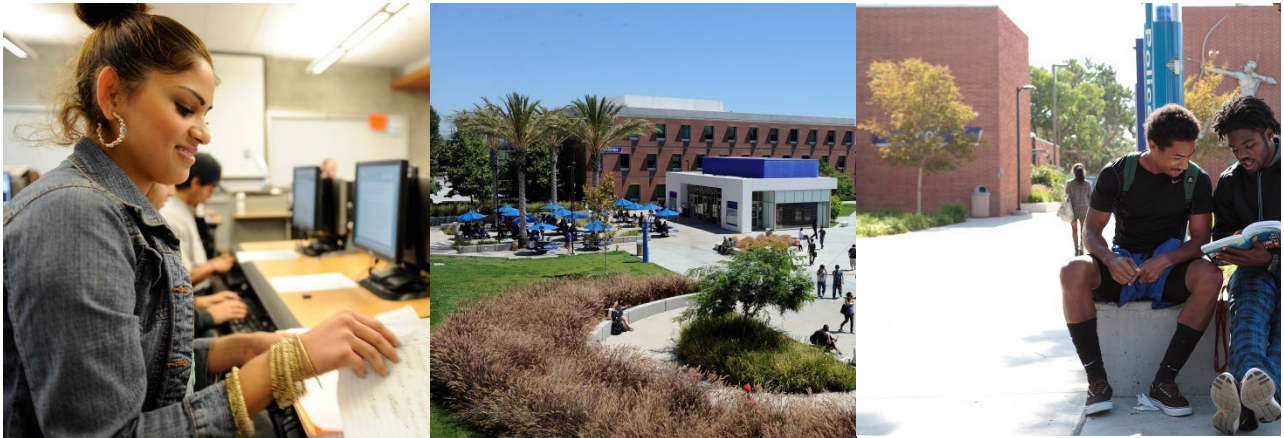


**El Camino Community College
District**

2024-2027

**Equal Employment
Opportunity Plan**



**16007 Crenshaw Boulevard
Torrance, CA 90506**

Equal Employment Opportunity Plan for El Camino Community College District

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I. Introduction (Plan Component 1)

This El Camino Community College District Equal Employment Opportunity Plan was submitted to the California Community Colleges Chancellor's Office for review and conditional approval on October 1, 2023. The Chancellor's Office provided feedback on November 21, 2023, which has since been incorporated. The Plan reflects the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable California Code of Regulations, Title 5 regulations (Section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups.

The Plan contains an overview of the EEO Advisory Committee, Unlawful Discrimination Complaint process, EEO training requirements, and notice given to District employees and community organizations. The Plan also provides an overview of the process by which the District gathers and analyzes applicant and employee demographic data, as well as the process for defining and addressing underrepresentation within job categories. El Camino Community College District is committed to promoting and supporting a diverse workforce in support of serving the needs of the continually changing student body it serves.



Dr. Brenda Thames, Ph.D.
Superintendent/President
El Camino Community College

II. Definitions (Plan Component 2)

Pursuant to California Code of Regulations, Title 5, Section 53001, and Title 2, Section 11030, the District uses the following definitions in reference to this Plan.

- a) *Adverse Impact*: 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*"). A disparity identified in a given screening/interview process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- b) *Business Necessity*: circumstances which justify an exception to the requirements of California Code of Regulations, 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. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
- c) *Diversity*: 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.
- d) *Equal Employment Opportunity (EEO)*: a set of circumstances ensuring 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.
- e) *Equal Employment Opportunity Plan (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.

- f) *Equal Employment Opportunity Programs*: 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.
- g) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.
- h) *Ethnic Group Identification*: an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to California Code of Regulations, Title 5, Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- i) *Goals for Persons with Disabilities*: a statement that the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the District's Workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.
- j) *Job categories*: executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.
- k) *Monitored Group*: those groups for which districts must provide demographic data pursuant to California Code of Regulations, Title 5, Section 53004.
- l) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code Section 12926 which limits one or more of such person's major life activities; (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- m) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
- n) *Reasonable Accommodation*: the efforts made by the district in compliance with Government Code Section 12926.
- o) *Screening or Selection Procedures*: 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 California Code of Regulations, Title 5, Section 53430.

- p) *Underrepresented Group*: 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.
- q) *Target Date*: a point in time by which the District plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

III. Policy Statement (Plan Component 3)

The El Camino Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice.

Pursuant to California Code of Regulations, Title 5, Section 53002, it is the District's policy to ensure that all employees and qualified applicants for employment have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, gender identity and gender expression, physical disability, mental disability, ancestry, sexual orientation, genetic information, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District shall strive to achieve a workforce that is welcoming to all genders, persons with disabilities and individuals from all race/ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

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

It is the goal of the El Camino Community College District that all employees promote and support equal employment opportunity because equal employment

opportunity requires a commitment and a contribution from every segment of the District. Pursuant to California Code of Regulations, Title 5, Sections 53003(c)(3) and 53020, the general responsibilities for the prompt and effective implementation of this Plan are set forth below.

1. *Governing Board*

The District's Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District and college operation, and for ensuring equal employment opportunity as described in the Plan. Pursuant to California Code of Regulations, Title 5, Sections 53003 (a) and Section 53020 (a), 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 Chancellor's responsibility to ensure the EEO Plan shall:

- a. Be developed in collaboration with the District's Equal Employment Advisory Committee;
- b. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item;
- c. Cover a period of 3 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."

2. *Superintendent/President*

The District's Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the District's 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.

3. *EEO Officer*

The District has designated the Director of Title IX, Diversity & Inclusion as its equal employment opportunity officer ("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 will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for overseeing, monitoring, implementing in part, and delegating in part the implementation of the Plan and for assuring compliance with the requirements of California Code of Regulations, Title 5, Sections 53000 et seq. The EEO Officer is also responsible for receiving

complaints described in Plan Component 6 and for ensuring that applicant pools and screening/interview procedures are properly monitored.

4. *Equal Employment Opportunity Advisory Committee*

The District will establish an Equal Employment Opportunity Advisory Committee (“EEO Committee”) to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. *Agents of the District*

Any organization or individual, whether or not an employee of the District, who acts on behalf of the District’s 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.

6. *Good Faith Effort*

The District shall make a continuous good faith effort to comply with all the requirements of its Plan.

V. EEO Advisory Committee (Plan Component 5)

In May of 2016, the District established an EEO Advisory Committee (“EEO Committee”) to assist the District in implementing its Plan. Pursuant to California Code of Regulations, Title 5, Section 53005, the EEO Committee assists in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures, and sponsors events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The advisory committee members receive training on equal employment compliance and the Plan itself on an ongoing basis.

The committee receives training in all of the following areas as required in California Code of Regulations, Title 5, Section 53005:

1. The requirements of California Code of Regulations, Title 5, Section 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 advisory committee in carrying out the District’s EEO plan.

Pursuant to California Code of Regulations, Title 5, Section 53005, Board of

Trustees members must also receive the same training the Advisory Committee receives. The Advisory Committee shall be composed of a diverse membership and include members from District stakeholder groups, including, but not limited to, students, faculty and classified staff.

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

VI. Complaints (Plan Component 6)

a. *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (CCR, Title 5, §53026)*

The District has established a process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations (see California Code of Regulations, Title 5, Section 53003(c)(4), 53026, and 5900 et seq.) have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a complaint describing in detail the alleged violation. For complaints involving the screening process, complainants are encouraged to file complaints as soon as possible.

Complaints alleging violations of this sub-chapter may be filed against a district by any person using the procedures for employment-related complaints authorized by sub-chapter 5, commencing with California Code of Regulations, Title 5, Section 59300. All complaints shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current recruitment processes must be filed as soon as possible after the occurrence of an alleged violation and not later than one hundred and eighty (180) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the one hundred and eighty (180) day limitation. Complaints alleging violations of the Plan that do not involve current recruitment processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

A complainant may not appeal the District's determination pursuant to California Code of Regulations, Title 5, Section 53026 to the Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the District level using the process provided by California Code of Regulations, Title 5, Section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions*

Complaints) at:

https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Office-of-the-General-Counsel/Guidelines-and-Forms/x_Min_Cond_Complaints_pdf.pdf

In addition, complaints can be filed using the District's complaint procedures at:

<https://www.elcamino.edu/about/depts/diversity/docs/provisional-title-5-procedures.pdf>

and

<https://www.elcamino.edu/administration/hr/diversity/docs/provisional-t9-procedures.pdf>

All unlawful discrimination complaints shall be filed with the EEO Officer. If the complaint involves the EEO Officer, the Vice President of Human Resources, and/or the Director of Human Resources, the complaint may be filed with the Superintendent/President. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The EEO Officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

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

In the event that a complaint filed under California Code of Regulations, Title 5, Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et seq.

b. Complaints Alleging Unlawful Discrimination or Harassment (CCR, Title 5, §59300 et seq.)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The EEO Officer is responsible for receiving such complaints and for coordinating their investigation. The EEO Officer may assign a designee to investigate any such matters.

Please see the District's discrimination and sexual harassment complaint procedures:

<https://www.elcamino.edu/about/depts/diversity/docs/provisional-title-5-procedures.pdf>

and

<https://www.elcamino.edu/administration/hr/diversity/docs/provisional-t9-procedures.pdf>

[procedures.pdf](#)

VII. Notification to District Employees (Plan Component 7)

The commitment of the District's Board of Trustees and Superintendent/President to equal employment opportunities is emphasized through the broad dissemination of its Board Policies and Administrative Procedures, Equal Employment Opportunity Policy Statement, and the Plan.¹ Consistent with California Code of Regulations, Title 5, Section 53003(c)(5), the EEO Plan and board policy on EEO will be made available to all employees on the District website and a current hard copy of the plan will be available in the Human Resources Office.

The District shall also include an EEO policy statement summarizing its prohibition of discrimination in all programs and services of the District in its Course Catalog and class schedules.

The Human Resources department will provide each new employee with a copy of the Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's EEO Plan when they commence their employment with the district.

Each year, the EEO Committee shall annually review the EEO Plan and make suggested revisions, as needed. After the EEO Committee's annual review, the Board of Trustees shall review the plan.

VIII. Training for Search Committees (Plan Component 8)

Any organization or committee member, whether or not an employee of the District, who is involved in the recruitment and screening/interview of full-time personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (See CCR, Title 5, §53000(c)(6) and §53020(c)); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; best practices in serving on a selection or screening committee; and recognizing bias.

In compliance with California Code of Regulations, Title 5, Section 53024, all members of the District Board of Trustees may receive annual training on the requirements of the Title 5 regulations on equal employment opportunity (Section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias.

¹ The District's Equal Employment Opportunity Policy Statement is its Notice of Non-Discrimination.

Search Committees

Persons serving on a search committee (in any capacity, including as the search committee chair) must receive training within the previous twelve (12) months in order to participate in the process.² Individuals who have not received this training will not be allowed to serve on search committees. The Offices of Title IX, Diversity, and Inclusion and of Professional Development are responsible for providing the required training.

Any organization or individual acting on behalf of the District, with regard to the recruitment and screening of personnel, is an agent of the District, and thereby, subject to the requirements, stipulations, and provisions of the EEO Plan.

EEO Representatives

In addition to the training that all search committee members receive, EEO Representatives are required to receive additional training on their roles in the recruitment process once every twelve (12) months. The EEO Officer is responsible for providing the required training.

IX. Annual Written Notice to Community Organizations (Plan Component 9)

The EEO Officer will work with Human Resources and Marketing & Communications to provide annual written notice to appropriate community-based and professional organizations concerning the Plan in compliance with California Code of Regulations, Title 5, Section 53007(c)(7). 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, and will provide the location where the District advertises its job openings and the contact information of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. See Appendix A for a current list of organizations that shall receive this notice. Community-based and professional organizations are screened by Human Resources and selected based on the degree to which they align with the District's efforts to increase diversity in its workforce.

X. A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants (Plan Component 10)

Pursuant to California Code of Regulations, Title 5, Section 53003(c)(8), 53004, and 53006, Human Resources collects information and data from job applicants during various stages of the recruitment process and from employees upon employment with the District.

² In addition to in-person training, all committee members must complete online training on Cultural Competence and Racial Bias.

When an applicant applies for a job at El Camino College, the following demographic data is requested and collected:

- Gender identification (male, female, non-binary, other)
- Race/ethnicity identification (American Indians/Alaskan Natives, Asians, Biracial/Multiracial, Blacks/African-Americans, Hispanics/Latina/o/e, Pacific Islanders, and Caucasians)
- Disability identification

Applicants' responses are voluntary and are based on how the applicant self-identifies. All individual demographic data is kept confidential. In addition, only District employees whose job duties require them to have access to EEO data will have access. Collective demographic data (such as aggregation of demographic data by monitored group) is only used for research, monitoring, evaluating the effectiveness of the District's EEO initiatives, including the EEO Plan and the work of the EEO Committee, as well as relevant related purposes as authorized by law.

Certain categories such as disability identification have historically had low response rates. As a result, there may be a notable number of employees or applicants who decline to disclose requested demographic data. It may also result in the number of responses being too small to be statistically accurate or inferable.

This demographic data is maintained by Human Resources and given to Institutional Research & Planning for processing. View the [District Workforce Analysis Report](#) for details on the District's workforce and demographic data, as well as the accompanying analysis. Employees and applicants are broken down by number of persons from each monitored group status in each job category. Where applicable, the demographic data is compared to the "Weighted Availability Data," which combines El Camino College's student population, local census area, state of California, United States, and graduate degrees awarded nationwide as a reference point of comparison. The purpose of the District's data analysis is to determine whether additional diversification measures are required, and to implement and evaluate the effectiveness of those measures.

Once demographic data is collected, Human Resources will categorize each employee and applicant to one of the seven job categories prescribed by the Chancellor's Office in Component 2. For job applicants, the data is tracked at four (4) stages of the recruitment process: 1) all applicants for a job posting; 2) all applicants that have been screened for meeting minimum qualifications; 3) all applicants that have been selected for interview; and any applicant(s) selected for the position.

Review of Applicant Pools for Adverse Impact

The District will then conduct a periodic, longitudinal analysis of employees and applicants, disaggregated by the number of persons from each monitored group in each job category. Specifically, the District will compare the composition of the initial applicant pools, the qualified pools, the applicants selected for interview, and the applicants selected for hire. The purpose is to identify any adverse impact of the

District's pre-hiring, screening, and hiring approaches. When the selection rate for a monitored group is less than 80% (or four-fifths) of the highest selection rate (by monitored group) for each category, adverse impact is determined. In general, the purpose is to determine whether additional diversification measures are required.

When the District identifies an adverse impact in its longitudinal analysis, the District shall take the following steps:

1. Confirm that the application for employment will afford each applicant an opportunity to voluntarily request an accommodation in order to proceed with the interview process.
2. Review the recruitment process to ensure that the provisions set forth regarding Recruitment and Job Announcements have been enforced in furtherance of reaching a broad and diverse applicant pool.
3. Review the initial applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.
4. Determine whether the position should be reposted so that additional recruitment can be conducted and ensures that recruitment efforts provide a full and fair opportunity for participation to a diverse pool of potential applicants.
5. Determine whether the deadline for applying for the position may be extended to ensure all interested and qualified applicants apply for the position.
6. Determine whether any applicants were previously screened out on the basis of any locally established qualifications beyond the state minimum qualifications. If it is determined through a process meeting the requirements of federal law that any locally established qualifications are not currently consistent with business necessity, these applicants will be rescreened using state minimum qualifications. If the minimum qualifications stated on the job announcement are changed accordingly, the job announcement will be reposted.
7. Analyze retention of monitored group employees in the impacted area and other employment processes that may impact the District's ability to attract and retain a diverse workforce.
8. Consider the implementation of additional measures designed to promote diversity in the recruitment process and employment.
9. Present the findings to the EEO Committee to identify other good faith efforts to make positive progress towards eliminating adverse impact.

XI. A Process for Utilizing Data to Determine Whether Monitored Groups Are Underrepresented Within District Job Categories (Plan Component 11)

Using the demographic longitudinal data gathered pursuant to EEO Plan Component

10, the District shall identify and utilize data available from reliable public and private sources to determine whether monitored groups are underrepresented within District job categories, as defined in Plan Component 2.

The District shall utilize data available from reputable and reliable public and private sources, including but not limited to statistics provided by general state and federal census data, local geographic area information. These various relevant data sources will be combined and assigned various weights to form “Weighted Availability Data,” which serves as a reference point of comparison to determine underrepresentation.

Once the District has gathered demographic data pursuant to Component 10 and “Weighted Availability Data,” the District will then analyze the employee demographic data to compare the percent of a monitored group in a job category with their projected representation based on the Weighted Availability Data. Representation below the Weighted Availability Data percentages constitutes underrepresentation.

The term “underrepresentation” is analyzed as to the District’s existing workforce. In compliance with the California Community College Chancellor’s Office Module (find exact title), the District utilizes a custom reference point for underrepresentation called “Weighted Availability Data.” For the purposes of this Plan, Weighted Availability Data refers to five (5) available data sources including fed/state population, student population, local population, and advanced degree earners). View the [District Workforce Analysis Report](#) for details on the District’s use of Weighted Availability Data. The District will then review and develop specific strategies to address any underrepresentation identified.

XII. Methods to Address Underrepresentation (Plan Component 12)

Once workforce longitudinal data has been analyzed to determine whether or not there is underrepresentation of monitored groups pursuant to Plan Component 11, the District shall identify strategies for addressing any underrepresentation identified pursuant to California Code of Regulations, Title 5, Section 53003(c)(9) and (c)(10).

The District shall review information gathered pursuant to Plan Component 11 to determine if underrepresentation of a monitored group may be the result of non-job-related factors in the recruitment process and take the following measures:

1. Confirm that the recruitment method and sources of outreach for the underrepresented employee program or department is inclusive and open to all individuals.
2. Solicit job-specific recruitment source recommendations from the underrepresented employee program or department that target diverse and underrepresented applicants.
3. Determine whether positions in underrepresented areas require extended

recruitment periods to enable a full and fair opportunity for participation to a diverse pool of potential applicants.

4. Analyze retention of monitored group employees in the impacted area and other employment processes that may impact the District's ability to attract and retain a diverse workforce.
5. Consider the implementation of additional measures designed to promote diversity in the recruitment process and employment.
6. Present the findings to the EEO Committee to identify other good faith efforts to make positive progress towards eliminating adverse impact.

By encouraging a diverse pool of applicants, the District takes steps within the recruitment process to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. In addition to the steps set forth above, the EEO Committee shall work with Human Resources and other relevant areas to ensure ongoing review of recruitment practices overall and in underrepresented areas. Potential action items to ensure levels of underrepresentation are consistently addressed may include:

1. Revising/enhancing EEO training for Search Committee members.
2. Identifying and funding additional advertisement locations and resources for job postings to attract candidates from underrepresented groups.
3. Determining whether any applicants were previously screened out on the basis of any locally established qualifications beyond the state minimum qualifications, and if so, revising the qualifications accordingly.
4. Researching, identifying, and offering effective professional development opportunities for District employees on topics such as Implicit Bias.

XIII. Selection of Specific Pre-Hiring, Hiring, and Post-Hiring EEO Strategies and Schedule Identifying Timetables for Their Implementation (Plan Component 13)

In compliance with California Code of Regulations, Sections 53003(c)(1), 53003(c)(2), and 53024.1, the District is responsible for developing and implementing strategies developed with the intention of increasing and promoting diversity in its workforce in all job categories. These strategies are identified in **Appendix B**.

The EEO Committee shall regularly review and update these strategies, and identify if new strategies need to be implemented. An emphasis will be placed on utilizing the District's longitudinal demographic data of employees and applicants to ensure the effectiveness and relevancy of any strategies that are created and implemented.

Appendix A – List of Community Organizations and Professional Groups for Annual Written Notice of the District’s EEO Plan (Component 9)

The District will provide annual written notice to appropriate community-based and professional organizations concerning the Plan in compliance with California Code of Regulations, Title 5, Section 53007(c)(7). 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, and will provide the location where the District advertises its job openings and the contact information of individuals to call in order to obtain employment information. Community-based and professional organizations to receive notice shall include the following:

Publications and Websites:

Academic Diversity Search, Inc. (ADS): A national employment resource specializing in connecting women and minorities with academic institutions that truly value diversity.
American Indian Higher Education Consortium: A national organization that serves as the collective spirit and unifying voice of our nation’s 37 Tribal Colleges and Universities. Issues a quarterly publication that provides journalistic and scholarly articles that highlight issues critical to American and Alaska Native communities. The publication has job posting opportunities.

The Chronicle of Higher Education: The No. 1 source of news, information, and jobs for college and university faculty members and administrators.

California Community Colleges Registry: A large-scale database containing the names, qualifications and desired position(s) of potential California Community College faculty, support staff and management job applicants

disABLEDperson: A public charity organization focused on increasing employment opportunities for individuals with disabilities. The organization hosts a job fair for people with disabilities and provides a resume databank for employers to identify candidates. For a small fee, employers can post job advertisements.

Diverse Issues in Higher Education: This publication, previously known as Black Issues in Higher Education, considers itself the portal for diversity information in higher education. Annually, the magazine provides a listing of top degree producers that shows which institutions are producing the most diverse undergraduate and graduates. The publication has a job posting service in print and on its website.

Edjoin: A national public education job search website.

Faculty for the Future: A nationwide resource to connect female and underrepresented candidates in science, business, and engineering to faculty and research positions.

Hispanic Outlook in Higher Education: A nationwide resource that publishes a bi-weekly publication on issues pertaining to Hispanics in higher education. The publication has job posting services in print and on its website.

Inside Higher Ed: The online source for news, opinion and jobs for all of higher

education.

Women in Higher Education: A national monthly publication that focuses on issues specific to women in higher education. The publication reaches thousands of women in higher education. Job posting services are available in print or website.

Professional Groups:

American Association of Community Colleges: Nonprofit association that is a primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy.

American Association of University Women: Nonprofit association that advances equity for women and girls through advocacy, education, and research. The organization has over 1,000 branches and 500 college/university partners across the U.S. Their online career center reaches 100,000 members.

The Association of Black Psychologists: The Association has over 1,400 members. They publish a news journal, Psych Discourse, which is the primary source for communication among the membership. The publication allows for online posting of job advertisements.

Association of Latino Professionals in Finance and Accounting: With 37 chapters and 9,000 members, ALPFA is one of the leading professional organizations for Latinos in accounting and finance related professions. The organization's website had a career center where employers can post positions.

Association for Women in Science: A nationwide advocacy organization dedicated to achieving equity and full participation for women in science, mathematics, engineering and technology. Their website allows organizations to post job advertisements.

Minorities in Agriculture and Natural Resources and Related Sciences: Promotes academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences. Their website included contact information for student chapter advisors and lists job opportunities.

National Association for Equal Opportunity in Higher Education: Professional association to further the causes of Historically Black Colleges and Universities and predominately Black Institutions.

National Indian Education Association: Focused on improving educational equity and access for American Indian, Alaska Native, and Native Hawaiian populations. It is the largest and oldest Indian educational organization.

National Society of Hispanic MBAs: NSHMBA serves 32 chapters and 8,000 members. The organization works to prepare Hispanics for leadership positions throughout the U.S., so that they can provide the cultural awareness and sensitivity vital

in the management of the nation's diverse workforce. Organizations can post position advertisements and search the resume database for potential candidates.

National Society for Hispanic Professionals: With over 10,000 members, this organization is one of the primary resources to reach Hispanic professionals. Their website allows employers to post jobs and search a resume database for candidates.

Society for the Advancement of Hispanics/Chicanos and Native Americans in Science: The mission of SACNAS is to encourage Chicano/Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership, and teaching careers at all levels. Their website allows employers to post jobs.

ABEN: A Black Education Network (previously California Alliance of African American Educators)

P.O. Box 3134 San Jose, CA 95156

<https://www.aben4ace.org/>

American Civil Liberties Union

39 Drumm St, San Francisco, CA 94111

www.aclunc.org

Asian Pacific Islander American Public Affairs

<https://www.apapa.org/>

Baymec Moving Equity Forward

<http://www.baymec.org/>

Deaf Women United

www.dwu.org

Federation of Indo Americans Association (FIAA) of Northern California

<https://fogsv.com/>

Indo American Community Federation

www.indocommunity.us

Citizens for a Better Community (CBC)

www.cbcsfbay.org

Hispanic Community Affairs Council

<https://hcac-ac.org/>

Japanese Cultural Center

334 Moorpark Ave, San Jose, CA 95129

www.jpnants.org

Latina Leadership Network of the CCCC

<https://lnccc.org/>

National Association of the Deaf

8630 Fenton Street, Suite 820
Silver Spring, MD 20910

<https://www.nad.org/>

National Association for the Advancement of Colored People

304N 6th Street, San Jose, CA 95112

www.naacp.org

National Coalition of 100 Black Women, Silicon Valley

<http://www.ncbw.org/>

ncbwsvc@yahoo.com

National Association of Multi-Cultural Education

<https://www.nameorg.org/>

National Federation of Filipino American Associations

<https://naffaa.org/>

**Puente Project | Center for Educational Partnerships Santa Clara Valley National
Panhellenic Council University of California, Berkeley**

<https://www.thepuenteproject.org/>

ebron@berkeley.edu

UnidosUS (formerly National Council of La Raza)

<https://www.unidosus.org>

APPENDIX B - SEE COMPONENT 13 ATTACHED

EEO PLAN COMPONENT 13

**EL CAMINO COLLEGE DISTRICT ACTIVITIES
DEMONSTRATING ON-GOING COMMITMENT TO EEO/EMPLOYMENT DIVERSITY**

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
Increase diversity of participants and membership on the EEO General Committee and Subcommittees	EEO Officer	Y1-3: (1) Develop consistent relationship with student representatives by consulting with the Student Development Office and the Associated Students Organization (ASO) to regularly participate in EEO General Committee & Subcommittees on Measures of Underrepresentation, Member Training, and Professional Development. (2) Establish participation of employee bargaining units on EEO General Committee (3) Poll EEO General Committee membership for ways to increase participation rates and committee-wide involvement in commitment to employment diversity.	Y1-3: (1) Goal of establishing student participation in all EEO General Committee meetings and participation in at least one Subcommittee. (2) Goal of establishing a representative from each employee bargaining unit on the EEO General Committee (3) Increased committee participation in EEO Sub-Committee work and objectives.
Create EEO Subcommittee on Screening & Selection Process	EEO Officer, EEO General Committee	Y1: Call upon EEO General Committee and District workforce for members. Y2-3: Analyze the screening process from beginning to end, identify EEO-related problems; formulate recommendations for Human Resources to take under consideration.	Y1-3: Goal is to establish a baseline and reduce the number of requests from individuals asking for clarity on the screening & selection process. (1) Develop a survey to collect data at end of each recruitment.

			(2) Analyze data every 6 months. (3) Determine if targeted training is required.
Provide training to employees, students & Trustees.	EEO Officer & Director of Human Resources	<p>Y1: Offer training (e.g., topics on search committee duties, screening & selection process, and overview of unconscious biases) to participants on a search committee (including students, when applicable), EEO General Committee members, EERs, and Trustees. Develop training for search committee chairs on the overall recruitment process.</p> <p>Y2: Offer training to search committee chairs on the overall recruitment process. Develop additional professional development opportunities on implicit biases.</p> <p>Y3: Offer professional development opportunities for all employees on implicit biases.</p>	<p>Y1: Goal of 75% participation rate of all EEO committee members and Trustees to participate in a minimum of one (1) EEO training per year. Goal to also develop training module content for search committee chairs.</p> <p>Y2: Goal of implementing search committee chair training module and have 50% of all deans complete the training. Goal of identifying at least one professional development opportunity regarding implicit bias.</p> <p>Y3: Goal to have each academic division attend professional development on implicit biases.</p>
Convey in publications and website the District's commitment to diversity & EEO.	<p>(1) Director of Marketing & Communications</p> <p>(2) EEO Officer, Director of Human</p>	<p>Y1-3:</p> <p>(1) Review and revise District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image. The Executive Director of Marketing & Communications shall be provided the annual EEO Plan from the EEO Officer and current student and workforce demographics from Institutional Research & Planning to help determine appropriate marketing representation.</p> <p>(2) Maintain EEO-related webpages that highlight the District's commitment to equal employment opportunity, ADA procedures,</p>	<p>Y1-3:</p> <p>(1) (a) Goal of reviewing and revising a minimum of 33% of existing District publications and marketing materials each year. (b) Goal of providing updated EEO Plan information within 3 clicks of District homepage.</p> <p>(2) The EEO Officer shall review District webpages and applicable BP/APs for</p>

	Resources, and ADA Compliance Officer (3) Director of Human Resources	sexual harassment, and nondiscrimination policies on the District’s website. The website will also list contact persons for further information on these topics. (3) Convey commitment to EEO and diversity through job announcement language, application procedures, and marketing materials.	alignment with the current EEO Plan. (3) The HR Director shall ensure an EEO statement is included on each job announcement and embedded in each advertisement outlet.
Review and update District EEO/DEI policy statement. (53024.1(k))	EEO Officer	Y1: Review and Update of BP/AP 3420 (EEO), including presentation of proposed changes through District consultation process. Identify all District EEO policies for review and revision. Y2-3: Review and revise all District EEO policies and statements.	Y1: Review and adoption of updates shall be completed by August 2024. Y2-3: establish scheduled review and revisions roughly every three years in concert with the renewal of the EEO Plan.
Addressing diversity issues in a transparent and collaborative fashion. (53024.1(o))	EEO Officer	Y1-3: (1) Continue to schedule quarterly general EEO General Committee meetings and quarterly EEO Subcommittee Meetings; and provide meeting notes for committee representatives. (2) Enlarge scope of existing EEO Subcommittee on Committee Member Training to include focus on implicit bias training opportunities for employees, students, and Trustees. Make recommendations and collaborate with EEO Subcommittee on Professional Development on training implementation. (3) EEO Subcommittee on Professional Development to facilitate a round table	Y1: (1) Solicit feedback from EEO General Committee on transparency of the operation of the EEO General Committee & Subcommittees, clarity of the stated objectives, goals, and membership expectations. (2) Make recommendations for trainings on implicit bias in faculty hiring. (3) Representatives shall report to their constituent group discussions and outcomes from the EEO General

		<p>discussion on Professional Development Day on EEO training opportunities.</p>	<p>Committee. Representatives will report to their respective membership at least once per semester on activities, efforts, and data reviewed within the EEO General Committee.</p> <p>(4) Solicit ideas from the general District community on EEO training opportunities needed.</p>
<p>Develop and contact new external recruitment sources.</p>	<p>Director of Human Resources</p>	<p>Y1-3:</p> <p>(1) In consultation with the EEO Subcommittee on Recruitment & Outreach, research cost-effective recruitment sources that target diverse applicants. Diverse applicant pools should include, but not be limited to, all monitored groups for representation including race/ethnicities, gender identities, persons with disabilities, and other groups protected from discrimination.</p> <p>(2) The EEO General Committee shall be encouraged to make recommendations to the Director of Human Resources of other recruitment resources to diversify the applicant pool.</p>	<p>(1) The Director of Human Resources, in consultation with the EEO subcommittee members on Recruitment & Outreach, shall review and screen recruitment source recommendations to determine if the source meets the EEO goals and in consideration of available funds.</p> <p>(2) Human Resources shall collect voluntary responses from applicants on where they learned of District job opportunities and develop a way to analyze the data and determine recruitment source effectiveness.</p> <p>(3) There shall be a standing agenda item for the EEO General Committee to solicit recommendations on new external recruitment sources.</p> <p>(4) There shall be a standing agenda item for the EEO Subcommittee on Recruitment & Outreach to solicit</p>

			recommendations on new external recruitment sources.
HIRING			
Consistent and ongoing training for search committees.	Director of Human Resources & EEO Officer	Y1-3: (1) Continue to require all members of a search committee to receive an in-meeting EEO training, a stand-alone online training on implicit biases, and written reference materials. (2) Work with constituent groups to encourage group members to attend a 2-hour comprehensive EEO Representative Training, which provides an overview of the screening and selection process, EEO rules, and EER duties.	Y1-3: (1) Each search committee member shall sign a confirmation of receipt and an agreement to comply with Title 5 regulations with regards to serving on a search. (2) Work with Institutional Research & Planning to implement an annual survey of search committee participants to solicit feedback on training received. (3) Come to resolution (Y1) and implement (Y2-3) agreed upon training requirements for constituent group members participating on a search committee.
Maintain updated job descriptions and job announcements. (53024.1(f))	Director of Human Resources	Y1-3: (1) Announcements will state job-related knowledge, skills, and abilities necessary to perform the job. (2) Any “required” and “desired” qualifications beyond the state minimum qualifications will be reviewed by Human Resources before the position is announced to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. (3) Job announcements shall contain: a general description, overall responsibilities, a commitment to diversity, salary, benefits,	Y1-3: (1) When a vacancy is identified, the manager shall review the job duties to ensure that the job description is accurate and up to date before a job is posted. (2) During the next negotiations for a successor contract the District shall propose to add to all faculty, administrators, and where appropriate, classified job positions at least one DEIA related desired qualification

		<p>information about the College and the local community, representative duties, working conditions, minimum qualifications, desired knowledge/abilities/experience, physical requirements (if any), application procedure, conditions of employment, EEO Statement, and how to request an accommodation (if needed).</p> <p>(4) Highlight the District's commitment to equal employment opportunity, diversity, equity, and inclusion in all job announcements.</p>	<p>that goes beyond the "sensitivity and understanding" requirement to all job descriptions.</p>
<p>Board of Trustees receives training at least once every election cycle on the elimination of bias in candidate selection and employment. (53024.1(g))</p>	EEO Officer	<p>Y1-3: Continue to provide annual training to Trustees on the elimination of bias in the candidate selection and employment process, as well as an overview of the District's recruitment process.</p>	<p>Y1-3:</p> <p>(1) Develop an online survey that the Trustees can complete after fulfilling the training requirement.</p> <p>(2) Work with Human Resources & the President's Office to solicit feedback from Trustees on training received.</p>
<p>Assess "sensitivity to diversity" of all applicants. (53024.1(l))</p>	Director of Human Resources, EEO Subcommittee on Recruitment & Outreach	<p>Y1-3:</p> <p>(1) For all positions, applicants must demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, geographic, and ethnic backgrounds of community college students.</p> <p>(2) In consultation with the EEO General Committee and relevant constituent groups, determine whether or not to pilot the created rubric with a discrete subset of recruitments.</p> <p>Y1: Create a rubric for evaluating applicants and their level of "sensitivity to diversity."</p>	<p>Y1-3:</p> <p>(1) Develop an online survey for hiring committee members to complete, after training or after using the rubric.</p> <p>(2) Analyze hires after implementing the rubric.</p>

		<p>Y2: Developed rubric would then need to be reviewed and approved by the EEO Subcommittee on Recruitment and Outreach.</p> <p>Y3: Work on developing training to provide to search committees on how to use the rubric when assessing candidates “sensitivity to” and “understanding of” diverse students.</p>	
Dedication of resources to District EEO efforts	Vice President of Human Resources, EEO Officer	<p>Y1: Determine emerging needs.</p> <p>Y2: Determine appropriate staffing to support EEO Plan implementation and management of EEO goals.</p> <p>Y3: If needs are identified, the VPHR shall source appropriate funding.</p>	Y1: If the VPHR is unable to source funding for identified needs, incorporate staffing or resource requests into the District’s Annual Planning process in order to secure general funds.
Focused outreach and publications	Director of Human Resources	<p>Y1-3:</p> <p>(1) The District will find external recruitment/outreach sources which target underrepresented populations which we are trying to reach.</p> <p>(2) The District will post job announcements in external recruitment/outreach sources, including electronic job boards that provide information in languages other than English to low-income communities, and whose primary audience is comprised of groups found to be underrepresented in the District’s workforce.</p>	Y1-3: The Director of Human Resources shall track applicant pools in relation to the venue of advertisement. Data shall be collected from applicants on recruitment/outreach source which elicited application.
Procedures for addressing diversity throughout screening/selection steps and levels	Director of Human Resources and the EEO Subcommittee on Screening & Selection Process.	<p>Y1-3: The EEO Subcommittee on Screening & Selection shall review the recruitment process (all steps and levels) relevant to EEO issues to ensure that processes and procedures are helping to reduce implicit biases.</p> <p>Y1: Review EEO data for qualified applicants selected (by HR).</p>	<p>Y1-3:</p> <p>(1) EEO Subcommittee on Screening & Selection shall provide annual feedback to the Director of Human Resources on the recruitment process from an EEO/implicit bias perspective.</p>

		<p>Y2: Review EEO data for qualified applicants selected for interview.</p> <p>Y3: Review EEO data for finalists who are hired.</p>	<p>(2) EEO Subcommittee on Screening & Selection shall report annual feedback and outcomes to the EEO General Committee.</p>
<p>Support applicants during the screening/selection process.</p>	<p>Academic Senate Committee on Professional Development</p>	<p>Y1-3:</p> <ol style="list-style-type: none"> (1) Offer workshops on best practices for applying and interviewing for faculty positions. (2) Track workshop attendance rates. (3) Highlight for workshop attendees the posted instructions on the job announcement on how to request reasonable accommodations to ensure awareness. 	<p>Y1: The Academic Senate Committee on Professional Development shall offer workshops to help potential applicants successfully submit an application and prepare for job interviews for a faculty position.</p> <p>Y2-3: Propose to Academic Senate Committee on professional development to survey the diversity of those attending the workshops and track how many apply and are hired.</p>
<p>Recruitment efforts and strategies such as:</p> <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges 	<p>Director of Human Resources</p>	<p>Y1-3:</p> <ol style="list-style-type: none"> (1) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in electronic, aggregate job boards recommended by the EEO Subcommittee on Recruitment & Outreach. (2) District notification of all open recruitments shall be emailed to internal Listservs to foster campus awareness of job opportunities. (3) The District will post job announcements on social media sites associated with affinity groups. 	<p>Y1-3: The Director of Human Resources shall monitor applicant pools in relation to advertisement venues. Data shall be collected from applicants on advertising method which elicited application.</p>

		(4) The District's applicant software and employment webpage shall state that the District is an "Equal Opportunity Employer."	
POST-HIRING			
Conduct campus climate surveys & use this information. (53024.1(a))	Institutional Research & Planning, EEO Officer, Director of Human Resources	Y1: Develop a post-participation survey for search committee participants to provide feedback on their experience during the recruitment process. Y2-3: Implement post-participation survey.	Y1-3: The Director of Human Resources shall review search committee feedback and discuss with the EEO Subcommittee on Recruitment & Outreach to determine what action (if any) is needed.
Conduct new hire survey & use this information. (53024.1(b))	Director of Human Resources	Y1-3: (1) Collect data from new hire survey. (2) Evaluate survey responses by disaggregating answers by underrepresented groups. (3) Summarize and present survey trends to the EEO General Committee.	Y1-3: Incorporate HR recommendations from new hire survey trends into the EEO General Committee's goals.
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	EEO Subcommittee on Professional Development	Y1-3: (1) Involve guest speakers from underrepresented groups in leadership positions to engage both students and employees. (2) Maintain programs that support or integrate newly hired employees into the campus community (e.g., faculty peer mentoring, professional development, and leadership opportunities). (3) EEO subcommittee on professional development will develop selection criteria it will use in selecting "culturally competent professional development seminar(s)." (4) In coordination with the general Professional Development Committee, the District shall	Y1-3: (1) Survey attendees on the effectiveness of the guest speaker(s). (2) Survey new employees on the effectiveness of the programs offered to them. (3) Determine percentage of professional development proposals that meet the selection criteria. (4) Survey seminar attendees on effectiveness of programming.

		offer a minimum of one culturally competent professional development seminar for all employees to attend per year.	
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	Y1-3: (1) Investigate any and all claims of unlawful discrimination, as defined in AP 3540, 3420. (2) Review practices of updated AP 3540, 3420, et al. and ensure all appropriate steps are taken to correct any deficit identified.	Y1-3: (1) 100% rate of completion for addressing all claims of unlawful discrimination and harassment under Title 5. (2) Complaint policies and procedures updated on 3-year cycle aligned with the regular submission of the EEO Plan or as legally required, whichever is sooner.
Develop and implement strategies to address adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.	Director of Human Resources, EEO Officer, Institutional Research & Planning, EEO General Committee, EEO Subcommittee on Measures of Underrepresentation	Y1-3: (1) Work together to establish uniform metrics and methods to properly measure adverse impact in candidate pools based on the District's goals. (2) Develop a standardized set of questions to require the search committee to answer if adverse impact is identified in the pool selected for interview. (3) Develop a standardized process for the search committee to follow to either affirm the candidate pool, reevaluate the qualified candidate pool, or extend the application period to deepen the applicant pool.	Y1-3: If applicable, Human Resources shall note in the recruitment file the reason for extending a recruitment and document additional recruitment efforts made.

<p>Develop and implement strategies to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.</p>	<p>Director of Human Resources, EEO Officer, Institutional Research & Planning, EEO General Committee, EEO Subcommittee on Measures of Underrepresentation</p>	<p>Y1-3: (1) Work together to establish uniform metrics and methods to properly measure underrepresentation of existing workforce based on the District's goals. (2) Develop actions to decrease the degree of any existing underrepresentation.</p>	<p>Y1-3: Work with all relevant consultation bodies and constituent groups to articulate targeted progress.</p>
<p>Reoccurring activities to support and promote diversity, equity, and inclusion.</p>	<p>Professional Development (PD) Committee</p>	<p>Y1-3: (1) Conduct diversity dialogues, forums, seminars, and cross-cultural workshops. (2) Promote various cultural celebrations on campus.</p>	<p>Y1-3: (1) In coordination with the PD Committee, the District shall offer a minimum of 1 culturally competent professional development offering for all employees per year. (2) The PD Committee may send surveys to gauge participant experience and solicit feedback.</p>