees an adequate period of time for study and deliberation.
- H. Promote full and open discussions on all facets of any recommendation presented by the Superintendent-President before Board action is taken.

2014.6 Evaluation

Board Members shall:

Actively participate in a Board evaluation process at least once a year, in order to strengthen Board efficiency and performance and to promote excellence in Board governance.

2014.7 Unethical Behavior

- A. The Board of Trustees has responsibility for monitoring itself.
- B. The President of the Board plays a key role in ensuring that laws and Codes of Ethics are followed.

- C. The President of the Board and/or the Superintendent-President shall confidentially advise all of the Trustees of the alleged violation against another Board member and make available to the Board a written copy of the complaint if any is filed.
- D. Violation of the Board's Code of Ethics will first be addressed by the President of the Board, who will discuss the violation with the Trustee in question to reach a resolution of the issue.
- E. If the President of the Board is perceived by another Trustee to have violated the Code of Ethics, the Vice President is authorized to pursue resolution.
- F. If resolution is not achieved and further action is deemed necessary, the President, or Vice President if the complaint is against the President, may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board, which may include a recommendation of censure of the Trustee in question.
- G. The Superintendent-President may consult with legal counsel for guidance as needed. If the violation is perceived to have legal implications, the matter will be referred by the Board to an attorney selected by the Superintendent-President to advise the Board as to the character of the conduct and the Board's options. If the matter is perceived to be a criminal offense, upon the recommendation of the Superintendent-President, in consultation with the Board President or, if the Board President is implicated in the violation, in consultation with the Board Vice President, the matter will be referred to the appropriate prosecutorial agency.

Reference: ACCJC Accreditation Standard IV.C;
Brown Act (Government Code section 54950 et. seq.)

Revised: May 22, 2019



BP 2715

Board Policy Chapter 2 – Board of Trustees

BP 2715 CODE OF ETHICS/STANDARDS OF PRACTICE

Santa Monica College is committed to the principle that higher education and lifelong learning should be available to every person who can benefit. Given this basic condition, the activities and deliberations of the Board of Trustees will be guided by this code of ethics.

The Board of Trustees:

- has as its basic function the establishment of the policies by which the District is to be administered.
- holds the Superintendent/President accountable for the administration of the educational program and the conduct of District business.
- is made up of individuals who will strive to work with fellow Board members in a spirit of harmony and cooperation even when values and beliefs are divergent.
- is a unit of authority; Board members have no individual authority outside of official meetings.
- assures the orderly operation of the District by encouraging employees to make use of appropriate procedures before bringing their concerns to the Board.
- has the authority and responsibility to encourage the administration, faculty, and staff to be original and creative in responding to the needs of the college community.

The Board of Trustees maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

- support and assist in fostering the most effective relations between the college and the community.
- never use his/her position for material gain.
- not use District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board of Trustees. Initiative or referendum measures may be drafted on an area of

legitimate interest to the District. The Board may, by resolution, express the Board's position on ballot measures. Public resources may be used only for informational efforts regarding ballot measures.

1

- not use or permit others to use public resources for personal purposes or any other purpose not authorized by law.
- devote time, thought, and study for effective participation and contribution in the decision-making process of the Board.
- comply with pertinent laws and regulations that deliberations in closed session are confidential and not for public discussion or disclosure.
- make decisions only after all facts have been presented and discussed. Statements or promises as to how one will vote prior to regular meetings are inappropriate. • Abide by majority decisions of the Board.
- participate in state and national community college trustees' associations and in educational conferences, workshops, and training sessions offered by local, state, and national organizations to enhance his/her potential as a Board member.

The Board will promptly address any violation of the Code of Ethics by a Board member or Board members in the following manner:

Violations of BP 2715 Code of Ethics/Standards of Practice will be addressed by the Chair of the Board, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Chair of the Board may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Board officers and may include a recommendation to the Board to censure the Board member. If the Chair of the Board is perceived to have violated the code, the Vice Chair of the Board is authorized to pursue resolution.

The Superintendent/President and Board Chair are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Also see BP 2200 Board Duties and Responsibilities, BP 2310 Regular Meetings of the Board, BP 2315 Closed Sessions, BP/AR 2710 Conflict of Interest, BP/AR 2712 Conflict of Interest Code, BP 2716 Board Political Activity, and BP 2717 Personal Use of Public Resources – Board.

References:

Education Code Sections 7054 and 7056;
Government Code Sections 8314 and 54963;
Penal Code Section 424;
ACCJC Accreditation Standard IV.C.11

Adopted: May 1, 2000
Revised: March 2, 2009; June 6, 2017

(Replaces former SMC BP 1230)