



EQUAL EMPLOYMENT OPPORTUNITY PLAN

ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT

2023 - 2026

Board Approved: March 11, 2024

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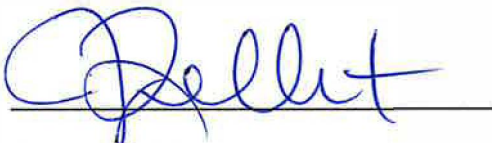
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PLAN COMPONENT 1: INTRODUCTION

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
March 11, 2024.

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 legallaffairs@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.

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.rodriquez@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
37765 53rd Street East
Palmdale, CA 93552
661-361-8254
info@cocgav.com

Palmdale Woman's Club
2141 E. Ave Q
Palmdale, CA 93551
661-266-3008

Penny Lane Centers
Employment Specialist
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
846 W Lancaster Blvd
Lancaster, CA 93534
661-729-5954

**EEO PLAN COMPONENT 13
DISTRICT & COLLEGE ACTIVITIES
DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY**

IMPLEMENTATION → SELECTED METHODS ↓	Who	What/W/when	Effectiveness Metrics & Review
PRE-HIRING Convey in publications and website the district's commitment to diversity & EEO. (53024.1(j))	EEOAC EEO Officer of Designee Office of HR & Employee Relations Office of Marketing	Y1: Revise and implement EEO Plan. Update AVC webpages to reflect new Plan with links to complaint process/forms. Y2 - Y3: Identify possible new sources for publication. Maintain updates to all published information.	Approval of the Plan and documents being posted on the website and distributed will qualify as completion of this EEO strategy. Annual review will include ensured accuracy of published information and continued compliance.
Review and update District EEO/DEI policy statement.* (53024.1(k)) *Cross-reference Plan Component 3	EEOAC EEO Officer CCC Executive Council Academic Senate Board of Trustees Faculty Union Classified Union CMS Group	Y1: Update policy statement to be in compliance with Title 5, section 53002. Y2: Recommend updating applicable BPs & Aps. Y3: Monitor for new requirements to policy statement, update as necessary.	Approval and posting of policy statement, and APs & BPs will qualify as completion of this EEO strategy. Annual monitoring and revision will ensure continued compliance.
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	EEOAC EEO Officer CCC Executive Council Academic Senate Board of Trustees Faculty Union Classified Union CMS Group	Y1: EEOAC will identify potential opportunities for better EEO language in job descriptions and job announcements and make recommendations for updating with a sensitivity to diversity. Job descriptions that are outdated will be reviewed based on a District initiated schedule that systematically goes through classifications and divisions. Special attention/focus will be placed on criteria/components that limit candidate pools, including, but not limited to, physical characteristics that can be accommodated through the interactive process, drivers license requirements, etc. Job announcements will be modified to provide a thorough understanding of District DEIA initiatives. Y2: EEOAC will identify potential opportunities for EEO is recruitment, and make recommendations for changing recruitment practices to address diversity issues. Y3: Analyzation and updating to Plan Component 12.	The EEO Officer or designee will review EEO data throughout the process; at the close of the application period, after screening, and after interviews. On an annual basis EEO data from across the District will be reviewed and analyzed. Public meetings to provide identification, promotion and recommendation of improved recruitment practices will qualify as completion of this EEO strategy. Collaborative work towards EEO will ensure continued compliance.

HIRING

<p>Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8.</p>	<p>EEO Officer or designee EEOAC Selection & Screening Committees</p>	<p>Y1: Continue current training requirements for hiring committees. Include updated training based on approved Plan in educational benefits of workforce diversity. Y2 - Y3: Provide continued annual training for hiring committees. EEOAC to review training materials for effectiveness/applicability and make recommendations for updated training. The District will also attempt to include more students in our hiring processes.</p>	<p>Selection committee members are required to complete an in-person training 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. Training certification is valid for twelve (12) months. Annual review of training materials and the training completion statistics will qualify as ongoing compliance.</p>
<p>Maintain updated job descriptions and job announcements. (53024.1(f))</p>	<p>EEO Officer or designee Office of HR & Employee Relations EEOAC Classified Union Faculty Union Academic Senate CMSA</p>	<p>Y1: Human Resources will audit current job descriptions and/or job announcements for potential opportunities for improved EEO language, and provide findings for recommendation to the EEOAC. Y2: Human Resources and EEOAC will provide training sessions to campus stakeholder groups to address updating job announcements and/or descriptions. Y3: District will propose updates to job announcements and/or descriptions as per standard district procedures.</p>	<p>Y1: Completion by the Office of HR & Employee Relations of the audit and a summary provided to the EEOAC of the findings for potential opportunities of improvement will satisfy completion. Y2: Completion of stakeholder training sessions will qualify as completion. Y3: Starting the participatory governance process with constituent groups will qualify as completion.</p>
<p>Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))</p>	<p>Office of HR & Employee Relations EEOAC Board of Trustees</p>	<p>Y1: EEOAC and Human Resources will identify training materials and establish training cycle. Y2 - Y3: Board or Trustees will receive training based on election cycle.</p>	<p>Annual review of training materials and the training completion statistics will qualify as ongoing compliance.</p>

POST-HIRING			
Conduct exit interviews & use this information. (53024.1(b))	EEOAC EEO Officer or designee Office of HR & Employee Relations Employees Separating from District Executive Council	Y1: EEOAC will work with Human Resources to review exit interview questions. Y2: For reporting purposes, Human Resources will begin logging exit interview trends and responses while maintaining anonymity. EEOAC will evaluate effectiveness of questions and, if necessary, work with Human Resources to revise questions. DEIA and EEO questions will be incorporated into the questions. In-person meetings are the preferred method for exit interviews but there will also be an online survey option for employees who prefer that method. Y3: Human Resources will use reported trends to provide information to Executive Council for recruitment/retention planning purposes.	Y1: Updated and implemented exit interview forms will qualify as completion. Y2: Review of the effectiveness of questions and reported responses will qualify as completion. Y3: Providing the trends to Executive Council will qualify as completion.
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	EEOAC EEO Officer or designee Employees District Offices, Areas, Divisions & Departments	Y1: District will continue to provide a variety of programs to current and newly hired employees. Y2: EEOAC will evaluate possibilities of incorporating different types of professional development/mentoring/leadership opportunities based on the occupational category. Such programs will include the creation and implementation of new faculty hiring orientation and mentor programs. Mentorship programs have been shown to support DEIA initiatives. New faculty and administrators will be partnered with a mentor for formal and informal interactions. Leadership Academy curriculum will be reviewed in order to add a more DEIA focused lens. Y3: EEOAC in coordination with the District will work with stakeholder groups to implement professional development/mentoring/leadership opportunities to employees based on the occupational category. The District will work with various identities to create faculty and staff associations/affinity groups for shared community and support for our underrepresented employees on campus.	Y1: Continued training, professional development and leadership opportunities will qualify as completion. Y2: Reported possibilities for professional development/mentoring/leadership opportunities by the EEOAC to the EEO Officer or designee will qualify as completion. Y3: The District will work to cohort new employees to create a uniform onboarding and orientation experience. Implemented professional development/mentoring/leadership opportunities will qualify as completion.
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	EEO Officer or Designee Office of HR & Employee Relations Legal District Offices, Areas, Divisions & Departments	Y1 - Y3: The district timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division, and takes appropriate corrective action in all instances where a violation is found in accordance with District Policy and Procedures. All investigators will undergo training discussing implicit and unconscious bias as well as trauma informed interviewing skills to ensure that they are open-minded and inclusive in their approach.	Annual review of complaints in accordance with policy and procedure, to determine that timelines, thoroughness of investigations, and corrective actions took place, will qualify as ongoing compliance.