

EQUAL EMPLOYMENT OPPORTUNITY PLAN 2024-2027



PASADENA
CITY COLLEGE



Table of Contents

COMPONENT 1: MESSAGE FROM OUR SUPERINTENDENT-PRESIDENT	1
COMPONENT 2: DEFINITIONS.....	3
COMPONENT 3: POLICY STATEMENT	4
COMPONENT 4: IDENTIFICATION OF DISTRICT OFFICER WITH DELEGATED RESPONSIBILITY AND AUTHORITY TO IMPLEMENT AND ENFORCE THE EEO PLAN.....	6
COMPONENT 5: EEO ADVISORY COMMITTEE	8
COMPONENT 6: THE PROCESS FOR FILING COMPLAINTS	9
COMPONENT 7: THE PROCESS FOR NOTIFYING ALL DISTRICT EMPLOYEES OF THE PROVISIONS OF THE EEO PLAN AND DISTRICT POLICY STATEMENT	11
COMPONENT 8: THE PROCESS FOR ENSURING THAT DISTRICT EMPLOYEES WHO PARTICIPATE ON SCREENING OR SELECTION COMMITTEES RECEIVE TRAINING	12
COMPONENT 9: THE PROCESS FOR PROVIDING ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS	12
COMPONENT 10: A PROCESS FOR GATHERING INFORMATION AND PERIODIC LONGITUDINAL ANALYSIS OF THE DISTRICT’S EMPLOYEES AND APPLICANTS	13
COMPONENT 11: A PROCESS FOR UTILIZING DATA TO DETERMINE WHETHER MONITORED GROUPS ARE UNDERREPRESENTED WITHIN DISTRICT JOB CATEGORIES	14
COMPONENT 12: METHODS FOR ADDRESSING UNDERREPRESENTATION.....	17
COMPONENT 13: SELECTION OF SPECIFIC PRE-HIRING, HIRING, AND POST-HIRING EEO STRATEGIES AND SCHEDULE IDENTIFYING TIMETABLES FOR THEIR IMPLEMENTATION (MUTIPLE METHODS INTEGRATION).....	19
LEGAL AUTHORITY	21

COMPONENT 1: MESSAGE FROM OUR SUPERINTENDENT-PRESIDENT

The Pasadena Area Community College District (referred to as the "District") is composed of individuals from a variety of racial, ethnic, linguistic, socio-economic, national origin, religious, political, physical, and mental backgrounds, as well as individuals of different ages, sexual orientations, and gender expressions. The District recognizes the importance of workforce diversity in achieving its educational objectives and mission. The District's activities, programs, classes, workshops, lectures, and daily interactions are enhanced by our inclusivity and mutual respect toward one another, as we aim to work together and learn from one another in a positive environment.

The District's commitment to equal employment opportunities is reflected in this Equal Employment Opportunity Plan ("Plan"). We believe that taking active and rigorous measures to guarantee equal employment opportunities and creating a welcoming work environment for all will foster diversity, equity, and inclusion while promoting excellence among our workforce. By providing an inclusive educational experience, our students will be better equipped to work and live in an ever-changing global society.

The Plan focuses primarily on equal employment opportunities in the District's recruitment and hiring policies and procedures, as well as the actions the District will take in the event of underrepresentation of any monitored groups. The Plan encompasses:

- The District's hiring and selection process
- An analysis of the District's workforce and applicant pool
- The identification of underrepresentation and methods to address it
- Guidelines for the Equal Employment Opportunity Advisory Committee
- The complaint process for noncompliance with equal employment opportunity policies and programs
- Notification to District employees and community organizations

To effectively serve an increasingly diverse population, the District strives to employ and retain faculty and staff who are aware of and sensitive to the evolving needs of its student body.



José A. Gómez, Ph.D.
Superintendent-President

Dated: August 6, 2024

COMPONENT 2: DEFINITIONS

Reference Title 5 § 53001

(a) “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) “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.

(c) “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. Equal employment opportunity should exist at all levels, in all job categories.

Equal employment opportunity 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 free from discrimination related to the categories protected by Government Code section 12940.

(d) An “equal employment opportunity plan” (“EEO plan”) is 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.

(e) An “equal employment opportunity program” refers to the combination of district strategies implemented to promote equal employment opportunity. Such programs should be informed by a district's longitudinal workforce and applicant analyses.

(f) “In-house or promotional only” hiring means that only existing district employees are eligible for a position.

(g) “Job categories” includes executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

(h) “Monitored group” means the groups for which districts must provide demographic data pursuant to section 53004.

(i) “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.

(j) “Reasonable accommodation” means the efforts made by the district in compliance with Government Code section 12926.

(k) “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 performance tests, physical, educational, and work experience requirements, interviews, application reviews, reference checks, and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.

(l) “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.

COMPONENT 3: POLICY STATEMENT

Reference Title 5 § 53002

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 fosters a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity, equity, and inclusion in the academic environment fosters cultural awareness, mutual understanding, harmony and respect, and suitable role models for all students. The Board, therefore, commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

Pasadena Area Community College District ("District") is committed to equal employment opportunity and will maintain comprehensive programs that implement such principles. We will strive to ensure that all employees and applicants for employment have full and equal access to employment opportunities.

The District will also strive to achieve a workforce that is welcoming and not subjected to discrimination in District programs or activities based on their actual or perceived characteristics, including but not limited to ethnicity, race, color, national origin, religion, age, sex, gender non-conforming, sexual orientation, physical or mental disability or condition, ancestry, language, accent, citizenship, parentage, marriage, socioeconomics, veteran, or association with persons or groups with one or more of these characteristics. Such an environment fosters cooperation, acceptance, democracy, and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

The District shall make a reasonable continuous effort to comply with all the requirements of the Plan and commit to ongoing strategies for increasing the diversity of the District workforce.

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

Reference Title 5 § 53003(c)(3)

The District's goal for all employees is to promote and support equal employment opportunities, which require a commitment and contribution from every segment of the campus community. The persons generally responsibilities for the prompt and effective implementation of this Plan are as follows.

BOARD OF TRUSTEES

The Board of Trustees ("Board") is ultimately responsible for proper implementation of the Plan at all levels of the District and throughout college operation and ensuring equal employment opportunity as described in this Plan. The Board shall adopt a policy statement setting forth the District's commitment to an equal employment opportunity program.

The Board is also responsible for making measurable progress toward equal employment opportunity by the strategies described in the District's EEO plan. The Governing Board is responsible for adopting a Plan that is in compliance with the provisions of the California Code of Regulations. Further, the Board of Trustees will oversee the President's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisory Committee in conjunction with Institutional Equity, Diversity, and Justice, and Human Resources;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendized as a separate action item;
- c. Cover a period of three years, after which a new or revised plan shall be adopted; and
- d. 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. See Section 53003 a) and Section 53020 (a).

SUPERINTENDENT-PRESIDENT

The Board delegates to the Superintendent-President the responsibility for ongoing implementation of the Plan and providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent-President shall advise the Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of annual reports on Plan implementation. The Superintendent-President shall evaluate the performance of all administrative staff that reports directly to them on their ability to follow and implement the Plan.

EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE

The District will maintain an Equal Employment Opportunity Advisory Committee ("EEOAC") to act as an advisory body to help promote understanding and support of equal employment opportunity policies and procedures. The Committee shall assist in developing and implementing the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

EQUAL EMPLOYMENT OPPORTUNITY OFFICER

The District has designated the Director of Human Resources (DHR), as the Equal Employment Opportunity Officer as the party primarily responsible for the day-to-day implementation of the Plan. The DHR is responsible for administering, implementing, and monitoring the Plan and assuring compliance with the requirements of Title 5, Sections 53000 *et seq.* The DHR or their designee is also responsible for receiving complaints described in Component 6 ("Complaints") of this Plan and for ensuring that applicant pools and selection procedures are adequately monitored, per Component 8 (The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training) and Component 12 (Methods for Addressing Underrepresentation).

The DHR will collaborate as needed with administrators to:

- Identify job-related criteria likely to enhance the diversity of the applicant pools;
- Develop job descriptions that reflect equal employment opportunity criteria and incorporates cultural competency and equity;
- Prepare job-related questions for applicants that will allow interviewing committees to assess applicant's cultural competence; and
- Plan inclusive recruitment strategies that access professional organizations, media outlets, personal contacts, and other sources to maximize the diversity of applicant pools.

AGENTS OF THE DISTRICT

Any organization or individual, whether or not an employee of the District, who acts on behalf of the District concerning the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan, including board members, executive officers, directors, deans, managers, and supervisors.

GOOD FAITH EFFORT

The responsible parties shall make a continuous good faith effort to comply with this Plan's requirements.

COMPONENT 5: EEO ADVISORY COMMITTEE

Reference Title 5 § 53003

The District has established an Equal Employment Opportunity Advisory Committee (“EEOAC”) to assist the District in developing and implementing its EEO Plan. The EEOAC shall assist in promoting an understanding and support of equal opportunity and non-discrimination policies and procedures. The EEOAC may sponsor events, training, or other activities that promote equal employment opportunities, non-discrimination, retention, and diversity programs. The Assistant Superintendent/Vice President, Human Resources (ASVPHR) shall provide EEO Plan and equal employment compliance training to the EEOAC.

The EEOAC shall include a diverse membership. A substantial good-faith effort to maintain a diverse membership is expected. The EEOAC shall include members of the student body, classified staff, faculty, and administrators.

The EEOAC shall hold a minimum of four (4) meetings per academic year, with additional meetings as needed, to review equal employment and diversity efforts, programs, policies, and progress. When appropriate, the EEOAC shall make recommendations to the Board of Trustees, the Superintendent-President, and the ASVPHR. Given that the EEOAC serves in an advisory capacity, the authority to make final decisions resides with the Board of Trustees, the Superintendent-President, and the ASVPHR.

The EEOAC and Board of Trustees shall receive training in:

- a) the requirements of this subchapter and state and federal non-discrimination laws;
- b) identification and elimination of bias in hiring;
- c) the educational benefits of workforce diversity; and
- d) its role in carrying out the District’s EEO plan.

COMPONENT 6: THE PROCESS FOR FILING COMPLAINTS

Reference Title 5 § 53003(c)(4)

Reference Title 5 § 53026

The District has established the following process to permit any person to file an allegation of violation of equal employment opportunity regulations. The Human Resources Department is responsible for receiving EEO regulation violation complaints and coordinating the investigation.

Any person who believes that an EEO regulation has been violated may file a written or verbal complaint describing in detail the alleged violation.

1. The complainant may request an EEO Violation Complaint Form from the Office of Human Resources, obtain a copy from the Human Resources web page on the District website, provide the complaint verbally, or submit a written summary of the alleged violation.
2. The completed form or summary must include the name(s) of the individual(s) involved, the date(s) of the event(s) at issue, the names of any witnesses, a detailed description of the actions constituting the alleged violation, and the desired outcome.
3. The complainant must sign and date the complaint and submit it to the Assistant Superintendent/Vice President of Human Resources (ASVPHR) or the designee. If the complaint involves the ASVPHR, the complaint may be submitted to the Superintendent-President.

COMPLAINTS PROCESS

- Complaints involving current EEO violations in the hiring processes must be filed as soon as possible after the occurrence of an alleged violation, and no later than one hundred eighty (180) days after such occurrence, unless the complainant can present a compelling reason for the District to waive the one hundred eighty (180)-day limitation.
- Complaints alleging violations of the EEO Plan that do not involve current hiring processes must be filed as soon as possible after an alleged violation and no later than one hundred eighty (180) days after such occurrence unless the violation is ongoing.
- The ASVPHR or their designee will review all complaints, perform an appropriate investigation, prepare an investigative report, and make a final determination. A third party may be assigned investigation responsibilities.
- To the extent practical, a written determination of all accepted complaints will be issued to the complainant and respondent within ninety (90) days of filing the complaint. The ASVPHR or designee will forward copies of the written complaints to the Chancellor's office upon receipt.

- The ASVPHR may return to the complainant, without action, any complaint that is inadequate because it does not state a clear violation of the EEO regulations. All returned complaints would include a statement of the reason for returning the complaint without action.
- A complainant may not appeal the District's determination according to Section 53026 to the Chancellor. However, under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor. Still, the complainant will be required to demonstrate that they made previous reasonable but unsuccessful efforts to resolve the alleged violation at the District level using the process provided by Section 53026.

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

Reference Title 5 § 53003(c)(5)

The Board and the Superintendent-President are committed to equal employment opportunity throughout the District as emphasized through the broad dissemination of this Plan and its equal employment opportunity policy statement (BP 3420).

The District's equal employment opportunity policy statement and the EEO Plan are available on its website. The Office of Human Resources will provide all new employees the link to the policy statement and Plan when they commence employment with the District.

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

Reference Title 5 § 53003(c)(6)

All hiring committee participants must complete screening and selection training (Selection Advisory Committee training) before serving on the committee, including Title 5 regulations, federal and state nondiscrimination laws, and District policies and procedures. The committee also receives training regarding diversity, equity, and inclusion. The purpose of this training is to assist the participants in identifying and eliminating unconscious biases in hiring and employment and address issues of inclusion/exclusion transparently and collaboratively. Persons serving on a hiring committee must receive training every two years past the last training date.

The required training will include, but may not be limited to:

1. The requirements of the Title 5 regulations on equal employment opportunity (Section 53000 *et seq.*) and federal and state nondiscrimination laws;
2. The educational benefits of workforce diversity;
3. The elimination of bias in hiring decisions; and
4. Best practices in serving on a selection or screening committee.

The District will offer multiple training opportunities throughout the year including the consideration of offering training on the day of Fall Professional Development/Flex Day. Efforts will be made to build awareness of and encourage participation in training from employee groups not historically involved in training, such as Facilities employees due to their varied work schedules. The District will ensure the diverse composition of committees to make efforts to promote diversity among committee members. The Office of Human Resources will conduct outreach efforts with constituent groups such as Classified Senate to promote membership to attend training and participate on hiring committees.

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

Reference Title 5 § 53003(c)(7)

The Equal Employment Officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations where to obtain a copy (if requested) of the Plan and solicit assistance in identifying diverse, qualified candidates. The notice will include a summary of the Plan, the Office of Human Resources internet address, and contact information.

COMPONENT 10: A PROCESS FOR GATHERING INFORMATION AND PERIODIC LONGITUDINAL ANALYSIS OF THE DISTRICT’S EMPLOYEES AND APPLICANTS

The Office of Human Resources will survey the District’s workforce composition and monitor applicant pools to evaluate the District’s progress in implementing the EEO Plan, provide data needed for reporting, and determine whether any monitored group is underrepresented within the District workforce. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For survey and reporting purposes, each applicant or employee is asked to voluntarily identify their gender (including a non-binary option), ethnic/racial group, and disability status, if applicable. Persons may designate as many ethnicities/races with which they identify, but shall be counted according to EEO guidelines. If an employee declines to self-identify their race and/or ethnicity, employment records or observer identification may be used per EEO data collection instructions. This information will be kept confidential and separated from the applications forwarded to the screening/selection committee and hiring administrator(s).

The District shall conduct this survey and data review as part of its EEO Plan review and renewal process and after the conclusion of each fiscal year and compared to the two previous years to identify if under representation or adverse impact is identified in any given job category. The survey and data review will compare the current workforce composition of the District against the workforce availability estimates available through the United Status Census Bureau for the Los Angeles-Long Beach-Anaheim, CA Metro Area.

Job categories that shall be surveyed and evaluated will be in accordance with Title 5 § 53001 (g) and shall include the following:

- executive/administrative/managerial;
- faculty and other instructional staff;
- professional non-faculty;
- secretarial/clerical;
- technical and paraprofessional;
- skilled crafts;
- service and maintenance.

The District will match the occupation code or EEO-1 Job Category available through the United States Census Bureau with the job categories listed above. The matches the District will use are as follows:

Title 5 § 53001(g) Category	U.S. Census Bureau Category
executive/administrative/managerial	Education Administrators

Title 5 § 53001(g) Category	U.S. Census Bureau Category
faculty and other instructional staff	Postsecondary Teachers
professional non-faculty	Professionals
secretarial/clerical	Administrative support workers
technical and paraprofessional	Professionals
skilled crafts	Craft workers
service and maintenance	Service workers

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

Reference Title 5 § 53003 (C)(9)

EEO Definitions of race and ethnicity categories

The District is required to identify any “underrepresented groups,” where actual representation is below 80 percent of projected representation. Title 5 Section 53001(l) defines a “underrepresented group” as “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.” The District’s job categories are those defined in Section 53001(g). Monitored groups are those groups for which monitoring and reporting is required and includes men, women, non-binary individuals, American Indians or Alaskan natives, Asians, Native Hawaiian or Other Pacific Islander, Blacks/African Americans, Hispanics/Latinos, White, and persons with disabilities, and can be any group protected from discrimination pursuant to Government Code section 12940.

In an “80 Percent Rule” analysis, the District compares the percentage of individuals from a monitored group with the District’s projected representation for the same group. Title 5 does not define “projected representation” for purposes of the 80 Percent Rule – it is a local decision. The District has the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or District, community demographics in the District’s service area, labor market availability for the job category, or previous demographics of job applicants.

The District has established its projected representation based on Los Angeles-Long Beach-Anaheim, CA Metro Area available workforce, which is the area from which the District workforce and applicant pool primarily comes. The District will use the available workforce percentage data to determine the District’s 80 Percent Rule projected representation percentage.

When the percentage of any District workforce group does not meet or exceed 80% of the percentage provided by the United States Census Bureau for the Los Angeles-Long Beach-Anaheim, CA Metro Area for that group, it is considered an underrepresented group. In a utilization analysis, the 80% is calculated by dividing the workforce representation for a specific race, ethnicity, or gender group by the estimated availability.

For example: According to Census data of available postsecondary teachers, the availability of African Americans in this occupation is 5.30%. To analyze if underrepresentation exists, the District would divide the District's African American Full-Time faculty workforce (8.70%) by that of the available workforce percentage (5.30%), which would be a representation of 164%. Therefore, the District's African American workforce is not underrepresented based on the 80 Percent Rule.

An analysis of the District's workforce as of July 2023 with the available workforce data in the Los Angeles-Long Beach-Anaheim, CA Metro Area is displayed below.

Category (Title 5)	Data Set	Hispanic or Latino	White	Black or African American	American Indian/Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Two or More
executive/administrative/managerial	District Workforce	26.37%	42.86%	19.78%	0.00%	6.59%	4.40%	0.00%
executive/administrative/managerial	Available Workforce	28.40%	46.30%	10.40%	0.20%	11.30%	0.00%	3.40%
executive/administrative/managerial	Representation	92.85%	92.57%	190.19%	0.00%	58.32%		0.00%
faculty and other instructional staff	District Workforce	24.75%	49.79%	7.54%	0.71%	12.45%	4.34%	0.43%
faculty and other instructional staff	Available Workforce	13.60%	57.00%	5.30%	0.10%	20.00%	0.10%	3.90%
faculty and other instructional staff	Representation	181.99%	87.34%	142.25%	711.24%	62.23%	4338.55%	10.94%
professional non-faculty	District Workforce	37.50%	25.00%	25.00%	0.00%	12.50%	0.00%	0.00%
professional non-faculty	Available Workforce	20.50%	47.20%	5.90%	0.20%	23.10%	0.20%	3.00%
professional non-faculty	Representation	182.93%	52.97%	423.73%	0.00%	54.11%	0.00%	0.00%
secretarial/clerical	District Workforce	46.75%	21.89%	11.24%	0.00%	14.20%	5.92%	0.00%
secretarial/clerical	Available Workforce	44.00%	29.50%	8.10%	0.20%	15.50%	0.40%	2.30%
secretarial/clerical	Representation	106.25%	74.20%	138.77%	0.00%	91.61%	1480.00%	0.00%
technical and paraprofessional	District Workforce	31.36%	29.66%	11.86%	0.00%	17.80%	7.63%	1.69%
technical and paraprofessional	Available Workforce	40.90%	25.80%	7.80%	0.20%	22.70%	0.20%	2.40%
technical and paraprofessional	Representation	76.67%	114.96%	152.05%	0.00%	78.41%	3815.00%	70.42%
skilled crafts	District Workforce	53.33%	33.33%	0.00%	0.00%	13.33%	0.00%	0.00%
skilled crafts	Available Workforce	66.50%	22.00%	2.80%	0.20%	7.10%	0.20%	1.10%
skilled crafts	Representation	80.20%	151.50%	0.00%	0.00%	187.75%	0.00%	0.00%
service and maintenance	District Workforce	66.67%	12.12%	16.67%	0.00%	3.03%	1.52%	0.00%
service and maintenance	Available Workforce	56.50%	20.30%	7.40%	0.20%	13.50%	0.20%	2.00%
service and maintenance	Representation	118.00%	59.70%	225.27%	0.00%	22.44%	760.00%	0.00%

Observations

Based on the seven job categories identified in Title 5 § 53001(g), the July 2023 District workforce data reflects eight instances of underrepresentation according to the definition in Title 5 § 53001(l). They are:

- executive/administrative/managerial – Asian

- faculty and other instructional staff – Asian
- professional non-faculty – White and Asian
- secretarial/clerical – White
- technical and paraprofessional – Hispanic or Latino and Asian
- service and maintenance – White and Asian

Category (Title 5)	Data Set	Female	Male
executive/administrative/managerial	District Workforce	59.34%	40.66%
executive/administrative/managerial	Available Workforce	64.90%	35.10%
executive/administrative/managerial	Representation	91.43%	115.84%
faculty and other instructional staff	District Workforce	56.69%	43.31%
faculty and other instructional staff	Available Workforce	50.10%	49.90%
faculty and other instructional staff	Representation	113.15%	86.79%
professional non-faculty	District Workforce	75.00%	25.00%
professional non-faculty	Available Workforce	50.30%	49.70%
professional non-faculty	Representation	149.11%	50.30%
secretarial/clerical	District Workforce	79.88%	20.12%
secretarial/clerical	Available Workforce	69.60%	30.40%
secretarial/clerical	Representation	114.77%	66.18%
technical and paraprofessional	District Workforce	48.31%	51.69%
technical and paraprofessional	Available Workforce	59.80%	40.20%
technical and paraprofessional	Representation	80.79%	128.58%
skilled crafts	District Workforce	6.67%	93.33%
skilled crafts	Available Workforce	10.10%	89.90%
skilled crafts	Representation	66.04%	103.82%
service and maintenance	District Workforce	24.24%	75.76%
service and maintenance	Available Workforce	55.40%	44.60%
service and maintenance	Representation	43.75%	169.87%

Observations

Based on the seven job categories identified in Title 5 § 53001(g), the July 2023 District workforce data reflects four instances of underrepresentation according to the definition in Title 5 § 53001(l). They are:

- professional non-faculty – Male
- secretarial/clerical – Male
- skilled crafts – Female
- service and maintenance – Female

COMPONENT 12: METHODS FOR ADDRESSING UNDERREPRESENTATION

Reference Title 5 § 53003(c)(10)

To address the underrepresentation of the workforce, the District has taken the following steps:

1. The EEOAC, in conjunction with the ASVPHR, will annually review the District's recruitment and hiring process and procedures and recommend modifications to address underrepresentation.
2. The District will annually evaluate its advertising and recruitment methods to ensure its efforts are broad and inclusive, including reaching out to sources likely to reach underrepresented populations. Increase the advertising and recruitment budget to ensure that recruitment is broad and inclusive.
3. The ASVPHR will engage with department/division heads and administrators to develop and improve recruiting and hiring practices to address underrepresentation in their department/divisions. Examples of practices include:
 - Require mandatory training regarding the value of workforce diversity and EEO for administrators and staff who serve on hiring committees;
 - Provide equity and diversity training for all employees at standard and second advanced levels;
 - Through training, assist hiring committee in developing interview questions that do not have a disparate impact on particular groups; and assist them in creating questions that address the skills and knowledge needed;
 - Educate faculty, staff, and administrators of the need for and value of a diverse workforce through the use of workshops and learning opportunities;
 - Conduct surveys of hiring committees to determine whether additional training is needed and whether the training received have the desired effect;
 - Recommend changes to the job announcement, screening criteria, and interview questions that may reasonably be expected to attract candidates from the underrepresented group
 - Hold and attend job fairs that are likely to attract qualified persons of underrepresented groups

4. The ASVPHR will actively monitor the representation rate of the various groups throughout the application process. If underrepresentation for any group(s) is identified, the ASVPHR will:
- Review the "required," "desired," or "preferred" qualifications being used to screen applicants for positions in the job category to determine whether they are job-related and consistent with business necessity through a process meeting the requirements of federal law.
 - Discontinue the use of any qualification that is found not to satisfy the job requirements.
 - Develop a recruitment committee – composed of the ASVPHR, division or department head where the significant underrepresentation persists, and members of the EEOAC – to review the effectiveness of the recruitment and hiring process for that area. The committee will provide recommendations to modify the recruitment and hiring process to address the significant underrepresentation.

COMPONENT 13: SELECTION OF SPECIFIC PRE-HIRING, HIRING, AND POST-HIRING EEO STRATEGIES AND SCHEDULE IDENTIFYING TIMETABLES FOR THEIR IMPLEMENTATION (MULTIPLE METHODS INTEGRATION)

Reference Title 5 § 53003(c)(1)

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and creating a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and enjoy employment benefits with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas; and is welcoming to men, women, non-binary individuals, and persons with disabilities, individuals from all ethnicities, and other monitored groups.

To address significant underrepresentation, the District will maintain a diversity program that will assist in creating a campus that accepts diversity and multiculturalism and implements and maintains an effective equal employment opportunity program. For that reason, institutionalizing a diversity program that is well planned, well-funded, and supported by the leadership of the District can be of great value.

The District will sponsor cultural events and speakers on issues dealing with diversity and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and shall develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations.

In maintaining a diversity program, the District shall do the following during the pre-hiring, hiring, or post-hiring stages, which are defined as:

- “pre-hiring” strategies: strategies that support the equitable and inclusive environment that helps to attract and retain candidates from underrepresented groups and other nontraditional candidates.
- “hiring” strategies: strategies that promote development of diverse and qualified candidate pools and/or eliminate bias in hiring decisions.
- “post-hiring” strategies: strategies that gather and utilize hiring and workforce data, support new employees, or manage and respond to EEO complaints.

The Chancellor’s Office advised the District that the EEO Plan must include one strategy from each category.

Stage/Activity	Responsible Area	When/What	Effectiveness Metrics and Review
Pre-hiring/Provide and Enhance EEO training	Office of Human Resources and Office of Institutional Equity, Diversity, and Justice	Y1: Review current EEO training, including unconscious bias Y2: Outreach to employee groups to encourage participation Y3: Consider developing a participant evaluation of the EEO training	Track employee participation including diversity of participants. Review feedback if a participant evaluation is developed.
Hiring/Revise job announcements to convey the District's commitment to diversity	Office of Human Resources	Y1: Review job announcements for revision of diversity statements/language Y2: Consider, for all job postings, a question related to an applicant's understanding or awareness of sensitivity to diversity. Y3: Review job descriptions and announcement for any qualification that could result in a disparate impact	
Post-Hiring/Mentoring	Office of Human Resources and Office of Professional and Organizational Development	Y1: Develop and implement a mentor program for new employees Y2: Develop and collect survey data, conduct analysis and consider program updates Y3: Program review and expansion	Conduct surveys of all participants involved. Consider reviewing turnover data of participants in program versus new hires who did not complete program.

LEGAL AUTHORITY

The California Code of Regulations Title 5, Section 53003(a); and the California Education Code, Section 87100 to develop and implement an Equal Employment Opportunity Plan, mandate California community colleges.

California Code of Regulations Title 5, Section 53003(A)—District Plan

The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the Chancellor's Office. The Chancellor's Office retains the authority to review District plans on a case-by-case basis.

California Education Code, Section 87100—Legislative Finds and Declarations:

- (a) The Legislature finds and declares all of the following:
 - (1) In fulfilling its mission within California's public higher education system, the California community colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.
 - (2) Academic excellence can best be sustained in a climate of acceptance and the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.
 - (3) A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunities.
- (b) The Legislature intends to establish and maintain within the California community college districts a policy of equal opportunity in employment for all persons and to prohibit discrimination or preferential treatment based on ethnic group identification or on any basis listed in subdivision (a) of section 12940 of the Government Code, as those bases are defined in Sections 12926 and 12926.1 of the Government Code, except as otherwise provided in Section 12940 of the Government Code. Every aspect of personnel policy and practice in the community college districts should advance the realization of inclusion through a continuing program of equal employment opportunity.
- (c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community where nondiscrimination and equal opportunity are realized. The Legislature intends to

require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.

Title 5, Section 53026 Complaints—Violation of Equal Employment Opportunity Regulations

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor, who may require that the District provide a written investigative report within ninety (90) days. Complaints that also allege discrimination prohibited by Government Code Sections 11135 *et seq.* shall be processed according to the procedures outlined in subchapter 5 (commencing with Section 59300) of Chapter 10 of this division.

OTHER LEGAL AUTHORITIES RELIED UPON

1. Title 5, California Code of Regulations
2. Education Act Education Code Sections 200 *et seq.*
3. Government Code Sections 12940, 12945, 12945.2
4. Sex Equity in Education Act Education Code Sections 66250 *et seq.*; 72010 *et seq.*
5. Titles VI and VII of the Civil Rights Act of 1964
6. Title IX of the Education Amendment of 1972
7. Section 504 of the Rehabilitation Act of 1973
8. Fair Employment and Housing Act
9. California Government Code 11135 *et seq.* 12900 *et seq.*, 12940 *et seq.*
10. Age Discrimination Act
11. Americans with Disabilities Act of 1990; Education Code Sections 87100 *et seq.*